




<p>1. What is our purpose?</p> <p>To inquire into the following: Transdisciplinary Theme</p> <p>Sharing the Planet: An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p> <p>Central Idea</p> <p>Line quality can greatly enhance the visual impact of a piece of art and we can communicate messages through created works of art both visually and textually.</p> <p>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?</p> <p>Sketch/Brainstorming: Students will demonstrate synthesis of knowledge gained in this UOI through a watercolor painting.</p> <p>Visual Arts Project: Students will use a single line with a variety of line qualities to create connection through art.</p> <p>Student Assessment: Students will reflect on both the message and subject matter of their art and how effectively they were conveyed in their masterpiece as well as examine the art they made and assess the use of line quality.</p>	<p>Class/grade: <u>Art 4*</u> Age group: Grade 4</p> <p>School: American School of Bombay School code: </p> <p>Title: Line Quality: Watercolor Biomes Teacher(s): <u>Martens, Amy; Vora, Drishti</u></p> <p>Proposed duration number of hours: over number of weeks: (Week 5, 5 Weeks)  </p> <hr/> <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>Form, Connection, Responsibility</p> <p>What teacher questions/provocations will drive these inquiries?</p> <p>What do you already know about biomes and mangrove trees? What are the major elements of each (levels, parts, etc)? Why are these parts of our natural world important to us? How do they affect us, and us them? (connectedness) How can we show this connection through art? How can art help us with the responsibility of sharing with others? How can art spread a message?</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> • The characteristics of a biome (physical elements visually displayed) • How we can use drawing techniques and styles to create unity and connection in art • Art can convey a message: Our responsibility for protecting our environment.
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Planning the inquiry

3. How might we know what we have learned?

What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

What are the possible ways of assessing student learning in the context of the lines of inquiry?

What evidence will we look for?

Sketchbook Planning

Formative: Developmental Workbook

Students will employ self management skills in planning and organizing their prior knowledge on biomes through new art skills in their sketchbooks. Students will use sketchbooks to practice their drawing, color choices, and overriding theme of the project.

Line Drawing: Watercolor Painting

Formative: Visual Arts Project

Students will explore line quality and create a drawing to express their responsibility and understanding of the form and functions of biomes. They will create a drawing with a single line (using a variety of qualities through the line) and colored with watercolor paints. Their final piece will be an example of enriched art skills used to share a message with the viewer.

Final Reflection

Process-Focused Assessment

Students will fill out a reflection following the completion of this project. They will reflect on their work in the process of drawing with line quality and using the watercolors, on their use of classroom time and organization skills to create the drawing. They will also reflect on the message of responsibility they portray with their art in preserving biomes.

 [Gr 4. Line Quality Reflection.Google Doc](#)

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?

- Research in biomes in classroom: background knowledge (+field trip)
- Experiences in science lab build on this knowledge
- Applying what is known about biomes to art
- Introducing line quality (reviewing basics: curvy, zig zag etc, then introducing thick and thin lines)
- Practice sketches in sketchbook
- Exploring use and addition of color (with marker and paint)
- Creating a final masterpiece
- Craftsmanship (black marker finishing off the piece)

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

Students have the opportunity to use the knowledge gained in research in classrooms and science lab for the material/subject matter of this project. (thinking skills- research, synthesizing)

Students will be provided the opportunity to demonstrate visually the responsibility we have in preserving our biomes.

Students will refine watercolor painting skills in the use of detailed areas in their projects. (self management-motor skills)

Students will be open-minded to how their drawings will look with this style of drawing (and how other peers' drawings will look as well)-non judgemental attitudes since these pictures will not (and are not meant to) look realistic

5. What resources need to be gathered?

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

Images of mangrove trees and other biomes
Paul Klee's sketchbook work (continuous line)

*Students often refer to A Dot that Went for a Walk book (have available to look at)

youtube videos on line quality

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

Incorporating local mangrove trees into the project subject matter/theme provides a real life example and connection for students to relate to.

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 were to pick which of the three concepts their project most highlighted and why in their written reflections.

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.

Perhaps allow them to chose subject matter?...

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

We literally linked the biomes through subject matter but also discussed the connection we have and responsibility to protect our biomes which was they expressed visually through their pieces.

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

Elements of PYP

What were the learning experiences that enabled students to:

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

Students were able to create a literal connection running through their art with the use of a continuous line and creative line quality.

Students engaged in discussions, searches, and trips to discover the form and nature of a mangrove tree (subject of piece of art)

- **demonstrate the learning and application of particular transdisciplinary skills?**

Through meeting daily goals, students were able to demonstrate the abiliyt to manage their time.

(finalize sketches, practice color on 2/3 sketch, transfer final drawing, paint, outline etc)

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

In each case, explain your selection.

This new drawing technique forced students to try something new and be open-minded when their initial drawings didn't turn out as they would like.

They were able to use this form of art and handwriting to communicate a message through their artwork.

Profile

PYP Sharing the Planet

Grade 4 Biome Unit: Line quality

Art Learner Profiles

Communicator: • I talk about my artistic ideas • I express ideas through different art techniques. • I express ideas by using symbols of art and drawings.

Knowledgeable: • I learn new styles and

techniques. • I use visual structure and function of art to communicate ideas and concepts. • I express creativity in my work.

Open minded: • I know that people are different and they belong to different cultures. • I understand and appreciate the art forms in my own culture. • I am open to the creativity and skills of other individuals and communities.

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.

- (Sketchbook intro) do I have to draw an apple?...
- Do we have to draw a tree?***
- Am I allowed to pick up my pencil to draw a new line?
- Does the color have to follow the single line?
- Do I have to choose realistic colors?

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.

We discussed the form of mangrove trees- the key idea of that being "what is the part that receives focus" (roots) and how is that different from other trees?

Hard to get kids to include a message without words... so our responsibility took the form of a written phrase/message... In the future we need to take more time developing these- consider asking the grade 5 team for help as they do research in their room to think of it on the side.

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.

I originally envisioned students drawing a simple landscape setting of a mangrove tree to best portray the difference in line quality used by students. (Same subject, wide variety of results). Students felt confined by this universal subject matter and so the project was modified to allow them to express more of what they are learning in the UOI along with expressing the responsibilities they have to the biomes within which we live.

9. Teacher Notes

Teacher Notes

The physical final product looked outstanding! Fine tune the timing with classroom teachers for introduction/exposure to mangrove trees/initial sketches.

The first year we spent a LOT of time practice sketching... I wonder if that time can be cut down and still produce the same results? Lots of students scribbled and I need to address that to the whole class next time I teach the unit to avoid wasting class time on that. Focus instead on slowly making intentional lines that still show the viewer the subject and message but in a more descriptive unique way.

