



This document is designed to inform you of the learning planned for your child's next unit of inquiry. In addition we offer you some optional ideas for supporting your child at home.

Y3 Unit Overview

How We Express Ourselves

Students will be exploring the Theme: How We Express Ourselves as they inquire into the Central Idea: **'People's creativity is reflected in different art forms.'** As part of their unit, students will be involved in all of the art forms, including dance, drama, music and the visual arts. In working within these forms, students will partake in the art strands of 'responding' and 'creating'. Students will be encouraged to continually reflect upon their work throughout the process of creating, thus reinforcing the close link between these strands. Students will be inquiring into the different forms of art, the ways we create and interpret art and the different stages of creating. Thinking skills will be further developed as we work synthesising the information we gain from works of art into the creation of our own pieces. We will also continue our work on metacognition, asking students to plan their works of art, reflect and adjust as they are for through the stages of creating. Being a risk taker will be a main focus for this unit as we encourage our students to step out of their artistic comfort zones.

You may wish to support your child at home in the following ways:

Developing vocabulary:



Key vocabulary used in this unit will be:

creative, expression, communicate, emotion, feelings, reactions, drama, dance, visual art, writing, theatre, performance, appreciation, interpretation, entertain, perspective, form, reflection, audience, interpret, elements, principles, shape, line, color, contrast, rhythm

Conceptual questions:



*This unit will be addressed through the lens of **form**, **perspective** and **reflection**.*

Through the lens of form students will be learning about and experiencing various forms of art. We will explore the question: How can the arts help us be creative? The concept of perspective will be explored through how different people respond to art. We will be addressing the question: How do you feel when looking at this piece of artwork and why? The concept of reflection will be explored through the creating stages. We will be investigating the stages artists go through as well as how artist's know when to move on to the next stage of creation.

Fun things to do:




Look at different forms of art the next time you go on a trip around the city. How many different types of art can you see? Discuss the artwork around your house, why it was chosen, how it makes them feel, what elements and principles of art can they identify? Go to the theatre and watch a live performance. Create artwork, experimenting with different ideas and mediums.

Look for action:



ACTION is a key element of the Primary Years Programme. We are always looking to see how children take their learning and apply it independently. This can take many forms - from a discussion about the unit of inquiry at home initiated by your child, role-play or even a request to bring a book or artifact in to school because it relates to the work we have been doing in school. Now that you know what the unit is all about please keep your eyes open for evidence of action and let us know! **Any action that you tell us about will be kept as part of your child's records.**





Alongside the key concepts, attitudes, learner profile attributes and action elements of the Primary Years Programme there is a body of knowledge that will be taught during the course of each unit. The main learning outcomes are outlined below for your reference. The children's understanding of each objective is assessed before each planned learning experience in order for us to pitch the work according to your child's ability and needs:

ENGLISH:

During listening and speaking engagements, students will participate in a variety of dramatic activities and listen to a variety of oral presentations, responding with increasing confidence and detail. When viewing and presenting, students will use actions and body language to reinforce and add meaning to oral presentations. They will also discuss their own feelings in response to visual messages and listen to other responses, realising that people react differently. When reading, students will be prompted to recognise a range of different text types (i.e. poetry, plays, stories). In reading and writing students will be discussing poetry as a form of art. We will continue to develop our reading comprehension strategy inferring as we discuss what the poet is trying to tell us. Students will be shown different forms of poetry and given opportunities to become poets.

MATHS

In Shape and Space, students will be describing, comparing, sorting and labelling 2D figures and 3D objects according to attributes using correct mathematical vocabulary. They will also work to create symmetrical designs. In Measurement, students will be exploring angles in everyday situation. In Pattern and Function, students will develop in their ability to recognize, describe and extend number patterns. Our work with the four number operations will continue throughout the unit as well.

CHINESE

Students will be involved in role play and drama in Chinese lesson. Beijing Opera will be introduced and students will learn about the meaning of colors in Chinese and some characters from the Opera. To make further link to this UOI, children will also learn some adjectives to express their feelings. They will apply this in the form of Chinese calligraphy. End of year assessment will be conducted. Chinese Festival such as the Dragon Boat Festival will be discussed and celebrated with songs and games.

Your child will learn best of all when school and home work as a team. If you have any questions at all please do not hesitate to contact us.



“Success for Every Child”