

HOW WE EXPRESS OURSELVES

Central Idea: Exploring art helps us to develop and extend our creativity in different ways

Pre-Nursery Unit Newsletter

Lines of Inquiry

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

Approaches to learning

- Self-Management Skills
- Research Skills
- Thinking Skills

Key Concepts

- Responsibility
- Change
- Causation

Related Concepts

- Exploration
- Creation

Learner Profile

- Reflective
- Knowledgeable
- Communicator

Transdisciplinary Learning

Some of these criteria will form the basis of our year-end reports

Language

- Recognise familiar characters or print around the school environment
- Draws lines and circles
- Make personal connections to visual text
- Use dominant hand to grasp crayon
- Distinguish print from illustration
- Recognise their own first name

Mathematics

- Rote counts 1 to 10
- Begins to categorise objects according to properties such as shapes, size or colour
- Identifies patterns in everyday life
- Label parts of a simple pattern
- Match value of objects to numeral from 1-5

Personal, Social & Physical Education

- Balance blocks to create simple structures
- Shows increasing control in holding and using mark-making tools
- Demonstrate belonging as a member of the community
- Reach out for help when it is needed for themselves or others
- Respond to the feelings and wishes of others
- Demonstrate the control necessary to hold a shape or fixed position

Art

- Explores dynamics such as soft and loud with instruments
- Explores fast and slow music
- Move freely through space to show levels of low and high and change of direction
- Participate in performing music collectively
- Display audience etiquette and appropriate responses
- Talk about ideas and feelings in response to dramatic performances

Science

- Experiment by making different structures using various materials
- Experiment with a range of scientific resources

Social Studies

- Become more confident when visiting different environments where they belong
- 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我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

- 自我管理技能
- 研究技能
- 思考技能

重要概念

- 責任
- 變化
- 原因

相關概念

- 探索
- 創作

學習者培養目標

- 及時反思
- 知識淵博
- 善於交流

超學科主題學習

下列其中一些學習目標將成為期末檔案報告的依據選項

語言

- 按老師指令行事
- 能劃出線和圓圈
- 與視覺文本建立個人關係
- 用慣用手拿蠟筆
- 能夠區分圖畫和文字
- 能說出同學、老師的名字及熟悉物件的名稱

數學

- 唱數1-10
- 能初步根據物件的形狀、大小或顏色等進行分類
- 識別日常生活作息常規
- 標記部分簡單的圖案
- 將物件的數量與數字1-5 相匹配

個人、社會教育和體育

- 運用積木塊創建簡單的結構並保持作品平衡
- 能自如的控制和運用繪畫工具
- 表現出作為社區一員的歸屬感
- 當自己或他人需要幫助時伸出援手
- 回應他人的感受和願望
- 示範維持特定形狀或固定位置所需的控制

藝術

- 探索音樂的力度變化, 例如利用樂器發出柔和和響亮的聲音
- 探索快節奏和慢節奏的音樂
- 在空間中自由移動以展示高低和方向的變化
- 參與集體音樂表演
- 展示觀眾的禮儀和適當的回應
- 通過談論想法和感受對戲劇表演做出回應

科學

- 使用不同的材料進行各種結構的實驗
- 用各種的科學材料進行實驗

社會學

- 在屬於自己的不同環境中, 會變得更有自信
- 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。

