



# P R I S M

Grade 5  
June and July 2023

# Message from the Head of School – IB PYP

Dear Parents,

Greetings from The Gaudium!

A very warm welcome to the new academic year 2023-24.

I believe this new school year will continue to usher in various opportunities to learn, share experiences, build capabilities and achieve success through a safe, and stimulating environment. Our learning environment reflects the vision and the spirit of our school, and we will continue to unlock the potential of each student to bring out the best in them.

Nothing much can be achieved alone, and it is rightly said that power lies in the team. Recently I read a short story which further strengthened my belief in teamwork.



The victory of United States over the Russian hockey team in the 1980s Olympics was called the “Miracle on Ice” for many reasons. The Russian team had dominated the sport for as long as anyone could remember, and in the United States, hockey had always been a second- or third-tier sport. How the 25-year-old team captain Mike Eruzione got his team to bring home the gold and beat the odds-on favourites, the seasoned Soviet team had been the most inspirational teamwork example.



# Message from the Head of School – IB PYP

As a child, Eruzione never thought of himself as a star player. He thought of himself as a **team player**. He believed success was due not to individuals excelling as much as everyone on the team carrying their own weight and having a strong work ethic. Although at Boston College he didn't make it to the main team and was placed on the B team, he was told not to lose confidence.

With those early lessons in teamwork, he gained the respect and trust of the Olympic hockey team. He understood that there were a lot of egos on the team that had to be put aside for the good of the team. Everyone had to feel they were important and were contributing. The backup goalie, Steve Janaszak, never played in the Olympics, but he was as important to the win as anyone.

Teamwork is not having one person force their way on the others. It's about being open minded. All involved must find common ground and work together because the end result is something all can benefit from. Teamwork must be a process, not etched in stone, but always open and willing to improve. *Teamwork is inspiring!*

(Adaptation-<https://www.projectmanager.com/blog/teamwork-examples>)

At The Gaudium School, we believe that parents and teachers need to work together to create the best possible environments to foster physical, emotional and intellectual well-being for all our students. Children do best when parents and school are connected in meaningful ways. Teacher and parental involvement in a child's learning contributes to his/her success.

Let us come together as a team with greater vigour and zeal to ensure that we communicate, support, encourage and trust our children in their journey of learning!

On this note I thank each one of you for your firm faith in our vision and support in the efforts to unlock the potential of every student!

Warm regards,

Anjalika Sharma

IBPYP Head of School



# Message from the PYP Coordinator's Desk

Dear Parent

Greetings from The Gaudium!

As I embrace change and growth by becoming part of The Gaudium family, I am thrilled to witness our expressive and engaged students unleash the power of their curiosity. Each classroom has its own story to tell. I was fortunate to be part of the grade level assemblies focused on our core value 'respect'. Our students' creative presentations showed me respect through a new lens. Respecting everyone, respecting everyone's ideas, respecting time, respecting the environment were a few takeaways for us.

We are happy to share that our youngest early years learners have achieved their first milestone: they enter school with smiles, excitement and ease.



They have settled well into their classrooms, which are vibrant spaces of discovery and exploration, where learning looks like a delightful adventure.

Each grade is at the end of their first Unit of Inquiry, where students have constructed knowledge and made connections, researched and have taken the ownership of their learning by learning the art of framing effective questions.

# Message from the PYP Coordinator's Desk

Students of Grade 2 got an opportunity to learn beyond the walls of the classrooms. They visited Mrugavani Park to understand our responsibilities in public places. Now it's time for them to evidence their learning through the unit end assessments.

Life Skills in our school play an important role in developing holistic individual. These sessions are designed to equip our learners to become independent and accept challenges. As a part of the Life Skills program this month, Grades 1 and 2 enjoyed learning to make lemonade and Grades 3 to 5 participated in an informative session on First Aid.

Grade 5 is the culminating year of the IBPYP Programme and hence our students of grade 5 are understanding the role of The PYP Exhibition by reading, interpreting, discussing and annotating The PYP Exhibition Guidelines document given by IB. The Exhibition is a yearlong process, and we will continuously share our learnings along the way with you.

