1. What is our purpose?

To inquire into the following: transdisciplinary theme
How we Express Ourselves

central idea - Creativity can be found and enjoyed in lots of places and lots of ways

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?

To create a narrative using the same starter ‘seed’ - each student has a different version/ different perspective of a fairy tale - to follow the creative process:

**narrative**

- Week 1 - planning narrative
- Week 2 - creating it
- Week 3 publishing it

<table>
<thead>
<tr>
<th>Class/grade: 1/2</th>
<th>Age group: 6-8 years</th>
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<tbody>
<tr>
<td>School: GWPS</td>
<td>School code:</td>
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<tr>
<td>Title: Creativity can be found and enjoyed in lots of places and lots of ways</td>
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<tr>
<td>Teacher(s): emma Silveira, Jackie Webster and Kirsty Webster</td>
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<td>Date: 22/05/16</td>
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<td>Proposed duration: number of hours 25 hours</td>
<td>over number of weeks 3 weeks</td>
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2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

Perspective

Reflection
Non-number geometry
To have a shape and tessellation pattern display piece- collage placemat, book mark,

Number and algebra
To be able to solve addition and subtraction problems using different strategies and approaches

Think board

Problem solving tasks

Counting patterns

Photographs and book work

What lines of inquiry will define the scope of the inquiry into the central idea?
- What is creativity?
- How can we be creative?
- What would you like to write about to create a story? – The process of Brainstorming, planning, rough draft and publishing
- Having a different perspective is part of being creative

What teacher questions/provocations will drive these inquiries?

Reading
What are some possible different endings to the fairy tail looking at different character’s perspectives- e.g How do you think the goldilocks felt? What happened to goldilocks after she ran away?

Jack and the Bean Stalk  and Jim and the bean stalk –(Giant’s perspective)
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?

version/ different perspective of a fairy tale- to follow the creative process:

narrative

Week 1- planning narrative
Week 2- creating it
Week 3 publishing it

Non- number- geometry

To have a shape and tessellation pattern display piece

Number and algebra

To be able to solve addition and subtraction problems using different strategies and approaches

Think board

Problem solving tasks

Photographs and book work

Painting

Readers theatre

Creating own versions of known fairytales (summative assessments)

Architecture – building their own versions of buildings

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

Showing their creative process through the different domains in the curriculum

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?

How can you be creative in your approach to- addition and subtraction- what were your strategies?

Reflection- what worked to solve a problem? What didn’t? How could you solve it, what is a different approach?

How do you create a narrative?- The planning process- writer’s seeds

How can you create a pattern How can you create a shape picture or object?

What is tessellation? Where do you see shape and pattern around you? How do you create a tessellated pattern?

What is a geometric shape? What is an ‘organic shape’?

What is perspective? What is your perspective on…?

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

(See above)- focus on how we are creative in our approaches and perspectives throughout – literacy-reading and writing-

Opportunities to create their own version of well -known fairy tales

Opportunities to read an view different versions of fairy tales

Opportunities to create percussive music stories

Opportunities to act and do puppet shows

Opportunities to create and explore, manipulate shape- concrete materials and ICT

ICT- create shape picture on word, find apps to load on Ipads

Kathy Palmer- Virtual manipulatives- web site

Ipad- APP- free to down load:-
5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Reading and visual

Books- fairy tales – different versions looking at – for example the wolf’s perspective in The 3 little pigs, Cinderella, Goldilocks and the Three Bears

Jack and the Bean Stalk and Jim and the bean stalk –(Giant’s perspective)

poetry, songs, chants,
Dr Zeuss- made up non-sense words- rhyme

Youtube- different versions of fairy tales- examples of puppet shows and versions of story telling

Google ideas

**Incursion- author or artist visitor**

**Theatre performance related to fairy tale**

- musical stories:-
- Peter and the wolf
- The carnival of the Animals
- Fantasia
- Ballet/ dance stories-
- The Nutcracker
- Sleeping Beauty
- Musical percussive instruments- a variety of music to listen to
- Art materials- coloured paper, paint, drawing mediums,
- Pre- cut shapes, shapes, 2D and 3D - what can we create out of a 3D shape?

**ICT:**

- National library of virtual Manipulatives (NLVM)
- Word – create a shape picture
- Publish a story

How will the classroom environment, local environment, and/or the community be used to facilitate 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.

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.

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

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?”
• demonstrate the learning and application of particular transdisciplinary skills?
• develop particular attributes of the learner profile and/or attitudes?
In each case, explain your selection.
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.

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.

9. Teacher notes
Lack of resources for current unit
Current unit too vague
HWEO unit to go the entire year because creativity