



PRISM

Grade 4

Message from the Principal's Desk

Dear Parents,

Greetings!

Brenda Bongos was a happy, artistic girl, with one big ambition - to play drums in a band. But one big obstacle lay in her way. To be good enough to play in a band Brenda had to practice a lot, but she lived next-door to a lot of old people - many of them were unwell - in a care home. She knew that the sound of beating drums and crashing cymbals would affect them.

Brenda was respectful. She always tried to find a way of practicing her drums without bothering other people. So, she had tried playing in the strangest places; a basement, a kitchen, an attic, and even in a shower. But it was no good; there was always someone it would annoy. However, determined to practice as much as she could, Brenda spent most of her time playing on books and boxes, and looking for new places to practice.



One day, while watching a science documentary on TV, she heard that sound cannot travel in space, because there's no air. At that moment, Brenda decided to become a sort of musical astronaut. With the help of a lot of time, a lot of books, and a lot of work, Brenda built a space bubble. This was a big glass ball connected to a machine which sucked out all the air inside. All that would be left inside was a drum kit and a chair. Brenda got into the space suit she had made, entered the bubble, turned on the machine, and... She played those drums!

It wasn't long before Brenda - 'The Musical Astronaut' - had become famous. So many people came to see her play in her space bubble that she had to mount a pair of speakers so that everyone could listen to her play. Shortly afterwards she came out of the bubble and started giving concerts.

Years later, when people asked her how she achieved all this, she thought for a moment, and said, "If those old people next-door hadn't mattered so much to me, I wouldn't have gone to such lengths to find a solution, and none of this would have ever happened."

(Acknowledgement-

<https://freestoriesforkids.com/children/stories-and-tales/drums-space>)

There is always a solution. If we persist in looking for it, we can end up achieving much more than we had envisioned. It is time we give our students the opportunity to explore the possible solutions and be innovators.

In the present age, students need an innovative learning space to succeed. It is the basis of problem-solving and helps learners to match up to the complex world around them. Innovation is more about doing things in a new way. We must encourage our students to be creative, resilient, aware of the world around and express grit.

We look forward to building perseverance in our students through patience and endurance, so that when faced with challenges they endure the hardships and emerge with innovative ideas.

Thank you for your consistent support and partnership to take our students ahead in their journey in the world.

Warm regards,

Anjalika Sharma

IBPYP Principal

Message from the PYP Coordinator's Desk

Dear Parents,

Greetings!

If we think about John Keats's words, "Nothing ever becomes real till it is experienced", we reaffirm that most of our knowledge or skills are gained from either doing something or seeing/feeling something. Our experiences are our best teachers; they teach us the practical application of our theoretical knowledge. Experiences turn printed words into life.

Children are known to be better learners than adults, which requires us to be more responsible in exposing them to an environment which helps them experience things. Experiences also cater to the individual learning needs and styles of every child. Knowledge and skills gained through personal experiences enhance the child's learning and will remain with the child lifelong.



Believing in the same, we provide our learners with platforms to explore their environment and experience things to a large extent. For instance, our learners of Grade 1 are inquiring about "The design of buildings and their structures is dependent on a range of factors." visited the Durgam cheruvu cable bridge, ITC Kohinoor, In-orbit mall, etc.

During the visit, they observed their designs, structure, materials, etc. They discussed the reasons and purpose of these structures. This experience will enhance their observation skills as it opens up chances for them to observe structures every time they step out of their house. For kids, design and structure are not only theoretical words or something abstract to imagine but something that they have experienced, observed and thought about. Even if they are not able to give us the exact dictionary meaning of these words, they surely will be able to share the essence of the words, and what it means to them.

Real-life connections and experiences promote inquiry and in-depth thinking. It helps in experimenting with and applying the acquired knowledge or skills. The entire process makes it a more meaningful and authentic, self-learned knowledge. It also prepares them for future challenges.