Learning never stops at The Gaudium: our mentors went through an intensive professional development on our working Saturday. We ensure that we learn together and equip ourselves to facilitate learning for our young learners.

I have seen the past few weeks filled with impressive learning and engagement, be it students, mentors or leadership. I feel privileged to be part of The Gaudium Family. It is my utmost priority to build a strong bond of trust with our students and their mentors. We have shared responsibility to nurture our students. We thank all the parents and guardians who ensured to connect with our mentors on TPC. We look forward to your continuous support!

Meera Chhabria

PYP Coordinator

The Gaudium School





# School Philosophy – 5 Developmental Pillars

## Mindfulness and Well-being

Students and teachers have been practicing mindfulness every day. As a part of mindfulness learning engagements, the students practiced five-finger starfish breathing, hissing breathing, bunny breathing, mindful walking followed by their reflections.



Students practised deep relaxation, texture I can feel, and shared the benefits of the same. They actively participated in group discussions.

Students celebrated International Yoga Day on 21st June 2023. Wherein they performed yoga exercises and reflected on the importance of a healthy lifestyle.

# School Philosophy – 5 Developmental Pillars

## Core Values

The core values are an integral part of our learning. The core value for the month was 'respect'. Students explored the meaning of respect and shared their understanding. They came up with the words 'admiration and regard' and mentioned that we admire the qualities and regard the achievements of all. They also reflected on the same through various learning engagements.



## Holistic Excellence

As a part of holistic excellence, students started reading "The Extraordinary Life of Steve Jobs" by Craig Barr-Green.

Students worked on the PYP Exhibition by identifying issues around them. They participated in life-skills activities. Students had a session with the school nurse Ms Jyotsna about First Aid. They focused on – What is first aid? Why is it important to learn about first aid? What are the different types of injuries? What first aid needs to be given?

Students made their language portrait, shared their family and home languages with their peers and co-constructed meanings of the attributes of learner profile.





# School Philosophy – 5 Developmental Pillars

## Global Leadership

As a part of the global leadership, the students of grades Nursery to 5 started conducting their weekly assemblies. They were involved in co-constructing the essential agreements for the classrooms and group discussions.

Students were briefed about the student council process. They nominated themselves for house, cultural or sports prefects as per their choice.



They had interviews and gave speeches to persuade the PYP students from Grade 1 to 5 to vote and choose them as their prefect. The shortlisted candidates campaigned to encourage students to vote for them. Students from grade 1 to 5 had the opportunity to cast their votes to choose their sports, cultural and house prefects. This helps students to develop their leadership capabilities.





# School Philosophy – 5 Developmental Pillars

## Stakeholder Engagement

The staff induction programme at the beginning of the year provided opportunity to share and reflect on various policies, unpacking of five developmental pillars and department wise professional development sessions.



The parent orientations helped the parents understand the school mission, vision and philosophy, policies, parent guidelines, transport guidelines and pedagogy.

The Teacher Parent Conference was organized on 15th July 2023 for stakeholders to meet, reflect and understand the academic journey embarked upon and share any specific inputs to help us progress further.

# Professional Development

## 5 Developmental Pillars Of 'The Happy Minds' Model

The Gaudium Happy Minds' Model rests on 5 developmental pillars, which represent our belief that- Holistic Excellence in learning, teaching, and leading is achieved by imbibing 5 core values and implementing a well-defined mindfulness and well-being programme involving all stakeholders thereby ensuring that our global leaders are ready to take the quantum leap into the future.

We had a session on the five developmental pillars by the core team members.

### Holistic Excellence

Holistic Excellence focuses on providing a joyful learning environment where every child engages in exploring, experiencing, experimenting, and exhibiting their learning which encourages them to take action and inculcate leadership qualities to make a difference to themselves and others.

