



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.

Y5 Unit Overview

How We Express Ourselves

In our fourth unit, the Y5 students will be inquiring into the different techniques that artists use to communicate a message. We will be focusing on the central idea **'Artistic techniques are used to express messages and ideas'** and learning how artists use the principles and elements of art to express their ideas. We will investigate this through the concepts of Form ('What is it like?'), Perspective ('What are the points of view?') and Reflection (How do we know?). Throughout the unit we will be using our **communication** skills when interpreting and analyzing visuals and multimedia and we will become more reflective about our own practice through the use of peer feedback. Students will be focusing on **thinking** skills in particular analysis (identifying which elements and principles of art have been used in a piece of art) and as the unit develops we will continue to reflect on the importance of **creativity** and **appreciation** as approaches to our learning.

Developing vocabulary:

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



Key vocabulary used in this unit will be:

message, idea, perspective, element, tone, emphasis, balance, movement, pattern, repetition, proportion, rhythm, variety, unity, technique, interpretation, impact, analysis, creativity, appreciation

Please consider using your Mother Tongue to develop your child's understanding of these words.

Conceptual questions:



This unit will be addressed through the lens of **form, perspective** and **reflection**. Through the lens of form we will identify elements and principles of art and also the techniques applied to create different types of visual art. Through the lens of perspective we will inquire into how different perspectives can lead to different interpretations. Finally through the lens of reflection we will examine how art can make an impact to individuals and society as a whole.

Fun things to do together:



Look at the art around your home or local area – what messages or ideas do you think the artist is trying to convey? Which elements or principles of art have been applied? Visit an art gallery. Which pieces of art do you like the most? Why? Do members of your family have the same perspective? Why not create something together? Have your child share it in class.

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.**

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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: Poetry will be a focus throughout this inquiry. Students will read and demonstrate their comprehension of texts by unpacking vocabulary and understanding the use of inference (using high level reasoning skills to deduce what the author is intending but is not necessarily stating). In writing the students will explore 'voice' as one of the six traits of writing and how it can be used to express the author's feelings. As part of descriptive writing they will look at how selecting specific vocabulary can be used as a 'show me, don't tell me' strategy to interest and engage the reader. In viewing and presenting students will be interpreting visual cues in order to analyse and make inferences about the intention of the message. Speaking and listening skills will be developed throughout the unit as students' work together offering specific feedback on how each other's work could be improved.

MATHS

In Maths the students will be exploring shape. Once they are able to identify, describe, classify and visualise the properties of triangles, quadrilaterals and polyhedrons using the appropriate mathematical vocabulary, they will then find out how to transform, reduce and enlarge 2D shapes. The majority of this will be done using coding on the computers. Alongside this the students will extend their understanding of multiplication and division through finding the area and perimeter of rectangles.

ARTS

Art outcomes will include:

- Create pieces of art that convey a message
- Identify and apply the elements and principles of art
- Discussing work using specific vocabulary
- Recognising that different audiences respond in different ways
- Being confident in the everyday use of sketchbooks for recording observations, ideas and inspirations

CHINESE

Links to this unit will be made mainly through the concepts of perspective and reflection. Students will talk about different perspectives before they reflect on their own viewpoints. Related texts are Singapore textbook 4A "Fruit drawing" and "Never be self-content". We will also include the story of the willow pattern plate and look at how a traditional story is retold through the art of Chinese porcelain.

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.



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