1. What is our purpose?

To inquire into the following:

**transdisciplinary theme: How We Express Ourselves**: An inquiry into the ways 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 aesthetics.

**central idea**: Our imagination allows us to think, create and express ourselves in new ways without boundaries and without fear.

**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?

Create their own imaginary place (e.g., country or world or planet) and using their imagination express what it is like to live there. This includes the weather/people/animals/clothes etc. They will have to find their own way of presenting their place to the class.

Create an imaginary person/creature that would live in your imaginary world. Students will create a 3-D sculpture incorporating collage and painting, showing their design and discuss their choice of color, shape and line.

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**: Students learn that we express our imagination in many forms.

**Function**: Students learn that the function of our imagination is to help us express ourselves.

**Reflection**: Students reflect on the usefulness of their own imagination.

**Learner Profile**: Thinker, Inquirer, open minded

**Attitudes**: Empathy

**Transdisciplinary skills**: Curiosity, Creativity

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

- How does imagination open our minds to creativity?
- Where can our imagination take us?
- How does our imagination create who we are?

What teacher questions/provocations will drive these inquiries?

How do we show our imagination?
How does our imagination help us to see things in different ways?
How do we use imagination to help us create our individuality?

**Provocations**:

Listen to music: have students think about how the music makes them feel. Students make a diagram or sculpture of how the music makes them feel.
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?

Pass around objects and ask children to use them in a different way, (a scarf)

Listen to music and have students draw pictures of what they “see” in the music

Ask children when they use their imaginations

Give students Popsicle sticks and have students create something with the sticks

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

Have an article of clothing in a brown bag. Have each student take a different bag and they have to see what they could use their article of clothing for. They will also tell where the person lives, and who might it belong to.

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?

Students used personal planners to address the standards that students needed to demonstrate mastery of. This will allow students to show their theatre, dance standard comprehension. This will also allow students to engage with each other, and show risk taking abilities and opportunities to push themselves in as well as being open-minded as others share their inquiries.

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

Social: students will collaborate to perform and explore ideas to demonstrate mastery of standards

Research: students will use their imagination to present information on areas that they are personally interested in exploring

Risk takers: some students may not be as comfortable with demonstrating dance and theatre standard mastery, but will do so

Open Minded: students must be open minded to other students presentations

Incorporate video clips of episodes from circ de soli, Adam Sandler’s Bedtime Stories, and Jumanji. Have students explore where imagination is used or incorporated.

5. What resources need to be gathered?

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

Students will use all teachers, IB coordinator, art teacher, Spanish teacher to help with this. Students will also use library books, IPads, and watch YouTube videos, we will listen to songs that pin point imagination

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

Students will use the classroom environment to create their own back drops. As a teacher I can not pin point where their imagination will take them, however I can provide them all the resources they need. As they need resources I will help with finding them.
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.

Because the National Art Standards are detailed and open to interpretation I anticipate that this will provide many opportunities for students to express themselves in various ways.

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?
Reflecting on the inquiry

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.

Students will have opportunities to present their creations to Kindergarten and 1st Grade students to inspire students to think about what it means to express themselves.