The session on Holistic Excellence was facilitated by **Ms. Nour, Grade-Level Lead (G1), and Ms. Brinda, our teacher-librarian**. Together we reviewed the holistic excellence calendar. As a team, we shared and reflected on how the students know the importance of reading books and shared their reflections, life skills activities, and suggestions if any to be made for the current academic year 2023-24.

### Core Values

Our 5 core values Respect, Empathy, Integrity, Perseverance, and Gratitude are essential for all to balance their inner and outer world in the pursuit of happiness. **Ms. Madhulika Gupta, Grade 1 HRT and Ms Smita Parikh, Grade 4 HRT** helped the team to understand in depth the core values. We discussed the importance of the core values calendar and the reflections shared by the stakeholders.



# Professional Development

## Mindfulness and Well-being

Our mindfulness and well-being programme 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. **Ms. Deepa, Grade 1 HRT and Ms. Koyel, Grade 5 HRT** shared the importance of mindfulness and well-being with the team members followed by their reflections. We reviewed the mindfulness curriculum and the calendar followed by sharing our perspectives.

## Stakeholder Engagement

Students, Parents, Teachers, staff, and the local community are stakeholders who meaningfully connect and collaborate to learn, grow, and add value to the school culture. **Ms. Praveena Grade-Level Lead (G3) and Ms. Nusrath, Grade 4 HRT** helped the team to understand the importance of our valuable stakeholders and how are they involved in various activities and helping the students to learn and grow. We discussed events and activities is to be added as a part of the stakeholder engagements followed by reflections.

## Global Leadership

It equips our students with confidence, skills, and competencies that lead to self-clarity, enhance interpersonal skills, and foster positive changes in the community using the levers of innovation. We had various activities designed and facilitated by **Ms. Srilalitha Dasari, Grade 5 HRT and Ms. Arshi Munawar, Grade 5 HRT** to know the importance of Global Leadership. We shared the importance of the United Nations Sustainable Development Goals (UNSDG) and the IB leadership capabilities and also discussed the initiated actions and the innovative ideas that the students came up with during their design thinking process.



# Professional Development

## Concept-Based Learning

Concept-based inquiry is a powerful vehicle for learning that promotes meaning and understanding and challenges students to engage with significant ideas. Concepts are powerful, broad, and abstract organizing ideas that may be transdisciplinary or subject-based. Concepts help to build understandings across, between, and beyond subjects. The concept-based learning session was conducted by **Ms. Durgesh Jadhav, our PYP coordinator**. We discussed and shared various learning engagements that worked well in our classes to understand the same.

## Action in PYP

Students take action in response to their inquiries or motivation to make a positive difference and bring about positive change. As an integral part of the learning process, action can be embarked upon at any point and can take many forms, depending on individual development, learning, and experiences. It may be individual or collective, small or large scale, and may take place at home, at school, or in local or wider communities. **Ms. Arshi Munawar, Grade 5 HRT, and Ms. Seena Nair, Grade 4 HRT** helped the team by understanding the importance of action in PYP and shared a few examples of students' actions.

We shared ways students make appropriate choices and take responsibility for personal learning and actions, working collaboratively with teachers and peers to plan, present, reflect upon, adjust, and contribute to collective action, contributing to discussions and learning experiences, raising awareness of opportunities for taking action with peers and/or family, getting involved in class, school, and community projects, considering and acting on factors that contribute to personal, social and physical health and well-being with few examples.





# Professional Development

## Inquiry

Inquiry is purposeful and authentic. It incorporates problem-solving and supports students in achieving personal and shared goals. Inquiry extends students' learning when the exploration of initial curiosity generates new questions and wonderings. **Ms. Praveena, Grade-Level Lead (G3), and Ms. Rashi, Grade-Level Lead (G5)** had an interactive session with the team on the importance of inquiry and shared a few strategies on how to conduct inquiry in their classes with examples.

We collaboratively discussed various learning engagements that worked well in the classrooms to know the importance of experimenting, making connections between previous learning and current learning, collecting data and report findings, researching, and seeking information, and solving problems in a variety of ways.

