

## 1. What is our purpose?

### To inquire into the following:

- **transdisciplinary theme**

How we express ourselves:

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**

Struggle may inspire creative expression.

### Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

1. Creating clay sculptures of what they feared and then smashing it had a strong symbolic meaning. We will take photos
2. Creating masks representing our fear and writing a poem in the style of Maya Angelou's poem, "Life Doesn't Frighten Me", together was our summative assessment in which students identified what they were frightened of and explored ways to not be fearful.

GT extension: write or create an artistic piece to represent a struggle in their family or a time period, cultural movement or artist they learned about in class or through individual research.

2020 – Individual Cereal Box Biography reports on inventors and scientists

Class/grade: 2<sup>nd</sup> Grade

Age group: 7 to 8 year olds

School: Poe Elementary

School code: 49497



PYP planner

Title: How We Express Ourselves

Teacher(s): F. Castro, S. Gray, E. Gregor, A. Marrs, P. Pare, J. Quintana

Date: October 19 through November 20, 2020

Proposed duration: number of weeks: 5

## 2. What do we want to learn?

Key Concepts: form, change and perspective

Related Concepts: patterns, culture

What lines of inquiry will define the scope of the inquiry into the central idea?

- Cultural perspectives as reflected through the arts, specifically perspectives of people who have struggled
- Creative means as used to communicate
- Art as it provides insight into individuals and cultures – a connection to the world

What teacher questions/provocations will drive these inquiries?

- **What inspires the need to create art?**
- **What is struggle?**
- **What is art?**
- **What is culture?**
- **What is communication?**

### 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?

Have a class discussion about different forms of art and how it is used as form of communication. Make a list to be added to as new information is learned.

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

1. List reasons that people create new things
2. Write about and discuss: What does “struggle” mean?
3. Students will participate in class discussions about the central idea and lines of inquiry.(journal writing, list types of struggle, list forms of art wonder board, etc.)
4. In response to literature read, and other art experienced, students will write, draw or move to express their understanding

### 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?**

#### Focus:

\*In the regular classroom, Art, Dance, Theatre, and Music students will learn about, experience and create different art forms as seen from different cultural perspectives of expression.

\*Class will make a chart of different types of artistic expression

\*Teachers read non-fiction and fiction books to explore how struggle inspires people to express themselves creatively.

#### Inquiry:

\*Author studies of Faith Ringgold and Langston Hughes, songwriter Louis Armstrong, artists Frida and Picasso, and composer Beethoven will lead to inquiry about writers and artists from various countries using their creativity to express the desires and dreams of a whole group of people who have experienced struggle.

Through the study of masks from other countries, we will see how different cultures use art to express feelings.

\*During Art Career Week, students can learn from visiting artists about how they became artists and why they do their art.

\*Students will participate in the Writers in the Schools program to be creative writers.

#### Discovery:

\*Opportunities will be given for students to pursue research about artists or forms of art

\*Students will choose from a variety of work products to demonstrate their learning.

\*Create a mask and creative story about an imaginary “Beastie” representing the student's inner self

\* Study how, in many countries, masks have a purpose of scaring away evil spirits.

#### Reflecting:

\*The class and students will come back to guiding questions and the Wonder Board to reflect on what has been learned during discussions and activities.

Students will reflect on their feelings about struggle.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

IB Learner Profile: (communicators, reflective, risk-takers)

Attitudes: Creativity, Empathy, Curiosity, Connection

A major focus will be on why and how people create and communicate. As we explore history and different artists (risk-takers), we will reflect on their perspectives and relate the profile attributes and PYP attitudes to them and their ability to communicate for the good of the community. In other words, we will focus on the positive and sometimes liberating qualities of the arts, especially as a response to hard times (struggle).

#### Approaches to Learning:

Communication skills- using verbal and non-verbal forms of communication to express ideas and feelings (presentations)

Respecting others: listening to others, learning about and appreciating different perspectives

Self-management skills: spatial awareness, choice of assessment products, informed choices reflected in work products

**5. What resources need to be gathered?**

“Life Doesn’t Frighten Me” book by Maya Angelou, Langston Hughes poetry, Faith Ringgold books, Biographies of Langston Hughes, Picasso, Frida Kahlo, Louis Armstrong, Beethoven digital examples of the arts, MyOn book bundles/project, clay or playdough for Fear activity  
Collaboration with the Dance, Art and Music teachers to teach about the forms of art and how they were a reflection of that time and certain people’s struggles.

**How will the classroom environment, local environment, and/or the community be used to facilitate the inquiry?**

Visiting Artists from the community, Art Career week at the beginning of the unit

## 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.

Previous years:

Learning about different people and characters who used creative expression to either overcome struggle or as a reaction to it was effective. Students learned to identify different forms of creative expression and that struggle can sometimes inspire it.

Creating clay sculptures of what they feared and then smashing it had a strong symbolic meaning.

Creating masks representing our fear and writing a poem in the style of Maya Angelou's poem, "Life Doesn't Frighten Me", together was our summative assessment in which students identified what they were frightened of and explored ways to not be fearful.

What was the evidence that connections were made between the central idea and the transdisciplinary theme?

Students learn to appreciate that some artists are inspired to create art to express feelings related to individual struggles, or the struggles of a group of people. They also learn that creative expression is a way to get feelings expressed which leads to feeling better. This connects to the central idea of our first inquiry: We can be responsible for managing our own well-being.

2020 – The quarantine year! Because of the struggle of our students and families this year, we did not focus as much on the struggle aspect. We skipped the diving into the fear aspect and focused more on Profile attributes of famous creative people and discovered that many had experienced struggle early in life.

## 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 were exposed to many perspectives, stories of struggle and examples of multi-cultural art

They learned about some writers and painters who had personal struggles that inspired them to create art.

2020 – We focused on inventors and scientists as well

- demonstrate the learning and application of particular approaches to learning?

Students used thinking and self-management skills in learning that art is a form of communication and a way to express feelings (well-being)

Students used communication skills to learn to write in a unique perspective and to recite poetry

In creating original art, they used Thinking skills.

Some students used research skills to learn about different artist forms and artists.

2020 – All students used research skills to report about important inventors and scientists

- develop particular attributes of the learner profile and/or attitudes?

In each case, explain your selection.

Through exposure to many kinds of artistic expression, students learned that creativity is a form of communication. In learning about the unfair conditions or unfortunate events of some artists, students learned empathy for those who have less fortunate lives than our own.

We also look at individual artists from different cultures, Khalo, Picasso and Beethoven, whose personal struggles did inspire creative expression.

As a part of researching and writing a report on a famous person, the students described which learner profile attribute(s) each one exemplified?

### 8. What student-initiated inquiries arose from the learning?

Record a range of student-initiated inquiries and student questions and highlight any that were incorporated into the teaching and learning.

Why do people make art?

Why would people treat other people unfairly?

What would the world be like without art?

*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.*

### What student-initiated actions arose from the learning?

Record student-initiated actions taken by individuals or groups showing their ability to reflect, to choose and to act.

From studying the works of different artists, students were able to appreciate what goes into creating different forms of art and that it is a means of communication. I also think the students learned to appreciate different forms of art.

### 9. Teacher notes

**We want this unit to focus on the appreciation of various art forms**

**We can definitely include the Fine Arts teachers more in teaching different multi-cultural art forms.**

**We want to make an effort to study cultural struggle in another country. Maybe we can take our study of masks in that direction. In many countries, masks have a purpose of scaring away evil spirits. We could see where the art of mask making is today.**

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