



How We Express Ourselves

Duration: 5 Weeks

Unit dates: 16th Sep 2024 - 25th Oct 2024

Subjects: Arts, English, Mathematics, Social Studies, Science and Technology, PSPE, Spanish

Grades: Pre-K

Planning



Transdisciplinary theme

How we express ourselves

Transdisciplinary theme focus

- the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values
- our appreciation of the aesthetic
- the ways in which we reflect on, extend and enjoy our creativity



Central idea

Humans communicate in many different ways



Learner profile attributes

Reflective, Communicators

Development of the learner profile attribute(s)

Communicator- different types of communication

Reflective- how does communicating make others feel? you feel?



Key concepts

Perspective, Connection, Form



Related concepts

Concepts

- **Perspective:** expressions
- **Connection:** emotions



Lines of inquiry

- Forms of communication (form)
- The arts as a form of communication (perspective)
- Sharing our stories (public displays, venues, etc.) (connection)



Approaches to learning

Communication skills

Exchanging information

Interpreting - Interpret visual, audio and oral communication: recognizing and creating signs, interpreting and using symbols and sounds

Interpreting - Recognize the meaning of kinaesthetic communication (body language)

Interpreting - Understand the ways in which images and language interact to convey ideas

Listening - Ask for clarifications

Listening - Listen actively and respectfully to others' ideas

Listening - Listen to information

Speaking - Express oneself using words and sentences

Speaking - Negotiate ideas and knowledge with peers and teachers

Speaking - Participate in conversations

Symbolic exploration and expression

Reading, writing and mathematics - Access a variety of sources for information and for pleasure.

Reading, writing and mathematics - Communicate using a range of technologies and materials

Reading, writing and mathematics - Document information and observations in a variety of ways

Reading, writing and mathematics - Make inferences and draw conclusions

Reading, writing and mathematics - Take on pretend roles and situations

Reading, writing and mathematics - Understand symbols

Reading, writing and mathematics - Understand that mark-making carries meaning

Reading, writing and mathematics - Use mark-marking to convey meaning

Teaching the ATL skills

Communication skills

- Students practiced sharing ideas, reflections and wonderings with the entire grade as a group during debrief.
- Visible thinking and wonderings are posted in the classroom and in the hallway.



Learning goals and success criteria

Essential Questions

What are the different forms of communication?

Learning Goals and Success Criteria:

As IB Learners, what will we be able to:

KNOW: (green is writing, blue is literacy standard)

As IB Learners, what will we be able to:

KNOW: A variety of forms of communication

UNDERSTAND: humans communicate through different forms

that art communicates different feelings and emotions

DO: experiment with different forms of communication

experiment with different art mediums

presentation of learning through song, dance, and art

discuss how art communicates different emotions and feelings

Initial Reflections and Notes: (informed from previous years)

Provocation to launch the unit: Provocation: Provide pictures, videos, books,

show students artists tools (paint brushes, canvas, clay, camera, collage materials, art smock, paper, pencils, etc) See, Think, Wonder around tools.

Slideshow of art forms (see drive) In small groups look at art and talk about what the art is communicating and/or how it makes you feel.

In small groups looked at Scream - discussed the different reactions of looking at art



Subject standards

Arts

Observe and Learn to Comprehend

Identify art in daily surroundings.

Select images in materials such as but not limited to books, cartoons, computer games and environmental print. (VA.P.1.1)

Use age-appropriate communication to describe works of art.	(VA.P.1. 1)
Recognize basic language of art and design in relation to daily surroundings.	(VA.P.1. 1)
Incorporate art experiences throughout the daily routine.	(VA.P.1. 1)
Provide opportunities for children to discover art in their homes, classroom, center or school and community.	(VA.P.1. 1)
Bring attention to patterns, shapes, lines or colors found in objects and design inside as well as in nature and the outdoor environment.	(VA.P.1. 1)
Ask a question about a work of art.	(VA.P.1. 1)
Notice and discuss the illustrations in picture books as inspiration for making original art.	(VA.P.1. 1)
Point out images of personal preference found in the everyday and connect to stories about their life.	(VA.P.1. 1)

Envision and Critique to Reflect

Know that works of art can represent people, places and things.