As adults, let's take small steps to provide them with ample opportunities to experience and make connections with their environment. Simple prompts like look at, observe that, what do you think? why do you think so? Might not sound that great but time will make a vast difference in the child's learning. There is not a single rule or a single way of learning, let them grasp and learn from their immediate environs.

With every second an advancement taking place, the world is moving at a fast pace with changes and most things might become obsolete with time. Children today face this challenging situation where if they learn something only in theory it might not be useful to them in future. Let's equip them with skills to gain knowledge and be problem solvers.

Warm Regards,
Durgesh Jadhav
PYP Coordinator

School Philosophy- 5 Developmental Pillars

Mindfulness and Well-being

The students and teachers have been practising mindfulness every day. As a part of the mindfulness activity, the students practised pinwheel breathing, balloon breathing and rock-a-bye breathing. They practised various activities of mindful movement like tree pose and mindful walking. The students also enjoyed raisin meditation as part of 5 sense awareness.



The school counsellor regularly conducted sessions on self-awareness followed by reflection. Students reflected on the expected behaviour at different places. They also discussed the influence of their behaviour on others. They also worked on the strategies to reflect on their behaviour.

School Philosophy- 5 Developmental Pillars

Core values

The core values are an integral part of learning. The core value for the month was **"empathy"**. Students shared and understood that each one needs to be aware of their surroundings.

Teachers and students shared their experiences in the classroom and in assemblies. They shared that it is the skill to respond with an appropriate emotion to someone else's thoughts and feelings.



Holistic Excellence

The bi-monthly life skills sessions were conducted. Students learned about self-defence. They explored that Self-Defense is the method by which one can protect oneself with one's own strength. It involves various techniques but the first step towards it is fitness. They watched a video and shared a strategy for self-defence. They discussed and learned the importance of self-defence.



School Philosophy- 5 Developmental Pillars

Global Leadership

They continued to develop and demonstrate approaches to learning (skills) and the attributes of IB learner profile by participating actively in the assemblies. Students worked on the design thinking process defining the problem of energy usage and looking for innovative ways to sustain energy. They made connections with UN sustainable development goal during assemblies.



Stakeholder Engagement

As a part of stakeholder connect all the stakeholder participated in organising **The Farmers' Market**. The Farmers' Market 2022 -**Nurturing Togetherness** is our way of extending support to local farmers

The students got opportunity to make artifacts and art work and participated in selling DIY's. The Farmer's Market is an event that has evolved over the years to make the students creators, organizers and managers so that they get a taste of independence in handling situations.



Professional Development

Attributes of the Learner Profile:

As a team, we re-read, and reflected on the attributes of the IB learner profile.

The learner profile supports students in developing international-mindedness and in taking action for positive change. Students take ownership of their learning, express their ideas and opinions, and reflect on their development of the learner profile attributes.

Students have a range of opportunities to develop, demonstrate and reinforce attributes of the learner profile in the daily life of the learning community. For example, these opportunities arise:

- as part of the school curriculum—through the transdisciplinary units of inquiry and through subject-specific investigations
- through interactions in a variety of learning spaces—in the library, music room, through social interactions—break/recess and lunch, sport and interest groups interschool sports events, assemblies, drama productions, sports days, and at home.

We had professional development on concepts conducted by the PYP Coordinator Ms. Durgesh Jadhav.

Concepts:

A concept is a “big idea. Concepts represent ideas that are broad, abstract, timeless, and universal. Concepts place no limits on the breadth of knowledge or the depth of understanding and therefore are accessible to every student.

Concepts help to:

- explore the essence of a subject
- deepen disciplinary understanding
- build the capacity to engage with complex ideas
- build understanding across, between, and beyond subjects
- integrate and transfer learning to new contexts.

Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based.

They represent the vehicle for students’ inquiry into the opportunities and challenges of local and global significance.

Key concepts

The PYP identifies seven key concepts that facilitate planning for a conceptual approach to transdisciplinary and subject-specific learning.