We also shared our perspectives on how an inquiry helps to facilitate the development of the IB learner profile and supports students to become critical and creative thinkers, researchers, collaborators, and communicators.

The team reflected on ideas such as the importance of personalized learning using a range of strategies, grouping strategies, formulating questions, data collection, and analyses, using the learning community, etc. while ensuring inquiry becomes the pedagogy in the classrooms. We understood the importance of time, resources, collaboration, and strategies while engaging in the process of inquiry. Overall, the PD session was a great learning experience for the team.



# Professional Development

## Assessments

The assessments professional development session was led by **Ms. Anjalika Sharma, Head of School IB PYP**, who shared the importance of assessments in the primary years programme. It is an ongoing process of gathering, analyzing, reflecting, and acting on evidence of student learning to inform teaching, and how it involves teachers and students collaborating to monitor, document, measure, report, and adjust learning.

We also discussed and shared how to co-construct the learning goals and success criteria, and the characteristics of effective assessment that should be authentic, clear and specific, varied, and developmental. We concluded the session by reflecting on the importance of giving timely feedback and feedforward.

## PYP Exhibition

The PYP exhibition is the culminating, collaborative experience in the final year of the PYP. The session was conducted by **Ms. Debolina and Ms. Koyel Das, Grade 5 HRT** conducted the session for the team to know the importance of the PYP Exhibition. During the session, we discussed how the exhibition is student-initiated, designed, and collaborative in nature. We had a session to know about the purpose and the essential features of the PYP exhibition.

The team also shared the different ways how students explore multiple perspectives, be independent learners, and be responsible for their learning to take action.



# Professional Development

## PYP Planners

Our PYP planners are working documents, with the flexibility to revise learning outcomes, engagements, and ongoing assessments. To know about the importance of IB PYP planners, **Ms. Rashi, Grade-Level Lead (G5), and Ms. Amara Vijayan, Associate Coordinator** lead the session. The PYP planner is to be used by all teachers to organize their teaching around the exploration of a central idea. All teachers, including single-subject teachers, are expected to use the planner to facilitate the collaborative planning process and ensure that the pedagogy of inquiry is pervasive throughout the school and in all areas of the curriculum. The planner is to be used to facilitate more extensive inquiries. All teachers in the school have a responsibility for developing or contributing to the development of planners to support the units of inquiry documented on the programme of inquiry.

Teachers had an opportunity to collaborate with different grade-level team members and shared their ideas and completed the three sections - Reflecting and planning, Designing and Implementing, and Reflecting on the planners followed by sharing their reflections.

## ILD Session

The team-building activities were conducted by **Ms. Nainitha Dulam, special educator, Ms. Pritha, and Ms. Hadiya, school counselors** for the teachers. Team building activities help to cooperate and collaborate in problem-solving, develop empathy and trust in the group and yourself, enhance creativity, and boost self-esteem.

The team building session was followed by an interactive session where teachers discussed effective methods of being connected with the stakeholders and positive ways to help the students in their academic, social, and emotional well-being.



# Professional Development

## Design Thinking

Design thinking is a problem-solving approach that emphasizes empathy, experimentation, and iteration in the pursuit of creating innovative solutions. The session on design thinking was lead by **Ms. Seena Nair, Grade 4 HRT, and Ms. Arshi Munawar, Grade 5 HRT.**

A design thinking session enabled the team to better understand their students' needs and perspectives. By taking an empathetic approach, teachers can gain insight into the unique challenges and needs of their students, which can inform the design of their lessons and curriculum.

Design Thinking encourages teachers to take a more experimental approaches to teaching. By experimenting with different teaching strategies and techniques, teachers can gain a deeper understanding of what works and what doesn't in their classrooms. Teachers will be open to iteration and feedback. This can help them to make more informed decisions about how to improve their teaching, making it more engaging and effective, which can ultimately lead to better student outcomes.