Discuss one's own artistic creations and those of others.	(VA.P.2. 1)
Encourage children to talk about their art by commenting on colors, textures, techniques and patterns.	(VA.P.2. 1)

Invent and Discover to Create

Create works of art based on personal relevance.

Try a variety of techniques.	(VA.P.3. 1)
Dictate about the subject of personal artwork.	(VA.P.3. 1)
After several readings of a favorite story, participate in a process that represents the story.	(VA.P.3. 1)
Learn by discovery such as by finding out what happens when colors are mixed rather than being told ahead of time.	(VA.P.3. 1)
Make choices about their artwork and envision what might happen if they make changes or additions to a work of art.	(VA.P.3. 1)

Relate and Connect to Transfer

Understand that artists have an important role in communities.

Explain what an artist does and who an artist can be.	(VA.P.4. 1)
Identify some of the activities in which artists participate.	(VA.P.4. 1)
Identify arts materials used by artists.	(VA.P.4. 1)
Draw children's attention to the illustrations in a book and read about the artist. For example, children may make a work of art inspired by the process and materials choice of the illustrator.	(VA.P.4. 1)

Invite family members or local artists to talk about the materials, tools and techniques they used to create a piece of artwork. (VA.P.4.1)

Use the correct art vocabulary for materials, tools and actions (in English as well as in any other of the children's home languages) while children are actively engaged in working with art materials. (VA.P.4.1)

Make decisions about, request and use names for art materials while working in the art center (such as but not limited to pastels, clay, yarn, etc.). (VA.P.4.1)

Expression of Music

Perform expressively.

Use voices expressively when speaking, chanting, and singing. (MU.P.1.1)

Use voice and/or instruments to enhance familiar songs or chants. (MU.P.1.1)

Enjoy making and listening to music. (MU.P.1.1)

Use their voices in different ways (e.g., varying volume, imitating sounds of machines, actions, animals and various characters) while reading a book, telling a story or singing. (MU.P.1.1)

Incorporate simple songs throughout the daily routine and transitions. (MU.P.1.1)

Introduce parts of a song and repeat until everyone learns the words. Incorporate sign or actions to the words. (MU.P.1.1)

Read children's books based on songs and encourage children's participation in multiple ways. (MU.P.1.1)

Sing along to verses of songs that have a repeated pattern. (MU.P.1.1)

Act out actions in songs. (MU.P.1.1)

English

Oral Expression and Listening

Grade Level Expectation

Communicate using verbal and nonverbal language.

Develop oral communication skills through a language-rich environment.

Learning and Development Expectation

Children use language to convey thoughts and feelings

Evidence Outcomes

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger group (CCSS: SL.K.1)

Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion (CCSS: SL.K.1.a)

Continue a conversation through multiple exchanges (CCSS: SL.K.1.b)

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood (CCSS: SL.K.2)

Ask and answer questions in order to seek help, get information, or clarify something that is not understood	(CCSS: SL.K.3)
Listen with comprehension to follow two-step directions	
Use words and phrases acquired through conversations, reading and being read to, and responding to texts	(CCSS: SL.K.6)
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	(CCSS: SL.K.4)
Add drawings or other visual displays to descriptions as desired to provide additional detail.	(CCSS: SL.K.5)
Speak audibly and express thoughts, feelings, and ideas clearly.	(CCSS: SL.K.6)



Action

Participation

Action question

Participation

Making connections with Art around them - recognizing and experimenting with various art forms



Teacher questions

What is the form of the art?

How does the form that the artist chose cause emotions?

How does perspective influence the way someone experiences art?



Student questions

Student Reflections after Provocation:

- "You were dancing."
 - "Your body was moving up and down like a waterfall."
 - "You looked like you were doing ballet."
 - "It was kind of like yoga."
 - "The violin made sound."
 - "Ms. Kelly played the music for you."
 - "The painting was beautiful."
 - "She was using watercolors."
-

- "It was pretty and I liked it."

Implementing

LE Learning experience library



Inquiring Into The Performing Arts

Caroline Dane

A dance, a play, or a musical performance can convey so much! Let's explore the possibilities through this learning experience.

1. Begin by 👁️ watching the following videos on your laptop or Ipad.

- [Video 1](#)
- [Video 2](#)
- [Video 3](#)
- [Video 4](#)

2. Pause 🛑 after watching each video. You can watch the videos over a period of two days.

3. After you finish watching each 📺 video, use the 'See, Think, Wonder' student template and 📝 write down your observations. Think about these question prompts:

- What was happening in the videos? What makes you say that?
- What can you tell about the people or characters in the videos?
- Is there a story being told? Why do you think so?
- What else do you see in the background?
- Have you seen something similar before? Describe what you saw.

