



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> • transdisciplinary theme: How we Express Ourselves An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic. • central idea Movements in the arts reflect time and place. 	<p>Class/grade: Fourth Grade Age group: 9/10</p> <p>School: Edgar Allen Poe Elementary School code: 49497</p> <p>Title: Artistic Expression</p> <p>Teacher(s): Ms. Jackson, Ms. Hubbard, Ms. Garcia, Mr. Stafford</p> <p>Date: January 14– May 24, 2020</p> <p>Proposed duration: number of hours over – 7.5 per class number of weeks- 9</p>
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students’ understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Students will present their interpretation of a future artistic movement through art, dance, music and film.</p> <p>A rubric will be used to assess the students. Students will be evaluated in the following areas: artistic expression, group collaboration, and use of required skills.</p> <ol style="list-style-type: none"> 1. Exemplary 2. Accomplished 3. Developing 4. Beginning <p>The criteria will include, evidence that shows students’ understanding of how they can interpret and express their own artistic movement.</p> <p>Art is a relationship between audience and performance.</p> <p>Making a connection with abstract/improvisation and understanding art is a response by the artist and society in that time.</p>	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • Connection • Causation • Form <p>Related Concepts:</p> <ul style="list-style-type: none"> • Communication • Pattern • Expression <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> • Artistic Movements • Leaders of artistic movements • How art reflects its society • How art influences society <p>What teacher questions/provocations will drive these inquiries?</p> <p>What is art?</p>

What is its purpose?

What is a movement in art?

Lesson 1 – Provocation and Class Discussion

Each class in the arts will have their own provocations.

What important events were taking place during the time leading up to the movement and what caused the artist to create a piece of art like the following:

*Start by asking what is art? We will have our Monday classes really define that and narrow down their focus. The following four classes will then focus on What is Theatre/Dance/Music/Art? Students need to define these art forms, how are they all an art? What is their purpose?

Music - Listen to music and ask students what would cause the artist to create a piece of music like this? Threnody for Victims of Hiroshima by Penderecki

Dance – Ms. Garcia will show an accumulation dance by Trisha Brown.

Theatre – Ms. Hubbard will show clips from an immersive theatre piece called *Sleep No More*. Why would these be a theatrical experience that people are drawn to see? Why do artists get inspired by immersive theatre today?

Art – Mr. Stafford will show the art Guernica by Picasso, timeline of how art progressed from cave art to pop art

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Planning the inquiry

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills?

What evidence will we look for?

Students will be asked to answer the following questions in whole group discussions during each Fine Arts class rotation.

- What is an art movement?
- What causes a movement in the arts?

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Lesson 2 – Background information on movements

Teachers will give background information on the following movements:

Two contrasting artistic movements - Baroque/Restoration (1600-1750) vs. Modern

Restoration Theatre – school for scandal & Moliere

- Can you give an example of an art movement?

Based on the answers above, we will look for evidence of prior knowledge of the transdisciplinary theme and central idea. A provoking question can be: What was going on in history during the movement that you've learned about?

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

The students should be able to describe how their product is a strong example of their art movement and how that art movement is connected to their future world. They can give a comparison to a past art movement and how/why it was created, when asked. This is assessed by questions and answers.

Students can give examples from each specific piece of self-created art that ties into the themes/practices of their movement.

The students can describe their movement "stars" and how they influenced their movement and society. This can be assessed via their reflection.

Through their final project reflection, students can describe how their movement was not only inspired by their society/star artist but helped to influence their society. Students can give specific examples of how society may have changed.

Baroque Art – architecture, ornate design and painting

Baroque Music – Handel, Vivaldi, and Bach

Baroque Dance – Ballet, King Louis IX

1915-1940s

Early Modern dance – Isadora Duncan & Merce Cunningham (Chance dance)

Theatre of cruelty & Dadaism (1917) – father of Dadaism, 1st film ever made
1915- 1935

Modern music – John Cage, Shostakovich, Schoenberg

Modern Art – Picasso & cubism

We will have whole group discussion on how these movements were caused by the societies and the events surrounding these artists and their audiences. These whole group discussions will elaborate on why these performances were meaningful to audiences.

Lesson 3 – Overview of your Fine Art projects

At the beginning of the 3rd class, students will be divided into groups and will choose a futuristic world in which to create their own artistic movement: Virtual Reality, Climate change, Space Colonization.

