



# PRISM

PP 2



# 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

Students and teachers have been involved in various mindfulness activities like pinwheel breathing, balloon breathing, rock-a-bye breathing. They enjoyed practicing mindful movement through tree pose and mindful walking. Students enjoyed practicing sense awareness through raisin meditation and practiced mindful listening by doing silent meditation to the sound of bell.



Students practised self awareness through calming exercises. They gained an insight into various emotions & feelings and reflected on various scenarios to observe their body and state of mind in those scenarios. They also used scenario based reflection to practice mindful thinking and explored the same using questions like how does it look, feel and sound like?



# School Philosophy- 5 Developmental Pillars

## Core values

The core value for the month, 'Empathy', was inculcated in various ways.

Students discussed what empathy means. They watched stories and had read aloud sessions to gain awareness about different ways they can develop and practice the value of empathy. Further, they self-reflected on their practices to develop the core value.



## Holistic Excellence

As a part of holistic excellence, students participated in assembly and presented their learning to the school community confidently.

They also watched videos as a part of life skills sessions on table manners and reflected on it.

They continued to make connections with the attributes of the IB learner profile during the learning and teaching.





# School Philosophy- 5 Developmental Pillars

## Holistic Excellence

This year students conducted a special assembly for Diwali celebration wherein they showcased their talent by engaging their audience with beautiful dance and song performances. Students also took part in a short skit to present the story behind Diwali celebration.





# School Philosophy- 5 Developmental Pillars

## Stakeholder engagement:

This year, Early Years contributed for the farmer's market by making colourful and beautiful artefacts to put up stalls. They thoroughly enjoyed the task and participated with lots of enthusiasm to create these artefacts.



## Global leadership:

Students reviewed their essential agreements. They revisited their learning and accordingly reviewed their goals.

Students conducted and organised their weekly assemblies. They continued to demonstrate the attributes of the IB Learner Profile and approaches to learning (skills).





# Professional Development

## Attributes of the Learner Profile:

As a team, we re-read, and reflected on the attributes of the 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 use art and forms of expression to convey uniqueness as human beings.

### Lines of Inquiry:

Forms of arts

Ways we express

The role of art in people's lives

### Key concepts:

Form, Function, Perspective

### Related concepts:

Perception, Self expression

### Attributes of learner profile:

Knowledgeable, Communicators, Risk takers

## Unit of Inquiry:

Students started a new inquiry under the theme 'How we express ourselves' and began the inquiry by exploring the meaning of art. While exploring the meaning of art, students understood that art has various forms apart from just colouring, drawing and painting. The guest sessions by our art teacher Ms. Dipti helped students learn about various forms of visual art. They further used this learning and could identify various forms of visual art on our school campus during the school tour. Students showed their creative thinking skills and imagination while creating various artworks related to visual art form using the resources given in the class. We moved further in our inquiry and explored about performing arts. The guest session by our Drama teacher Mr. Sandeep helped students in connecting to the fact how drama is also a form of art.



# Learning and Teaching- This Month

Through guest session they also learned about what is drama and what are the different ways we can create the art form of drama. Students continued to explore other forms of performing arts through various learning engagements.

## **Transdisciplinary Language:**

While exploring various art forms students connected to the picture talk and practised framing simple sentences based on the given pictures. They also connected to the concept of a story while exploring drama as a form of art. Further, they explored various elements of story like character, setting, plot, problem and solution and used their learning to identify these elements while reading a story in class and in the library. Students were introduced to the consonant blends like br, cr, dr, fr which helped them in reading new words and enhanced their vocabulary.

## **Transdisciplinary Math:**

During the inquiry, students identified that art can be created using different types of lines. They discussed and could define a line as a straight 2-dimensional figure. Students also enjoyed identifying different types of lines like standing lines, zig-zag lines, slanting lines, sleeping lines etc. While inquiring about lines students could connect that we use lines to create different shapes. Further, they learned that shapes are also of two types i.e. 2D shapes and 3D shapes.

**Drama:** Students worked on the following areas demonstrating the attribute of a thinker for the month of October.

- 1) Students identified music and expressions from a video and discussed connections between music and expressions.
- 2) Students chose any one expression and acted it out.



# Learning and Teaching- This Month

## **Dance:**

Students were introduced to two new dance movements through a video and demonstration by the facilitator. They practised the same on count of eight with music.

## **PE:**

Variations of Running Drills

- Students watched videos of different running drills like high knee action and straight leg running and explored the same.
- Students watched videos/pictures of different drills and shared their understanding. They also performed the same movement on the spot, straight line and different shapes.
- Students explored variations of jumping. They watched videos of spot jump and shared their understanding of the same.

## **Art:**

Students started exploring the importance of lines and how we express ourselves through different emotions by making various emojis. They also tried to find the different lines used to show the positions of hands and legs in different actions using the stick figures and used them in creating their artworks.

They created crafts for the farmer's market. They practised making wind chimes using beads and straws and paper cups. They channelized their fine motor skills as they sewed the beads into the tread by themselves. They have also tried painting the beads for the wind chimes.



# Learning and Teaching- This Month





# Learning and Teaching- This Month





# Learning and Teaching- This Month





# Learning and Teaching- This Month





# Learning and Teaching- Month Ahead

## **Unit of Inquiry:**

### **Transdisciplinary Theme:**

How we express ourselves

### **Central Idea:**

People use art and forms of expression to convey uniqueness as human beings.

### **Lines of Inquiry:**

Forms of arts

Ways we express

The role of art in people's lives

### **Key concepts:**

Form, Function, Perspective

### **Related concepts:**

Perception, Self expression

### **Attributes of learner profile:**

Knowledgeable, Communicators,  
Risk takers

**Unit of Inquiry:** After inquiring about various forms of art, students will move further and would learn about various ways we express ourselves, They will also explore how we use various forms of art to express ourselves. To conclude the inquiry, students will look into ways they use various art forms in their day to day lives. Through this, they will be able to understand the role of art in people's life.

### **Transdisciplinary language:**

Students would look into examples of poems as an art form and would explore the concept of rhyming words through videos and interesting games. They will further work on enhancing their reading skills by learning to read words with phonic rules. Students will work on their writing skills and will practice framing simple sentences along with punctuation.



# Learning and Teaching- Month Ahead

**Transdisciplinary Math:** In Math, students will reinforce the concept of sequence and practice the concept of ascending and descending numbers. They will also be introduced to the concept of patterns, odd and even numbers and skip counting, They will practice skip counting by 2s, 5s and 10s.

## **Drama:**

Students will work on the following areas, demonstrating the attribute of a thinker for the month of November.

Students will identify music and expressions from a video, and discuss connections between music and expressions.

Students will choose any one expression and act it out.

## **Dance:**

Students will be introduced to two new hand movements (tutting and top rock foot work) through a video/ demonstration by the facilitator. They will practice the same on count of eight on the music played.

## **Art:**

Students will be introduced to texture as an element of art. They will find the meaning of the word - texture. Then they will find objects that have different textures. They will be introduced to texture drawing. They will create the texture of the object by choosing one from the given pictures.

## **PE:**

Variations of jumping

a) Students will explore the variations of jumping.

b) Students will watch videos of different jumps like On Spot Jump, Forward Jump, Backward Jump and Side to Side Jump. They will also explore and share their understanding of the same.

c) Students will watch videos/pictures of different throws and share their understanding. They will explore and share their understanding of overarm throw and practice it in different directions.



# Happenings Month Ahead

**PYP Life skill (Non-fire cooking S9) : 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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