4. Upload a 📷 picture of the completed template using the Toddle Student App and share 🗣️ what you think the new unit of inquiry might be.

Teacher notes

This learning experience can be assigned to students in the Lower and Upper Primary while tuning into a unit on 'How we express ourselves'.

Setting up this learning experience:

- You can assign this learning experience while teaching in the classroom or when teaching virtually.
- Allocate two days to students to complete the learning experience or assign it over a period of consecutive learning blocks so there's ample time to watch the videos, reflect, and share observations.
- After students have reflected and shared their observations, note down all the words and phrases they come up with. For example: dance, expressing, music, costumes, stories, emotions, etc.
- Ask students to guess what the central idea might be once they've identified the TD theme.

Credits:

- The Thinking Routine template has been adapted by Toddle. Visible Thinking Routines have been developed as a part of several research projects at Harvard's Project Zero. You can find more Visible Thinking Routines [here](#).



Read When Sophie's Feelings are Really, Really Hurt: discussion around colors and how they make you feel. Could paint trees. - Discuss being open-minded

Erica Sandhagen

Cave Paintings: Put cardboard/paper under a table; students drew cave markings with chalk; cave paintings as a way to communicate a long time ago--next year use dirt, mud, or charcoal with water.

Journal Entry - How would you make Mona Lisa smile?

Books:



Dr. Seuss: My Many Colored Days (how do colors make you feel) Monet's water lilies

Erica Sandhagen



Discuss Pointillism paintings (Seurat) - make pointillism paintings using paint and qtips - see videos <https://www.youtube.com/watch?v=GP73P3ihETA> <https://www.youtube.com/watch?v=yLuKeZqj>

Erica Sandhagen



Read Van Gogh and the Sunflowers: Paint Still life/Sunflowers with the class

Erica Sandhagen

Brain Pop Jr - Vincent Van Gogh

Brain Pop Jr - Collage



Experiment with paint Using other tools; texture tools: Hopi (Bird) Painting (for texture) from DAM [set up different items on each table: pinecone, comb, brushes, rolling pin, toothbrush, yarn, pencil eraser, etc--students experiment with each tool. What kind of textures do they make?]

Erica Sandhagen



Painting to music

Erica Sandhagen

- music as an art form and look at how the music changes the painting might change too. [Cave marking examples](#)

Pollack - art



Cave markings - create a cave markings playstation

Erica Sandhagen



Read the Dot

Erica Sandhagen

- if you aren't sure what to do, start with a Dot - Tracing circles - now that we made these beautiful paintings with dots and circles, what does it make you think you could do?



Intro to art tools - including toothbrushes, paint brushes, etc..



Erica Sandhagen



Brain Pop Jr video - Elements of Art

Erica Sandhagen



Journal entry: Show students a picture of Sunday

Erica Sandhagen

Afternoon in the Park/Seurat.

*What do you think is happening in this painting?

*What do you think they're looking at?

*What is the art communicating?

(leave space for a picture)



Lots of lesson plans based on artwork

Erica Sandhagen



Tissue paper collage - paint like Eric Carle - He paints tissue paper and creates a collage with it.

Erica Sandhagen

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[Eric Carle museum](#)

[Eric Carle Slideshow](#)

- Reflection on their own work
- Reflection and celebration for their peers work



Share art pieces with third grade and vice versa

Erica Sandhagen



Math

Erica Sandhagen

Math:

Incorporate sculpture in math: adding and counting to sculptures with manipulatives; roll dice and add or subtract blocks.

3-D shapes



Student initiated art cafe - picture examples Art cafes

Erica Sandhagen

Student initiated art cafe - picture examples [Art cafes](#)

*Color mixing: Read Mix It Up! Or One--and mix paint.

*Can also use droppers to mix colors on paper towels using food coloring

*Brain Pop on Colors

*Do a Color Wheel with class to show how primary colors mix to make secondary colors

*A Beautiful Oops from the Arvada Center

Look at images of sculptures in our city (big blue bear, horse at airport, etc)

Joan Miro: look at images of his sculptures; create similar sculptures with mixed materials--pipe cleaners, clay, clothes pins, cardboard, etc.

