

1. What is our purpose?

To inquire into the following:

- transdisciplinary theme

How We Express Ourselves

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

Central idea

Different cultures express their ideas, feelings, beliefs and values through stories and art.

Summative assessment task(s):

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

- Students write a fractured fairy tale.
- Students create works of art based on creative ideas from different cultures.

Class/grade: 3

Age group: 7-9 years

School: St John's Anglican College **School code:** 301260

Title: Fairy Tales from Around the World

Teacher(s): Laurie Wilson, Donna Bailey, Melissa McConaghy

Date: Term 4 2016

Proposed duration: number of hours – 30 over number of weeks – 6



PYP planner

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

- *Reflection* (interpretation, review) – to reflect on how different cultures express morals and ideas through folk tales and fables.
- *Perspective* (subjectivity, truth, opinion) – to explore how a situation or event can be perceived differently by those involved, through examining a variety of fairy tales and fractured variations of them.

What lines of inquiry will define the scope of the inquiry into the central idea?

- How the Aboriginal dreamtime stories explain elements of nature.
- How traditional fairy tales and fables explain beliefs and values.

What teacher questions/provocations will drive these inquiries?

- How do different cultures explain the world we live in?
- How do different cultures express themselves through art?
- Why are there different versions of the same fairy tales?

3. How might we know what we have learned?

This column should be used in conjunction with “How best might we learn?”

What are the possible ways of assessing students’ prior knowledge and skills? What evidence will we look for?

- Students engage in classroom discussion regarding their knowledge of fairy tales, and the stories read to them as young children.

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

- Students select a well-known fairy tale or fable and re-write it from the perspective of one of the other characters, or from a completely different perspective (different characters).

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Tuning In

- Access prior knowledge by asking students to identify familiar fairy tales. **Students can record their ideas on the [Online KWL Creator](#).**
- Read a variety of fairy tales and fractured variations of them in order to identify different perspectives.

Finding Out

- Read a variety of fables from around the world. For example, Australian Aboriginal Dreamtime stories, African Folk tales, Chinese fables. How are these stories similar and different from the fairy tales we are familiar with?
- Explore art from Australia (Aboriginal dot paintings) and around the world (African sunset paintings, Chinese landscapes, etc.). What makes these works of art special? What do these works of art teach us about the culture of the peoples from where the art was created?

Going Further

- Students select a well-known fairy tale or fable and re-write it from a different perspective.
- Students re-create different types of art from around the world. Students can either create their art using traditional methods, **or create a digital work using a program such as [One Motion](#) or [Sketchpad](#).**

Making Connections

- Students create a fairy tale character that best represents themselves. What does their character look like? What is their personality like? What are they good at? What are their likes and dislikes? **Students can present their ideas by creating a paper cube to hang in the classroom using the [Cube Creator](#).**
- Students paint a portrait of their created fairy tale character. Students can either create their art using traditional methods, **or create a digital work using a program such as [One Motion](#) or [Sketchpad](#).**

Taking Action

- **Students write their own fractured fairy tale and publish using a method of their choice. Options include a Word document, PowerPoint presentation, or [Creaza](#) for example.**
- **Students work in collaborative learning teams to create either/or: a) a 3-dimensional castle; or b) a confetti launcher.**

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

- **Thinking Skills** – exercising initiative in applying thinking skills critically and creatively to recognise and approach complex problems, and make reasoned, ethical decisions.
- **Communication Skills** – understand and express ideas and information confidently and creatively in a variety of modes of communication; work effectively and willingly in collaboration with others.