## School policies

We had a session about the school policies related to “Academic Integrity, Code of Conduct, and IT policies” that was conducted by **Ms. Usha Mahesh, HR Head, Ms. Brinda, teacher librarian and Mr. Varun, Senior IT Manager.** We shared our perspectives and posed questions on the implementation in the classroom and school to deepen our understanding.





# Professional Development

## Reading Sessions:

**The Early Learner:** Teachers support students in developing social-emotional competence because this connects to children's emotional well-being and their ability to adapt to new environments and form successful relationships throughout life. We discussed how the teachers support learning by planning and giving uninterrupted time for play, building strong relationships with students and their families, creating and maintaining responsive spaces for play, and offering many opportunities for symbolic exploration and expression with real-life examples.

**Learner Agency:** Implementing Agency sessions focused on ways to promote agency in students, the relationship between the teacher and students becomes a partnership, and students with a strong sense of self-efficacy bring a stronger sense of agency to the learning community. We shared how the students take initiative, express interest and wonderings, and make choices to achieve their goals.



# Professional Development

**Learner Profile:** The attributes of the learner profile represent a broad range of human capacities and responsibilities that encompass intellectual, personal, emotional, and social growth. The development and demonstration of these attributes are foundational to students becoming internationally minded, active, and caring community members who respect themselves, others, and the world around them.

We discussed how the students demonstrate and reinforce the attributes of the learner profile in their daily life by sharing examples that include as a part of the school curriculum, through interactions in a variety of learning spaces, through school events, and at home and in the wider community. We shared how all the members of the learning community play an important role in valuing, appreciating, and demonstrating celebrating the learner profile in action. We also shared a few examples of how these attributes are connected to learning goals, actions, self-assessment, etc.

As a team, we read and reflected on how the attributes of the learner profile are connected to transdisciplinary learning. We shared our perspectives on how the attributes of the learner profile are developed and revisited through the units of inquiry through subject-specific investigations and how are they documented on PYP planners as a part of the collaborative planning process.



# Learning and Teaching – This Month

## Unit of Inquiry

### Transdisciplinary Theme

Where we are in place and time

### Central Idea

Exploration leads to discoveries, opportunities and new understandings.

### Lines of Inquiry

- Reasons for exploration
- Changes in exploration over time
- Consequences of exploration

### Key Concepts

Function, Change, Causation

### IB Learner Profile Attributes

Communicators, Open minded, Knowledgeable, Inquirers

## Unit of Inquiry

Students started inquiring about the unit exploration, under the transdisciplinary theme “Where we are in place and time”. Students were given a provocation task wherein they read articles, watched videos and pictures, and connected them to come up with the word ‘exploration’. They conducted research to understand the meaning of “exploration” using different resources and framed a common definition.

Students inquired to know the difference between exploration and discovery. They read a variety of books like -Great Explorers, South Pole, Exploring Space, Women Explorers, and others, to continue their inquiry about the explorers. Students discussed the reasons for exploration and connected with the key concept of causation.

Students shared their perspectives on the reasons for exploration and made connections to biographies. They explored voyages undertaken by the explorer of their choice and presented them using a world map.



# Learning and Teaching – This Month

## **Transdisciplinary Language**

Students had language assessments to understand what each student could do and needs to work on. They revisited the parts of the speech. Students made connections with prefixes and suffixes and identified the same from the given words, sentences, and paragraphs while discussing the meaning of exploration. They connected to verbs and tenses and identified different types of tenses.

Students made connections with biography and autobiography while researching about explorers of their choice. They had various learning engagements to deepen their understanding of the features of biography and shared the difference between biography and autobiography.

They made connections with cause and effect, facts, and opinions and had various learning engagements while inquiring about explorations.

Students continued to co-construct the spelling list which helped them to enrich their vocabulary and excel in their reading and writing.

## **Transdisciplinary Math**

Students had their Math assessments. They practiced mental Math to reinforce various mathematical concepts.

They made connections with timeline and time during their research. Students made timelines of different explorers and shared it with their peers. They also practiced elapsed time.

