



PRISM

Grade PP2

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](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 Center Head's Desk

Dear Parents,

Greetings!

The month of October has been very exciting with students continuing their festive spirit post Dussehra Vacation by engaging in Diwali celebrations.

As part of developing life skills, we got yet another opportunity to collaborate with one of our stakeholders, who shared her enriching experience in hospitality industry, conducted sessions for learners of different age groups and introduced table manners, a key life skill to our students.

We were excited to connect with all our stakeholders through Farmer's Market, a key annual event at The Gaudium. Our students had worked along with their teachers for their contribution for a great cause.

Students continue to involve in their ongoing inquiry in homerooms and other single subjects, gaining conceptual understanding.



The Term 1 reports will be published in the coming month, sharing the learning progress made so far of our learners in terms of various learning outcomes in different subject areas.

Thank you for your continuous encouragement and support in your child's learning journey and collaboration as a stakeholder.

Warm regards,

Sandhya Ramesh
Center Head

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.

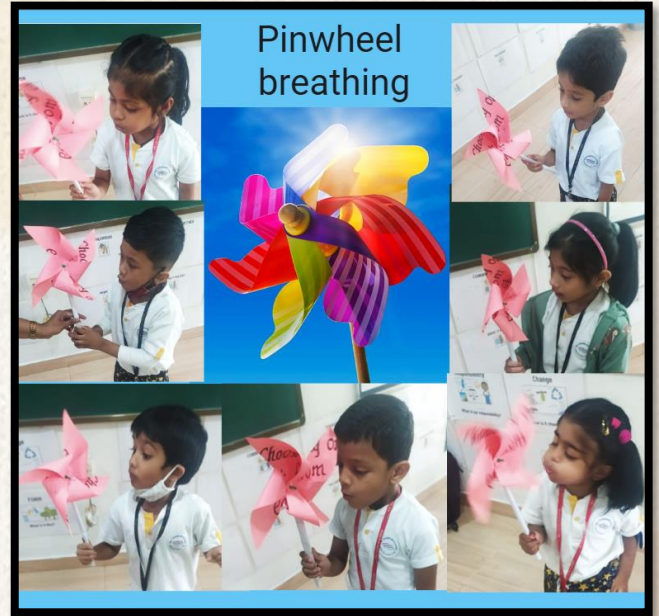
Key concepts

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

School Philosophy- 5 Developmental Pillars

Mindfulness & Well-Being

Mindfulness and wellbeing pillar aims to foster positivity in life by being aware of our body, mind and feelings which help us understand and accept ourselves and the world better. It is an integral part of our daily life at school and provides an enriching experience by enhancing the intellectual, moral, emotional, social and physical development of each student.

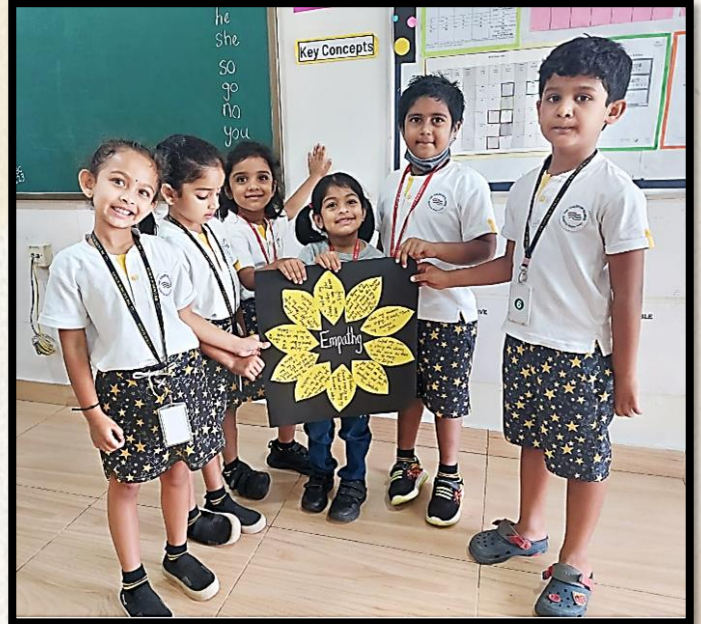


The students were presented with pictures of different objects and were asked to come up with uses of those objects. Students were shown how to portray certain behaviours in the different scenarios. They were asked 'What am I' questions where they were given clues regarding animals and were asked to identify the right animal.

School Philosophy- 5 Developmental Pillars

Core values

To balance their inner and outer world in the pursuit of happiness, students watched videos and did picture talk on the core value – Empathy. Later, they made real life connections where they demonstrated Empathy towards others.



Holistic Excellence

Our future leaders, confident communicators and the risk-takers presented themselves in the assemblies and experienced the feeling of being united. As part of assemblies, they did the roleplays to demonstrate the core value – 'Empathy' and shared the valuable learnings from their classroom. Life skill is a skill that is necessary for full participation in everyday life. In this regard, Ms. Prathyusha Lagisetty volunteered and explained 'Table Manners' to the students. She explained the ways to hold spoon, fork, knife while eating and the table etiquettes of saying 'Excuse me' when required.