Learning and Teaching- This Month

Unit of Inquiry:

Transdisciplinary Theme:

How we express ourselves

Central Idea:

People's behaviour and choice of outward appearance projects aspects of their culture, values and tradition.

Lines of Inquiry:

- Appearance and behaviour influence perception of others.
- The influence of cultural and social norms on ways to present one selves.
- Fashion as a form of expression.

Key Concepts:

Perspective, Changes, Function

IB Learner Profile:

Communicators, Reflective, Open-minded

Unit of Inquiry:

Students started their inquiry under the theme "How we express ourselves". They were asked to share their two aspects which no one knows. Later they were shown images and asked 'what do they infer ?' they came up with the words behaviour, appearance, identity, personality, choice. They found the meaning of the words using a dictionary and co-constructed the meaning.

They co-constructed central idea using words and explored the characteristics of a central idea. They made connections between their created central idea and the central idea for inquiry.

Students further explored the influence of appearance and behaviour on the perspective of others.

Learning and Teaching- This Month

Transdisciplinary Language:

Students made transdisciplinary connections with various concepts like character traits and character sketch when they learned and understood about appearance and behaviour influence the perception of others. When they made connections with character traits and character sketch, they also made connections with adjectives and its types.

Transdisciplinary Math:

Students continued doing mental Math using different strategies. Students practised solving sums based on all four number operations.

Students continued with collecting data and understood that data can be analyzed by using various methods like Mean, mode, median and range. They practised sums on the same.

While inquiring into the influence of appearance students made connections with the types of numbers. They inquired about different types of numbers and explored their characteristics. They solved sums on the same.

Learning and Teaching- This Month

Hindi :

Students were asked to change the characters, setting, plot and title of the story, this exercise was conducted to help them reflect on what happens when the element of a story is changed.

Students were encouraged to share the characteristics of the story – Modern story. How was it similar or different from –

Aitihasik Kahani ? Students list down the new words and their meanings from the story. They were asked to frame sentences using at least 10 words.

They were asked to frame questions into categories- open-ended & closed questions, types of questioning words or key concepts.

Telugu:

This month students learned about stories. They were introduced to 'kalalu' through 'epic' and 'historical' stories . They were introduced to adjectives through modern stories where they read the descriptions of the respective characters and made connections with the purpose of adjectives. They practised exercises related to the same.

French:

In the month of September students learned the irregular verbs "aller" and "venir" along with their sentence formations. They also understood how to express the near future using the verb "aller" in French.

Learning and Teaching- This Month

Spanish:

In the month of October students learned the regular verbs "AR,ER,IR" and also the other irregular verbs. They revisited concepts explored earlier/ last month.

PE

Students explored and put into practice dribbling, passing, controlling, and running with the ball while using them during the month of October. The self continuum was used to help them assess how their skills have improved. Through practice, they discovered how to use strategies to enhance their athletic ability. Students discussed how their feelings about different sports change as their knowledge and abilities improve. They developed approaches to learning- social skills through various learning engagements.

Drama

In the month of October, the students continued learning about 'Mask Acting' and they would also worked on the annual play.

The students would work on creating the annual play by reading the stories and creating the script.

They would work in groups and were engaged in reflection and discussions about their work.

They are in the process of creating an original story for mask theatre which they would rehearse and perform.

Learning and Teaching- This Month

Art:

Students discussed different artworks of different Styles of Art (Impressionism, Realism, Modernism, and Classicism), sorted them into categories- explored similarities and differences as well as features. They arranged them chronologically. They selected any one style of art to draw an incident from their real-life situation.

Students explored different Folk Styles, they made imperial size Madhubani paintings and Clay Pottery (moulding process) for the preparation of Farmer's Market.

Students explored the meaning of expressionism- where it started? Why did it start? They sorted and listed the characteristics of Expressionism.

