



P R I S M

Grade 4

March & April 2026



IB CONTINUUM
CONTINUUM DE L'IB
CONTINUO DEL IB

Message from the Founder and Director

Dear Graduating Batch of 2026,

We are incredibly proud of each and every one of you. Over the years, you have grown into thoughtful, responsible, and capable individuals, truly ready to take on the world.

As you celebrate this milestone, carry with you a deep sense of gratitude, for the teachers who believed in you, the parents who sacrificed for you, and the friends who stood beside you every step of the way.

Today, I want you to focus on the word. Contentment.

As you prepare to step into the world, pause for a moment and ask yourself:

What does happiness really mean to me? What does a fulfilled life look like for me?

Because in today's world, contentment is not optional. It is survival. We are constantly told to do more, be more, have more. And yet, it never feels like enough.

Endless scrolling. Constant comparison. Everyone is chasing something and very few feel at peace. You can have success, money, validation and still feel empty inside.



Contentment is what protects you. In a world that constantly pulls you outward, contentment brings you back home to yourself. It's not something you achieve once. It's something you build, and return to again and again.

So what creates contentment?

First—Clarity of Purpose.

Know what truly matters to you. Not what the world tells you to chase, but what you value. Is it Peace? Success? Impact? Love? Freedom? When your life aligns with your values, contentment begins to grow. So dream. Set goals. But more importantly decide the kind of person you want to become.



Message from the Founder and Director

Second, Acceptance and Peace with Yourself.

This is one of the most underrated skills in life. We live in a world that constantly tells you to improve but rarely teaches you to accept.

Acceptance means: not constantly judging yourself, not comparing your life to someone else's highlight reel. Because comparison steals your peace faster than failure ever will. When you accept yourself, your strengths, your flaws, your journey, you build inner stability. And from that comes real contentment. Learn the difference between what you can control and what you can't. Don't waste energy resisting reality. Focus on what you can grow. Because remember this, people suffer more from resisting reality than from reality itself. Acceptance removes mental friction. And when there's less friction, there's more clarity, peace, and strength.

Third—Meaningful Connections. No one feels fulfilled in isolation. You can achieve everything and still feel empty without real people in your life. At your core, you want to be seen, understood, and supported. Not just liked. Not just followed. But truly known. And meaningful relationships aren't just about receiving, they're about giving.

Showing up. Listening without judging. Being there when it matters. Because real connections give your life emotional depth. You laugh more. You heal faster. You feel stronger.

So don't just chase success, build people into your life. Because at the end of the day, you won't remember marks or trophies as much as the people who stood by you.



Message from the Founder and Director

Fourth—A Sense of Progress. As human beings, we need to feel like we're moving forward. Not constant achievement but consistent growth. Learning something new. Improving a habit. Becoming just a little better than yesterday. That's where fulfilment lies. Because progress is quiet. It doesn't come with applause. But it gives you something powerful, a deep sense of satisfaction. So don't chase perfection. Chase progress. And finally, Stay Connected to Yourself.

Lastly, Have some form of spirituality in your life. It doesn't have to be religion. It simply means staying connected to who you are. It could be: working out, playing a sport, creating art, reflecting, or simply sitting in silence. Because in today's world, it's easy to lose yourself. Endless scrolling. Constant noise. Always being busy, it slowly numbs you. You stop feeling deeply. You stop thinking clearly. You disconnect from yourself and from others. So pause. Check in with yourself. Ask: How am I really feeling? What do I really want?

Because when you are connected within, your decisions become clearer and your mind becomes calmer. In a noisy world, create moments of stillness. Because that is where clarity lives. And that is where peace begins.

Class of 2026, As you step into the world, remember this: Success may impress the world, but contentment will sustain you. So build a life that is not just successful but meaningful, peaceful, and truly your own. Congratulations once again. And I wish you a life full of purpose, growth, connection, and deep fulfilment.

