



Y4 Unit Overview - 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.

How We Express Ourselves

In their fourth unit, the Year 4 students will inquire into the Visual Arts strand “Creating and Responding. The students will investigate the concept of *interpretation* through the central idea, “**The natural world inspires creative expression.**” In this unit the students will gain knowledge and skills associated with creating 3 Dimensional art and look at how nature can inspire the creation of this form of art. They will spend time looking at how artists use a creative cycle when making and sharing their artwork. They will also look at the role of the audience in this cycle, in particular how an audience might view and interpret the artwork. They will spend time discussing how different perspectives can lead to different interpretations. Students will develop their thinking skill of **synthesis** as they gain ideas and inspiration from various sources and put them together to create their own masterpieces. The communication skill of **viewing** will also be explored and developed as students gain new vocabulary that can be used to interpret and discuss works of art. Through these inquiries students will develop their understanding of what it means to be **creative** as they find out about and use the creative cycle throughout the unit. Students will become more **reflective** as they begin creating their own works of art, stopping at various points to carefully consider their next steps in the process.

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

KEY VOCABULARY used in this unit will be:

technique, creativity, viewing, interpretation, synthesis, pattern, rule, line, tone, texture, shape, colour, form, regular, irregular, inverse, simile, metaphor, sculpture, 3 Dimensional, audience

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**, **function** and **perspective**. Through the lens of form, we will look at the different forms of creative expression and 3D art?’ How do artists express themselves?’ Through the lens of function, we are exploring the creative process – the different stages an artist goes through from inspiration to completed piece. We will also look at different skills and techniques used. Finally, through the lens of perspective we will look at how the elements of the natural world inspire artists to communicate their creative expression and how different viewers interpret works of art in different ways.

FUN THINGS TO DO Be investigators together and look out for different forms of creative expression - drama, dance, music, creative writing and visual arts (including photography). What types of creative expression do you like the most? Look at what’s on at the theatre and go and see a show. Visit an art gallery. Look out for the different forms of art you see around where you live – eg. sculptures, paintings, creative writing. Why not create something together? Have your child share it in class. Go for a walk to explore different aspects of nature, use your senses to describe what is around you. How might what you experience inspire creative expression?



“Success for Every Child”

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.**