School Philosophy- 5 Developmental Pillars

Global Leadership

Students developed and demonstrated ATL and attributes of learner profile by actively participating in various learning engagements. They continued to take responsibility and ownership of their learning by setting their goals, co-constructing success criteria and sharing their reflections by following the essential agreements. They also examined and reviewed the essential agreements for better classroom management and learning.



Stakeholder Engagement

Students enthusiastically participated in various events such as Diwali celebration and guest talk to promote stakeholder engagement. We connected, collaborated and communicated to the parent community and shared the student progression through mentor calls.



Learning and Teaching- Month Review

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 art
- Ways we express
- The role of art in peoples' lives

Key Concept:

form, function,
Perspective

IB Learner Profile:

Knowledgeable, Communicators,
Risk-takers

Unit of Inquiry:

Students started the new unit 'How we express ourselves' through exploration of various art forms using bus stop strategy and unpacked the word 'Art'. Later, they chose an art form to create their own artwork.

Further, the students dived deep into the inquiry process by framing questions to inquire more about the unit (using what, how and why question starters) and sorted them according to the key concepts – form, function and perspective.

Later, they attended a guest talk by the art facilitator and observed many art forms such as painting, drawing, coloring, pottery, clay modeling, sculpture and photography through which they derived the meaning of visual art form. Further they went to a school tour to explore more about different visual art forms.

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Transdisciplinary Language:

Students made transdisciplinary connections in language. They actively participated in 'Picture talk' and framed simple sentences. They used describing words to talk about the pictures. They further connected to calligraphy and wrote their names in different styles (Letter writing styles).

Transdisciplinary Math:

In connection with the UOI, the students connected to the concept of lines and explored horizontal, vertical, slanting, zig-zag, wavy, curved lines and spiral. They further explored different lines on the walls of the school premises when they went for a school tour. They made their own art work by using different lines and connected to 2D - shapes. Furthermore, in the process of exploring lines, they practiced numbers as every number is a form of line (horizontal, vertical, slanting, curved, ect.)

Learning and Teaching- Month Review

Drama: Students discussed about the connection between music and expressions after watching a video. They made a list of expressions they know.

Dance: Students have learned elements of dance (Action) like nod, shake, hand swing, knee lift, clap, roll and body postures.

PE: In this month students engaged through the following: -

- Students had an assessment on running action.
- Students inquired about jumping.
- Students had a discussion on jumping on the spot and they practiced the same.

Music: Students revisited steady beat and were introduced to 'pitch'. Students revisited 'Small World' and practiced 'Up in the Dark Sky, BINGO' songs along with the teacher with the help of Electronic Keyboard.

Art: The students started exploring the importance of lines and how we express ourselves through different emotions by making various emojis. They practiced 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 started painting the beads for the wind chimes.

Learning and Teaching- Month Review



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Learning and Teaching- Month Review



Diwali Celebrations



Diwali Celebrations



Guest Talk



Guest Talk



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 art
- Ways we express
- The role of art in peoples' lives

Key Concept:

form, function,
Perspective

IB Learner Profile:

Knowledgeable, Communicators,
Risk-takers

Unit of Inquiry:

Students will inquire more about performing art forms such as dancing, singing, puppet show, drama, dance, etc., linguistic art form such as stories and poems. They will further inquire they ways we express through different artforms.

Transdisciplinary Language:

Students will be introduced to stories, elements of story, poems, elements of poem. Later, they will create their own poems using the rhyming words.

Transdisciplinary Math:

Students will be exploring patterns in various forms of art and create their own patterns. Further they will find various patterns in day to day life such as days of the week, months of an year and seasons through which they discuss about the calendar. They will also explore skip counting.

Learning and Teaching- Month Ahead

Music: –Students will be introduced to different kinds of emotions. Students will watch and listen to the different kinds of music played and identify. Students will practice ‘Time to be Happy’ and ‘Happiness songs’ along with the teacher with the help of Electronic Keyboard.

Drama: Students will watch a few expressions and discuss when do they have these expressions/ where do they see them. Students are given a choice of 6-8 situations and asked to show their reaction through these 2 expressions: angry and happy.

PE: Students will be engaged through the following: –

- Students will be exploring lateral jump.
- They will be having a discussion on lateral jump and they will practice the same.
- Students will explore jumping over the objects and they will be having a discussion on it.
- Students will explore single leg and double leg hopping and they will be having a discussion on it.

Dance: Students will be learning elements of dance (Action & space) like bend, hand swing, run, jump; tippy toes knee lift, hands shakes, shoulder movements, twist, forward-backward direction.

Art: Students will be further exploring the elements of art – texture. Students will be inquiring about different textures and creating textures using different methods.

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/>

Facebook : For daily updates please like the page.

<https://www.facebook.com/thegaudiumschool/>