1. What is our purpose?

To inquire into the following:

- transdisciplinary theme
  How We Express Ourselves
  different sources and can be shared in many different ways

- central idea
  Ideas come from many different sources and can be shared in many different 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?

- Stimulus playing:
  1. Developmental play in classroom
  2. Play outside in Rainbow land
  3. Playing at home

- Express by:
  - Writing
  - Drawing
  - Painting
  - Roleplay
  - Music
  - Dance
  - Constructions
  - Technology
  - Video performances

Class/grade: Foundation
Susan Hosking and Zerrin Eyigun
Age group: 5-6 years old
School: Glenroy West Primary School
code: 301074
Title: Then and Now
Date: 17 May 2016
Proposed duration: 3 weeks

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?

- Form (ways of expressing, sources)
- Perspective (Multiple intelligences)

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

- Define an idea.
- Explore Multiple Intelligences.
- Exploring different ways to express ideas.

What teacher questions/provocations will drive these inquiries?

- What is an idea?
- Where do ideas come from?
<table>
<thead>
<tr>
<th>How do we share our ideas with others?</th>
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<tr>
<td>What are different ways we can express ourselves?</td>
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<tr>
<td>What is the best way for you to express yourself?</td>
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<td>How do we best learn?</td>
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<th>What might we know we have learned?</th>
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<td><em>ed in conjunction with “How best might we learn?”</em></td>
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<td>'s of assessing students' prior knowledge and skills?</td>
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<td>What</td>
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<td>/s of assessing student learning in the context of the lines will we look for?</td>
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<td>they best express themselves. (Multiple Intelligences)</td>
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<td>' express themselves when playing.</td>
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<td>If expression.</td>
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What resources need to be gathered?

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

- Multiple Intelligence references and quiz
- Ipads to record presentations
- Camera to document their learning journey
- Playground equipment
- Art resources
- Books
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:

 In each case, explain your selection.
1. 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.

2. 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.

3. Teacher notes