Over the semester, students will use the given information to create their own artistic movement by deciding how art changes as a result to what is happening in their future world. Within this art movement that they create, students will compose their own music piece, choreograph their own dance, create their own visual art and create a short film to reflect their understanding of the central idea.

We will explain how each of their final products should reflect their chosen futuristic scenario through the work of their popular artist of the time, and how they need to connect their understanding of their 'Movement' to their understanding of its 'Causation.'

Each Fine Arts class has a project outline that the students will fill out and utilize for brainstorming their ideas for their final products. This is more or less a rough draft that they can constantly refine before creating their final product. Included in the packet is creating a leading artist in each fine art that helped to make that art form famous. Students can choose to think of their art as a creation that this star would have made. Students will create a short biography for each of these artists. Each final product in the fine arts class will be said "star's" masterpiece. They will have to also write an excerpt about how and why the "star" created that piece.

Questions in the packet would include:

Future world
Name of the movement
What year is it?
What country are you in?
Where are you?
What does society look like?

Lesson 4 -

Brainstorming who their leading artist in each medium? What makes their art unique? Why/How are audiences responding to him/her? What does their art look, sound, feel, like? Why did they start creating this way? How is this artist a good example of their artistic movement? What is this movement called? What are its characteristics?

Teachers will tie in what they covered about artistic movements and how this artist would be an example of a larger movement that they are leading.

Students will answer brain storming questions and write a paragraph describing their artist and his/her work, and how it is an example to the movement.

Lesson 5 –

Dance – Review Elements of Dance, Chance Dance, go through choreographing/collaborating as a group. Start Futuristic World Choreography – approximately 1-minute piece, students will create at least 8 different movement phrases (8 8-counts per group, and/or 2 8-counts per person)

Theatre – Brain-storming their plots for their short films (1- 2 minutes long, 3 different types shots, every student has to have one line and/or approx. 10 seconds of screen time). Assign off-camera jobs and how they function within the group. Go through collaborating film making as a group, and simple storytelling.

Music – Review known music concepts, instrumentation, Chance Music with Quaver, making examples of all that is available to them

Art – Working on rough draft of masterpiece and their star artist

Lesson 6 –

Dance - Students will have completed 32 counts of movement

Theatre – Writing their script for their film (approximately 1 -2 pages front and back.)

Music – Composition via Quaver or Traditional Orff instruments

Art - Working on rough draft of masterpiece and their star artist

Lesson 7 –

Dance – Choreography

Theatre – Go over shots, different types, and how they help to tell a story, example shots

Music – Composition via Quaver or Traditional Orff instruments

Art – Working on final draft of piece and star artist

Lesson 8 –

Dance – Choreography Finished

Theatre – Students do shot list and how it matches up to script. Present scripts and storyboards to class.

Music – Composition via Quaver or Traditional Orff instruments

Art - Working on final draft of piece and star artist

Lesson 9 –

Dance – Rehearse Choreography and with music

Theatre – Filming outside Day1 (each shot gets only 3 takes)

Music – Composition

Art - Working on final draft of piece and star artist

Lesson 10 –

Dance – Filming final pieces onstage

Theatre – Filming Outside Day 2

Music – Composition

Art - Working on final draft of piece and star artist

Lesson 11 -

Dance – Filming final pieces onstage, cont.

Theatre – Filming Outside Day 3

Music – Finish composition

Art - Final Draft of Masterpiece is presented and the artist is talked about

Lesson 12

Theatre – Intro to editing, what can you do, how do you edit, how do you make decisions as a team

Music – Record composition

Lesson 13 –

Theatre – Edit Film

Music – Record composition

Lesson 14 –

Theatre – Edit Film

Lesson 15 –

Theatre – Finish editing film

Final Fine Arts Classes of the planner will present final pieces for teacher

Approaches to Learning:

Social Skills: Listening sensitively to others and working cooperatively. We explain what they are, how they change as the project progresses. Teach how and when you can incorporate all ideas.

During the pandemic the students are not able to work in groups or share materials due to the pandemic policies.

Thinking Skills: Seeing patterns in different art forms that make up one large movement, linking their art form to a social climate, creating and innovating as an individual within a group.

Communication Skills: Working together to communicate and negotiate ideas about what to create, and express their ideas through the arts.