Students further made connections with speed, distance, and time and participated in various learning engagements related to the same to understand the concepts. They shared real-life examples while discussing time, distance, and directions.





# Learning and Teaching – This Month

## Hindi

Students introduced themselves and made essential agreements along with their peers for their Hindi classes. They read stories, poems, essays, and letters. They further came up with the word literature [ sahitya] and identified the parts of Sahitya. Students later identified the differences between a poem and a story. They also shared their understanding between Kavita and Doha. Students read Dohe and shared the meaning followed by their reflections with their peers.

## Spanish

Students introduced themselves in Spanish by sharing their names, ages, places, etc. They learned the use of definite and indefinite articles and the constructions of regular verbs. Students made their essential agreements for their Spanish classes.

## French

Students co-constructed the essential agreements for their French classes. They learned to introduce themselves in French by sharing their name, age, place, languages, etc. They learned the use of definite and indefinite articles and the constructions of regular verbs.

## Telugu

Students introduced themselves and made essential agreements for their Telugu classes. They had a learning engagement related to the adjectives and framed sentences. Students were introduced to literature followed by their reflections. They learned the importance of “Shataka poems” written by “Kavitravam”.



# Learning and Teaching – This Month

## Drama

Students co-constructed the essential agreements for their drama class, and they were engaged in learning engagements related to the art of imitation. This helped the students to collaborate and develop communication skills.

## Visual Arts

Students observed different pictures /artworks and shared their prior knowledge through the KWHLAQ strategy. They started creating artwork on the given topic through their choice of art form.

Students watched a video on the “London Art Fair” to understand the purpose of the art exhibition. They discussed different artworks and sorted them according to the timeline. They chose 2 art forms to work on. Students discussed the words ancient and modern and connected them with real-life examples.

## Dance

Students co-constructed the essential agreements for the dance classes. They learned the elements of dance, shape, space, time, and energy, to demonstrate development as well as a beginning, middle, and end in dance.

## Music

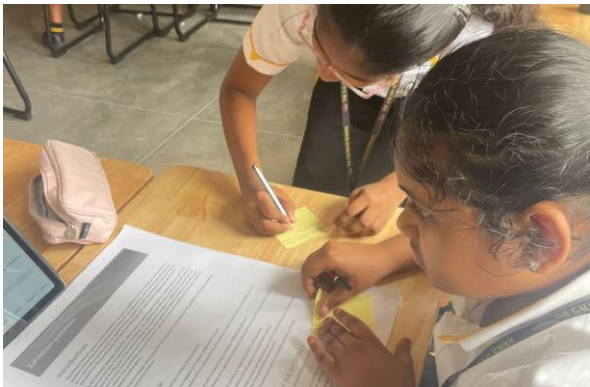
Students were assessed on their prior knowledge of the elements of music. They explored rhythm, pulse, and steady beat. They made real-life connections with steady beats and understood the importance of rhythm in music. They were also introduced to 3/4- and 4/4- time signatures. They were also introduced to a new song ‘The Bare Necessities’.

## PE

Students participated in recreational games. They co-constructed the essential agreements for the PE class. They were assessed on their prior knowledge of movements. They also explored sprint events.

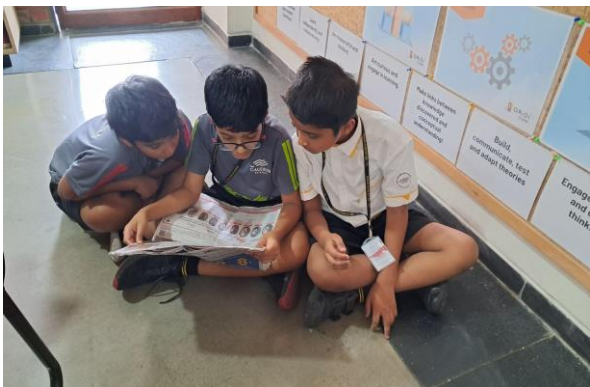


# Learning and Teaching - This Month





# Learning and Teaching - This Month





# Learning and Teaching – Month Ahead

## **Transdisciplinary Theme**

How we express ourselves

### **Central Idea**

People create or manipulate messages to target specific audience

### **Lines of Inquiry**

- Influence of images, text and music on target audience
- Critical evaluation of messages present in the media
- Ways people respond to Messages
- Role of media in messages