Calder: Book: Meet the Artist--Alexander Calder

Cardboard; (ask parents to bring in materials from home that would be recycled) junk building

3D vs 2D

Denver Art Museum



Photography

Erica Sandhagen

Photography

Read: 13 Photos Children Should Know: photographs capture specific moments

*Children will take pictures using a phone

*Ask Krystie to come in and discuss photography



*Read Picasso and make a face collage using shape cutouts..

Erica Sandhagen



* Collage Matisse: Read Colorful Dreamer - Different shapes and colors to make a collage inspired by Matisse. Read Henri's Scissors.

Erica Sandhagen



*Eric Carle: Read various Eric Carle books - Use Tissue Paper to make a collage. <http://www.eric-carle.com/creativeprojects.html>

Erica Sandhagen



*Read Lucy's Picture - talk about what kind of art materials can be used to make a collage. Put out collage materials for children to make their own collage. (magazines, feathers, buttons, paper, craft sticks, fabric, etc)

Erica Sandhagen

**Collage**

Erica Sandhagen

***Guided art with Josie Bresnahan (1st grader)**

Erica Sandhagen

***Students to bring in any type of musical instrument or anything expressive that they do at home. -possibly ask to use the Music room on a Wednesday.**

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**Denver Art Museum Creativity Resource:**

Erica Sandhagen

**Extra ideas (Links to online games, ideas for free choice, ect)**

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Extra ideas**(Links to online games, ideas for free choice, ect)**

Spring craft

**Untitled**

Erica Sandhagen

**Specials**

Erica Sandhagen

Specials

Art

**Specials**

Erica Sandhagen

Specials

Spanish

**Specials**

Erica Sandhagen

Specials

PE

**Math (game, work sheets?)**

Erica Sandhagen

Math**(game, work sheets?)**

I can count and say how many pennies I have.

I can create a pattern using coins.

**Untitled**

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**Math (game, work sheets?)**

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Math**(game, work sheets?)**

Links for money worksheets.

**Math (game, work sheets?)**

Erica Sandhagen

Math**(game, work sheets?)**

Pattern coins

(Penny, nickel, dime, quarter, ect)

**Math (game, work sheets?)**

Erica Sandhagen

Math**(game, work sheets?)**

Counting Pennies.

"How many pennies can you stack?"

**Writing (Writing prompt)**

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Writing**(Writing prompt)**

I can identify what a need is versus a want.

I can explain why it is important to save money.



Writing (Writing prompt)

Erica Sandhagen

Writing

(Writing prompt)

Make a 'needs/wants' book at home.



Writing (Writing prompt)

Erica Sandhagen

Writing

(Writing prompt)

What items around your house can you find to donate?



Writing (Writing prompt)

Erica Sandhagen

Writing

(Writing prompt)

What are you saving your money for?



Writing (Writing prompt)

Erica Sandhagen

Writing

(Writing prompt)

X



Writing (Writing prompt)

Erica Sandhagen

Writing

(Writing prompt)

What are you saving for?

Draw a picture in the piggy bank of something you are saving your money for.

"I am saving my money for _____."

**Reading (Read aloud)**

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Reading**(Read aloud)**

I can identify what a need is versus a want.

**Reading (Read aloud)**

Erica Sandhagen

Reading**(Read aloud)**

Needs and wants book

**Reading (Read aloud)**

Erica Sandhagen

Reading**(Read aloud)**Too many toys**Reading (Read aloud)**

Erica Sandhagen

Reading**(Read aloud)**A chair for my mother**Reading (Read aloud)**

Erica Sandhagen

Reading**(Read aloud)**

Brain pop on 'Saving'

**Reading (Read aloud)**

Erica Sandhagen

Reading (Read aloud)Saving my money.