K.Kirthi Reddy
Founder & Director



Message from Associate PYP Coordinator- Professional Development

Choosing education as a lifelong commitment is a decision reaffirmed every time I engage with passionate educators at events like the IB Global Conference 2026 in Mumbai. Under the theme "Shared Learning, Shared Futures," this gathering of over 1,100 leaders from the Asia-Pacific region was a deeply enriching experience that bridged the gap between global standards and daily school practice. I am incredibly grateful to our school management for recognizing the value of this professional journey and providing me with the opportunity to represent our community. The sessions on well-being were a highlight, particularly the workshop on "Educating the Head, Heart, and Hands." It served as a vital reminder that well-being is not just a scheduled lesson or an "add-on" to the curriculum; it is the essential foundation for all academic success. We explored how a school culture designed with intentionality ensures that every student feels safe and supported, moving beyond mere compliance to create a lived experience of care. This connected deeply with the discussions on inclusion, where the focus was on shifting from simply "integrating" students to truly "including" them by designing flexible systems that honor diverse learning needs. We discussed how educators are uniquely positioned to nurture intercultural understanding and respect, ensuring that every learner—regardless of their background—has an equitable path to success in an increasingly complex world.



The rapid evolution of Artificial Intelligence (AI) was another core focus, shifting the conversation from fear to empowerment. Sessions explored how AI can be used as a tool for "human-centric" learning, helping teachers personalize education and reduce administrative burdens so they can focus on what matters most: the student-teacher relationship. We reflected on how AI must be used ethically to enhance, rather than replace, the critical thinking and creativity that define the IB experience. This conference was not just about receiving certificates; it was a continuation of my commitment to building a school culture where values are enacted daily and where every student is prepared for a "shared future" built on peace and collaboration. I look forward to bringing these insights back to our classrooms to ensure our standards evolve into meaningful, future-ready experiences.

Thanks & Regards
Mary Vinodhini



School Philosophy – 5 Developmental Pillars

Mindfulness and Well Being

Students and teachers actively participated in a variety of mindfulness practices such as Pinwheel breathing, Volcano breathing, Shark Fin breathing, and Wood Chopper breathing. They also engaged in mindful movement activities like the Superman pose and Wonder pose, promoting both physical and emotional balance.

Learners explored sensory awareness through a structured senses countdown activity, which helped them become more present and attentive. Self-awareness was further nurtured through gratitude bubbles and reflective, scenario-based discussions, encouraging students to think about their feelings and actions.

The sessions emphasized the importance of kindness and guided students to respond thoughtfully and mindfully in everyday situations.



School Philosophy – 5 Developmental Pillars

Core values

The core value of Integrity continued to be the focus this month and was meaningfully integrated through a range of thoughtful activities. Through engaging assemblies, stories, songs, and real-life examples, students developed an understanding of the importance of being honest, doing the right thing, and taking responsibility for their actions. They participated in activities such as role plays, group discussions, and reflection circles, where they explored situations involving truthfulness and fairness.

The Integrity in Action tasks encouraged students to make honest choices in their daily school life, even when no one was watching. These experiences helped them build a strong sense of responsibility, trustworthiness, and moral courage, empowering them to act with honesty and fairness in all situations.



School Philosophy – 5 Developmental Pillars

Holistic Excellence:

As part of hands-on learning, students participated in a *Non-Fire Cooking* activity, promoting creativity, independence, and healthy eating habits. They prepared simple and nutritious dishes without the use of fire, focusing on safety, hygiene, and teamwork.

Through this activity, students learned the importance of balanced nutrition, followed step-by-step instructions, and explored different ingredients and flavors. It also enhanced essential life skills such as planning, collaboration, decision-making, and presentation.

This experience contributed to their holistic development, nurturing confidence, responsibility, and self-management skills. The activity was both fun and meaningful, encouraging students to make healthy choices while developing skills that support lifelong learning and overall excellence.



School Philosophy – 5 Developmental Pillars

Stakeholder Engagement

As part of stakeholder engagement, students actively participated in the Student-Led Conference (SLC), where they confidently showcased their learning journey to parents. Taking ownership of their progress, students demonstrated their understanding through a variety of experiences, including music performances, presentation skills, math tasks, mindfulness practices, and English activities. This platform empowered learners to reflect on their growth, articulate their ideas clearly, and build strong communication skills.

Students also extended their learning through Theatre Day, where they creatively expressed their understanding through drama and performance. This experience allowed them to collaborate, take initiative, and confidently present their talents, further strengthening their ability to engage with an audience.



The Student-Led Conference (SLC) and Theatre Day served as meaningful platforms for stakeholder engagement, bringing together students, teachers, and parents to connect and collaborate. These experiences enabled the celebration of student learning and progress while fostering a shared responsibility in supporting each learner's holistic development in an engaging and inclusive environment.