### **Key Concepts**

Function, Change, Responsibility

### **IB Learner Profile Attributes**

Thinkers, Communicators, Open-Minded, Principled, Reflective, Caring

## **Unit of Inquiry**

Students will inquire on the consequences of explorations. They will make real life connections with the impact of exploration on personal life and world. They will complete their end of unit assessment.

Students will inquire into the new unit under the transdisciplinary theme “How we express ourselves” to know about how different aspects of messages images, text and music influence the audience.

Students will conduct research to find ways people respond to various messages and the role of media in messages.

They will analyze and connect the role of media in messages. Students may connect to the target audience during the homeroom discussions. They will learn about the steps involved in the process of critically evaluating the different types of messages.



# Learning and Teaching – Month Ahead

They will inquire into the differences between reacting and responding. They will co construct the assessment task and criteria and reflect on the attributes of the learner profile that they have developed and the approaches to learning that they have demonstrated during various learning engagements.

## **Transdisciplinary Language**

Students will connect to direct indirect speech and message writing during the discussions. They will connect their learning to letter writing as a means of communication. Students will share the similarities and difference between the formal and informal letter writing. While inquiring about types of messages, students may connect to poems.

They will further connect to persuasive writing and debates while discussing the influence of messages on the target audience.

## **Transdisciplinary Math**

Students will connect to data handling when they analyse the survey conducted by them to know the influence of messages on the target audience. Students will continue doing mental Math every day to revisit the concepts.

## **French**

Students will learn about food and beverages that we use in our daily lives. They will learn about verbs related to food. Students will demonstrate the approaches to learning skills that they have developed during their learning.

## **Telugu**

Students will learn a poem about the value of 'time' and note down the synonyms, rhyming words, and frame questions. They will reflect on the attributes of the learner profile developed during their learning.



# Learning and Teaching – Month Ahead

## **Spanish**

Students will reflect on the attributes of the learner profile that they have developed during their learning process. They will also learn about the verbs related to food followed by their reflections.

## **Hindi**

Students will continue to learn dohe written by Kabir and Rahim Das. They will read biographies.

## **Drama**

Students will learn about 'Physical Theatre'. During the learning process, they would be engaged in various kinds of learning engagements to know the importance of improvisations, and scene-work related to physical theatre.

## **PE**

Students will continue to explore and understand the different events of middle distance (800m,1500m). They will set their learning goals for the sprint and middle-distance events. Students will explore and experience the start and finishing of the sprint, and middle-distance events.

## **Visual Arts**

Students will inquire into primary colours, secondary colours, and cool and warm colours in the elements of art. They will observe different artworks and compare and contrast the features of the artwork. Students will work on their chosen artwork.



# Learning and Teaching – Month Ahead

## **Dance**

Students will learn the use of elements of dance by using movements that will help learners understand the fundamentals of dance while performing. They will learn about performance qualities such as consistency in musicality, projection, focus, and commitment to the movement.

## **Music**

Students will continue to learn the song 'The Bare Necessities' focusing on the elements of music and reflecting on the importance of singing in rhythm. They will revisit rhythm and the commonly used time signatures in music.

# Happenings Month Ahead

Events	Date
<b>Investiture Ceremony</b>	<b>4th August</b>
<b>PYP Life skill</b>	<b>11th August</b>
<b>Independence Day Celebration</b>	<b>15th August</b>
<b>PYP Life skill</b>	<b>25th August</b>
<b>National Sports Day</b>	<b>29th August</b>

**Check these!**

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

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

<https://www.youtube.com/c/Thegaudiumschool>

<https://www.instagram.com/thegaudiumhyd/>

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

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