**As IB Learners, what will we be able to:**

Erica Sandhagen

As IB Learners, what will we be able to:**KNOW:** A variety of art forms**UNDERSTAND:** that art communicates different feelings and emotions**DO:** experiment with different art forms

experiment with mixing colors

discuss how art communicates different emotions and feelings

**As IB Learners, what will we be able to:**

Erica Sandhagen

As IB Learners, what will we be able to:**KNOW:** (green is writing, blue is literacy standard)**Learning experiences****Phase 1: Finding Out**

Denver Art Museum Creativity Resource:

<http://creativity.denverartmuseum.org/>

Lots of lesson plans based on artwork

Journal entry: Show students a picture of Sunday

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Dr. Suess: My Many Colored Days (how do colors make you feel)

Monet's water lilies

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Cave Paintings: Put cardboard/paper under a table; students drew cave markings with chalk; cave paintings as a way to communicate a long time ago--next year use dirt, mud, or charcoal with water.

Journal Entry - How would you make Mona Lisa smile?

Books:

[Breakdancing Kid](#)

Molly to perform a dance with her classmates for CAS hours.

Writing:

Phase 2: Going Further

*Students to bring in any type of musical instrument or anything expressive that they do at home. -possibly ask to use the Music room on a Wednesday.

*Guided art with Josie Bresnahan (1st grader)

Collage

*Read Lucy's Picture - talk about what kind of art materials can be used to make a collage. Put out collage materials for children to make their own collage. (magazines, feathers, buttons, paper, craft sticks, fabric, etc)

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3D vs 2D

Denver Art Museum

Math:

Incorporate sculpture in math: adding and counting to sculptures with manipulatives; roll dice and add or subtract blocks.

3-D shapes

Phase 3: Action

Share art pieces with third grade and vice versa

Tissue paper collage - paint like Eric Carle - He paints tissue paper and creates a collage with it.

[Eric Carle museum](#)

[Eric Carle Slideshow](#)

- Reflection on their own work
- Reflection and celebration for their peers work



Ongoing assessment

Assessment:

Pre-assessment: Show students the picture of The Scream - What is this picture communicating?



Resources

 http://www.eric-carle.com/slideshow_paint.html

 [Home | Carle Museum](#)

 [Google Slides: Sign-in](#)

 <http://www.eric-carle.com/creativeprojects.html>

 [Born to Dance: The Breakdancing Kid](#)

 [Google Drive: Sign-in](#)

 [Creativity Resource | Denver Art Museum](#)



Resources:

Time: Organize for guest speakers

People:

Places: Denver Art Museum

Technologies:

Learning Spaces:

Physical Materials:

Home Connection:

 http://www.eric-carle.com/slideshow_paint.html

 [Home | Carle Museum](#)

 [Google Slides: Sign-in](#)

 [Born to Dance: The Breakdancing Kid](#)

 [Google Drive: Sign-in](#)

 [Creativity Resource | Denver Art Museum](#)

 [Google Docs: Sign-in](#)

 [Google Docs: Sign-in](#)

 https://docs.google.com/document/d/1FRfz9WvnAM826YmKqBCkRG8UJ-yrsF_V/edit?usp=sharing&oid=103040161300113550493&rtpof=true&sd=true

 [Google Slides: Sign-in](#)

Reflecting



Teacher reflections

Ongoing reflection

Jackie Vonfeldt • 11:54 am, 11th Nov 2024

The repetition of the concept again and again gave each child more at-bats with the understanding of the central idea. We had many discussions and the children used their creativity to help guide their understanding of how artists communicate with the larger world.

I think all of the various artistic mediums we used/exposed them to supported their growth and always pivoted back to the profiles and approaches to learning.

The kids would express that they, themselves were artists at school and at home. I had some kids say that they created a museum in their bedroom. The students all strengthened their fine motor skills and that can be transferred to many academic areas.

All three ECE teachers work as a team. We bring our strengths and lift up the others where support is needed. We come with ideas, suggestions and know how to weave these together into a cohesive thought in terms of what we want our end goals to be.



Student reflections

Ongoing reflection

Jackie Vonfeldt • 12:02 pm, 11th Nov 2024

 [Reflection1](#)

 [Reflection2](#)

 [Reflection3](#)



Assessment reflections

Ongoing reflection

Jackie Vonfeldt • 11:56 am, 11th Nov 2024

Monitoring, documenting and measuring our learning was very thorough. We created various kinds of art and shared our learning with the community through an art show. We sang for our families, had two types of art that were showcased for each child and had the reflections of the students there for families to see. It was a beautiful event.



Notes

Ongoing reflection

Jackie Vonfeldt • 11:56 am, 11th Nov 2024

I enjoyed this unit and have reflected to ways to make it even more meaningful and more full next year.