Students observed the work of the artist and created their own with their choice of medium.

Dance:

Students recognized the relationship between movements and music. They reflected and understood the individual performer's responsibility in achieving the success of the whole work.

They develop aesthetic and creative flexibility in the practical application of a technique to a specific choreography this helped them enhance their knowledge of professional standards on stage including roles in warm-up class, "spacing," lighting, and dress rehearsals, as well as hair, makeup and costume maintenance.

Learning and Teaching- This Month

Music

Students revisited the elements of music learned in the previous months. Students revised all the elements of music, tune, pitch, rhythm and tempo. Students started learning a new song for the annual day celebration, "Yuddh ka yeh ant hai". Students learned and understood the meaning of the lyrics, they also learned the pronunciation of the same. Later students learned to sing the song Students started practising another, "Kar tu samman". This song represents the core value of the Gaudium school, "Respect". Students learned and understood the meaning of the lyrics, and learned the pronunciation of the same. They are regularly practising the songs.

Learning and Teaching- Month Ahead

Unit of Inquiry:

Transdisciplinary Theme:

How we express ourselves

Central Idea:

People's behaviour and choice of outward appearance projects aspects of their culture, values and tradition.

Lines of Inquiry:

Appearance and behaviour influence perception of others.

The influence of cultural and social norms on ways to present one selves.

Fashion as a form of expression.

Key Concepts:

Perspective, Changes, Function

IB Learner Profile:

Communicators, Reflective,
Open-minded

Unit of Inquiry:

In the month of November, students will continue to explore the unit of inquiry 'How we express ourselves'.

The students will learn and understand how cultural and social norms influence others.

They will inquire into social norms and rules. The students will inquire how fashion can be a form of expression and how it plays an important role in the society.

Learning and Teaching- Month Ahead

Transdisciplinary Language:

Students will dive into the inquiry where they will learn more about adjectives and its types. They will be learning about personas and biographies. They will make connections with the concept figure of speech where they will explore Metaphors ,Similes and personification..

Transdisciplinary Math:

Students will continue to practise mental Math . They will learn about characteristics of numbers like natural numbers, whole numbers odd numbers, even numbers. They will also be inquiring more on patterns. Students will also learn about rounding off numbers to their tens, hundreds, thousands and ten thousands.

Hindi:

Students will be encouraged to share (Story- HISTORICAL/ ETIHASIK KAHANI – what did they read? What was the story about? How was this similar or different to the story read earlier? Which time period is the story based on? How were the people living in those days? Students will be asked to write down words/phrases or sentences that talk about the time period. They will note down new words and their meanings. They will also share and write the main ideas/points about the poem.

Learning and Teaching- Month Ahead

Spanish : In the month of November 2022, students will learn how to frame questions and negative phrases in Spanish. They also revisit the "AR, ER, IR" verbs used in phrases. Students will work on the enhancement of their understanding of grammar usage in Spanish.

Telugu: Over the next month students will learn more about languages by discussing and describing the main points of the story with adjectives.

French :

In the month of November, students will learn the ir and re verbs in French. They will develop their thinking skills to identify how grammar is used in sentence constructions.

Art: Students will explore the meaning of Cubis, where it started? Why? They will sort and list the characteristics of Cubism. They will look at the work of the artist and try to learn and create their own.

PE:

In November, students will start investigating and asking questions about athletics. They will investigate various techniques applied to various skills including running, crouch start, jumping, and throwing. They will also explore various skills/events used in athletics and the purpose of track and field.

Learning and Teaching- Month Ahead

Drama:

In the month of November, the students will continue learning about the 'Mask Acting' and they will engage in rehearsing their story and reflecting. They would create their final masks for the characters in the story. These masks that they would create would be used in their performances for their different characters.

