



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

In their sixth unit the year 3 students will be inquiring into the central idea **“People’s creativity is reflected in different visual art forms.”** During this unit they will explore the concept of *creativity*. Students will inquire into visual art as a form of expression; finding out how visual art allows us to convey ideas, feeling and concepts to an audience. Along with this, students will discuss and find out that art can provoke different responses and we all have different perspectives when viewing a piece of visual art. Throughout the entire unit students will find out about and use a creative cycle, which will involve them viewing other pieces of art and also the world around them for inspiration, putting these ideas together into a plan, creating a piece of art and reflecting on the process. Throughout the unit students will develop the dispositions of **creativity** and being **open minded** as they discover that different people interpret artwork in different ways. The thinking skills of **metacognition** and **evaluation** will be highlighted within this unit as students will be required to think about their learning and decide on appropriate next steps; as well as evaluate the effectiveness of their artwork and the artwork of others in the class. The communication skill, **viewing**, will also be important along with the thinking skills as students will become better at knowing how to describe works of art using appropriate vocabulary.

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, visual art, writing, appreciation, interpretation, entertain, perspective, form, reflection, audience, interpret, elements, principles, shape, line, colour, contrast, rhythm, pattern, textiles, sketch, digital, media, collage, creative cycle, product, process

Conceptual questions:



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

Over the next few weeks try to asking your child lots of questions to develop their ability to look at the form of something. What are the different forms of art? How do artists use the art forms to communicate to an audience? Through the lens of perspective, discuss different artwork with your child. Compare the differences in the way art can make people feel. Finally, through the lens of reflection, ask your child the different stages of creating visual art. Is one stage of creating more important than another? Why? These questions, asked in any context, will support the work we do in school.

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. Visit an art museum or a pop up art exhibit in Hong Kong. When viewing the images, try using vocabulary from the elements and principals of art to discuss what you are looking at.

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.**

“Success for Every Child”





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 frame the main part of the writing we do within this unit. Students will learn about a variety of poetry forms and the literary devices used to make each one effective. Word choice will be a focus as we want students to begin using a wider range of vocabulary for particular purposes. To compliment the skill of metacognition, we will focus on the reading strategy of self monitoring to comprehend texts. Through self-monitoring students will learn "fix up" strategies that they can use when they encounter something that doesn't make sense, doesn't sound right or doesn't look right as they are reading. They will then be able to independently draw upon these strategies as and when they are needed in order to better understand a text. In viewing students will learn about and use specific art related vocabulary to describe a visual piece of artwork. Words such as colour, form, texture and line will be discussed along with words to help students describe what they are feeling as they view images and visual artwork.

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 identify and create symmetrical designs. In Measurement, students will be exploring angles in everyday situations. The language of probability will also be explored in this unit. Students will find out how to describe the likelihood of activities and events using appropriate vocabulary for example 'likely', 'unlikely', 'certain' 'impossible'. Our work with the four number operations will continue throughout the unit as well.

ARTS

This unit will be addressed through the art strand of *creating*. Through this strand students will investigate:

- the stages of their own and others' creative processes (reflection)
- the formal elements of visual artwork (form)
- terminology that can be used to discuss artwork (form)
- the differences between their own art practices and the art practices of others (perspective)

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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