

How We Express Ourselves

Central Idea:

Exploring art helps people to develop and extend their creativity in different ways

Pre-Nursery Unit Newsletter

Lines of Inquiry

- Different forms of art
- How we can express ourselves through art
- Responding to art

ATLs

- Research Skills
- Thinking Skills
- Self-management Skills

Specified Concepts

- Connection
- Responsibility

Additional Concepts

- Exploration (Science)
- Creation (Arts)

Learner Profile

- Thinker
- Knowledgeable
- Balanced

Transdisciplinary Learning

Language

- Communicate needs and ideas with peers and adults
- Use body language to communicate and to convey understanding of visual language
- Make personal connections to visual text
- Recognise familiar signs, labels and logos
- 'Read' picture books for pleasure
- Experiment with writing using different writing and drawing implements and media

Maths

- Demonstrate one-to-one correspondence with up to 5 items
- Differentiate between shapes with and without sides
- Represent information through pictographs

Art

- Explore the dynamic flow of body movements
- Use vocal sounds, rhythms and instruments to express feelings or ideas
- Shows curiosity about live and recorded dance performance
- Identify the ideas and feelings communicated through body movements
- Display audience etiquette and appropriate responses
- Communicate their initial responses to an artwork in visual, verbal or physical modes

PSPE

- Respond to rhythm, music and story by means of gesture and movement
- Operate equipment by means of pushing and pulling movements
- Demonstrate belonging as a member of the community
- Identify when their (physical) actions have impacted on others

Science

- Sort common objects by attributes
- Experiment by making different structures using various materials
- Control the direction in which objects move

Social Studies

- Develop a sense of belonging
- Begin to connect actions and consequences

By the end of this unit:

Children will be able to recognise some of the features that can make an artwork such as colours, shapes and patterns. They will become more confident in trying new things, and more able to manage themselves during play. They will begin to use artistic expression as an outlet for their feelings and emotions, and become more appreciative towards the feelings of others.

How you can support your child at home:

- While reading with your child, discuss the feelings and emotions of the characters in the story. Be open and share what you do to help you cope with emotions such as sadness or anger.
- Make some abstract art together with your child, sitting side by side. Encourage them to try new things by asking "What colour are you going to use next?", or "Do you feel like making a wavy line or a zig-zag line next?"



我們如何表達自己

中心思想：探索藝術的過程中可以幫助人們以不同的方式發展和擴展創造力
學前預備班單元通訊

探究線索

- 不同形式的藝術
- 我們如何通過藝術表達自己
- 對藝術的反應

學習方法技能

- 研究技能
- 思考技能
- 自我管理技能

特定概念

- 連繫
- 責任

附加概念

- 探索
- 創作

學習者培養目標特質

- 勤於思考
- 知識淵博
- 全面發展

超學科主題學習

語言

- 嘗試用語言來表達自己的需求
- 用簡單的詞語或句子在熟悉的環境中與別人互動
- 喜歡朗讀兒歌和童謠
- 樂於參與兒歌/歌曲的表演
- 表現出書寫能力的基礎
- 用簡單的句子表達意思

數學

- 展示出數字1-5與物體數量之間「一一對應」的關係
- 區分有邊和無邊的形狀
- 通過象形文字表達信息

藝術

- 探索身體運動的流暢變化
- 使用聲音、節奏和樂器表達感受或想法
- 對於現場表演和錄影表現好奇
- 通過肢體律動識別想法和表達感受
- 展示觀眾的禮儀和適當的回應
- 通過視覺、語言或肢體方式對藝術作品的作出回應

體育、社交和個人教育

- 用手勢和動作回應節奏、音樂和故事
- 通過推和拉動作操作設備
- 表現出作為社區一員的歸屬感
- 辨別自己的行為會影響其他人

科學

- 按屬性對常見物件進行排序
- 使用不同的材料進行各種結構的實驗
- 控制物體移動的方向

社會學

- 培養歸屬感
- 開始把行動和後果連結起來

單元結束後我們希望：

孩子能夠識別一些創作藝術的特徵，如顏色、形狀和圖案。他們在嘗試新事物時會變得更有信心，在遊戲時更好的管理自己。開始用藝術表達自己的感受和情緒，也會欣賞他人的感受。

在家中的活動建議：

- 與孩子一起閱讀時，討論故事中人物主角的情緒和感受。開放的與孩子分享如何做能幫助你面對悲傷或憤怒的情緒。
- 和你的孩子並肩坐著，一起創作抽象的藝術作品。詢問他們 "接下來你想用甚麼顏色？"或"下一步你想畫波浪線還是鋸齒線？"，鼓勵他們嘗試新事物。