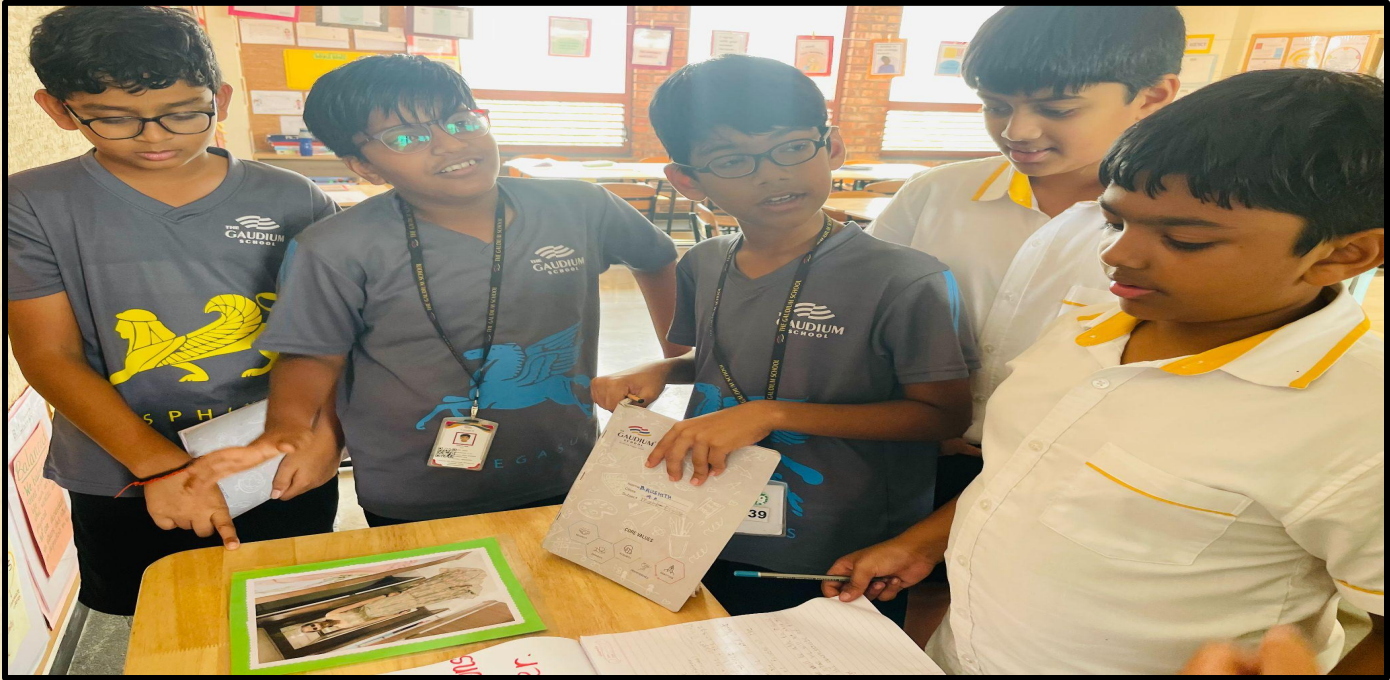
The students would also be engaged in the rehearsals and preparation for the annual play.

Dance

Students will learn the basic tools and techniques of Punjabi Folk dance (Bhangra). They will explore how the integration of western dance styles and forms contributes to the development of advanced dance forms and styles. They will develop an understanding of personal and collective voice and style.

They would identify basic characteristics and vocabulary in Punjabi dancing.

Learning and Teaching- This Month



Happenings Month Ahead

PYP Life skill : 11th November

Children's Day Celebration: 14th November

International Day of Tolerance: 16th November

PYP 1st Term Reports & 3-way conference ,Nursery to Grade 5 : 19th November

PYP Life skill : 25th November

Our website:

<https://www.thegaudium.com/>

Events link:

<https://www.thegaudium.com/at-the-gaudium/gaudium-events/>

Learning blogs:

<https://www.thegaudium.com/the-learning-blogs/>

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