Learner Profile focus:

Risk Takers

Trying something new will develop their ability to become more confident to take risks in new situations. Students will become composers, choreographers, and develop their own interpretation while they are learning.

Communication

Writing: Research, note taking and group collaboration.

Presenting; Through performance students will present their culturally inspired composition, and choreography.

Open Minded

Using various resources and art forms to show that there are multiple ways to express themselves across cultures.

5. What resources need to be gathered?

Teacher produced provocations of past and current movements in their specific field of art.

Teacher produced outline for brainstorming the future world, the art movement it will inspire, and how they will produce an example piece of artwork from that movement.

Smartboards, laptops, iMovie, iPad, cameras, green screen, garage band, quaver music, various classroom musical instruments, art supplies, costumes, props, YouTube videos, audacity

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Reflecting on the inquiry

6. To what extent did we achieve our purpose?

Assess the outcome of the inquiry by providing evidence of students' understanding of the central idea. The reflections of all teachers involved in the planning and teaching of the inquiry should be included.

- Students created an entire future world scenario with political movements, economic trends, fashion trends, etc. And how they connected to creating and enjoying art.
- Students created an art movement that had specific values and characteristics but struggled to identify the characteristics of an Arts movement at times.
- Students began to create a piece of art that represented the art movement in characteristics and values but were interrupted because of the pandemic.
- Students were excited to create but struggled with collaborating in their groups. Many students complained about having to compromise or just with group members contribution levels.

7. To what extent did we include the elements of the PYP?

What were the learning experiences that enabled students to:

- develop an understanding of the concepts identified in "What do we want to learn?"

The students had to make a connection between the form and causation of past movements in art in order to formulate and articulate and create future movements.

- demonstrate the learning and application of particular transdisciplinary skills?

Students collaborated in small groups to create one world and began working to create one piece of art per group. They had to use communication skills to resolve conflicts of artistry that arose in their creative processes. Students had to not only use thinking skills to replicate the concept of an art movement, but they also had to apply this movement as a response to a future world. Students would have also had to think and use social skills to collaborate on how to use technology to create their art pieces in theatre and music.

<ul style="list-style-type: none"> Disagreements in artistry kept groups from using time efficiently. <p>How you could improve on the assessment task(s) so that you would have a more accurate picture of each student's understanding of the central idea.</p> <p>Assessments need to be chunked in due dates and have frequent checks for understanding. This will allow for students to make corrections and create a stronger final product.</p> <p>The checks for understanding will help students stay connected to the central idea.</p> <p>What was the evidence that connections were made between the central idea and the transdisciplinary theme?</p> <p>Students were able to easily make connections between the central idea and the transdisciplinary theme through their creation of their new world and arts movement. However, they struggled with identifying the characteristics of an arts movement and describing the actual expression of a movement.</p>	<ul style="list-style-type: none"> develop particular attributes of the learner profile and/or attitudes? <p>Students had to take personal risks in collaboration and sharing ideas and would have taken additional risk in creating a piece of art for critique.</p> <p>Students were open minded when they listened and built upon each other's ideas. They were open minded when they had to be flexible with schedules, technology, etc. Students had to problem solve as a team as to how to best execute their ideas when they were challenged.</p> <p>Most students communicated well when they shared their ideas and collaborated with each other. Others struggled with communication when they felt their ideas were not heard or lost interest in the process.</p> <p>In each case, explain your selection.</p> <p>See above.</p>
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Reflecting on the inquiry

<p>8. What student-initiated inquiries arose from the learning?</p> <p>Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.</p> <p>What movement are we in right now? How do you know and what are examples?</p>	<p>9. Teacher notes</p> <p>Teachers should include social skill building activities before the lesson to prepare students for collaborating.</p> <p>Teachers should restructure the student packet to include graphic organizers to help students better identify the characteristics of an Arts movement and</p>
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Showed examples of *Sleep No More* with Immersive Theatre.

Students asked if they could create their own immersive theater at Poe and how they could make it happen.

At this point teachers should go back to box 2 "What do we want to learn?" and highlight the teacher questions/provocations that were most effective in driving the inquiries.

Students had a clear understanding of the connection with the Arts.

What student-initiated actions arose from the learning?

None known to teachers because the planner was incomplete due to schools closing from the pandemic.

then be able to apply the information to their own created Arts movement.