School Philosophy – 5 Developmental Pillars



Global Leadership

During the month of March, our young learners continued to demonstrate inspiring global leadership by actively participating and leading school assemblies. With confidence and clarity, students shared the school's core values, reflections from their classroom learning, and important messages that encouraged awareness and responsibility within the school community.

Each assembly began with a thoughtful Thought of the Day, helping students reflect and stay motivated. Learners also guided simple mindfulness practices. They confidently presented short updates and shared ideas, building awareness about the world around them .

They demonstrated creativity, collaboration, and confidence while expressing ideas through drama and role play. This platform allowed them to take ownership of their learning and step into leadership roles by planning, presenting, and performing in front of an audience. These experiences helped them grow as confident, responsible, and expressive individuals who contribute positively to their community.



Journeys That Inspire: Celebrating Learning Through Field Trips



Students participated in an enriching educational visit to the Geological Survey of India, gaining valuable real-world learning experiences aligned with SDG Goal 4: Quality Education and meaningful learning beyond the classroom. During the visit, they explored various natural resources such as stones and rocks, strengthening their observation, inquiry, and critical thinking skills while developing a deeper appreciation for the environment and the responsible use of resources.



Journeys That Inspire: Celebrating Learning Through Field Trips



Showcasing Learning Journeys: Student-Led Conference



Showcasing Learning Journeys: Student-Led Conference



Showcasing Learning Journeys: Student-Led Conference



Celebrating Creativity on Stage: Theatre Day



Students expressed themselves through dance, music, and drama, showcasing confidence and artistic talent.



Learning and Teaching – March

Transdisciplinary Theme

How We Organize Ourselves

Central Idea:

Economic activities rely on a system of production, exchange and consumption of goods and services.

Lines Of Inquiry:

- The role of supply and demand-connection
- The distribution of goods and services
- Rights and responsibilities as producers and consumers

Specified Concepts:

Function ,Connection ,Responsibility

Additional Concepts:

Economy and trade
Decision making
Communication(persuasive/ procedure)
Design

Unit of Inquiry

Students began by exploring the central idea: Economic activities rely on a system of production, exchange, and consumption of goods and services. Through discussions, sorting activities, and real-life examples, they developed an understanding of goods and services and how they are produced and used in everyday life.

As the inquiry progressed, students examined the role of supply and demand, making connections between people’s needs and wants and how these influence what is produced and available in the market. Through classroom simulations, group tasks, and simple market scenarios, they observed how changes in demand affect supply.

Students also explored the distribution of goods and services, understanding how products move from producers to consumers through various stages such as transportation, storage, and selling. They created flowcharts and visual representations (e.g., farmer to consumer journey) to understand how distribution systems function and connect different stakeholders.

To deepen their understanding, students reflected on their rights and responsibilities as producers and consumers. Through discussions and real-life scenarios, they explored responsible consumption, fair practices, and the importance of avoiding waste. They analyzed how their choices can impact others and the environment.

Using inquiry-based approaches, students engaged in collaborative discussions, role plays, and problem-solving tasks. These experiences encouraged them to think critically, make connections, and develop a sense of responsibility as informed and ethical participants in economic activities.



Learning and Teaching – March

Transdisciplinary Math

Students began their exploration of money, developing an understanding of how it is used in everyday life. They identified different denominations of rupees and paise and engaged in real-life scenarios involving buying and selling. Through practical examples, they recognized the importance of money in daily transactions and decision-making.

They then focused on the conversion of money, learning to convert rupees into paise and vice versa. The learning progressed to rounding off money, where students learned to round amounts to the nearest rupee and nearest 10 rupees. Through mental math strategies and real-life examples, they developed the ability to estimate and make quick calculations, enhancing their number sense and accuracy.

Students further explored the concept of profit and loss, understanding the relationship between cost price and selling price. Through engaging word problems and classroom activities, they learned to identify situations of profit, loss, and no profit no loss. This helped them connect mathematical concepts to real-life situations such as shopping and business transactions.

Throughout the unit, students engaged in hands-on activities, discussions, and application-based tasks, which strengthened their problem-solving skills, logical thinking, and confidence in handling money-related concepts in everyday life.



Transdisciplinary Language

Students began their learning journey by exploring persuasive writing through advertisements, understanding how language can influence and convince an audience. Through engaging discussions and analysis of real-life advertisements, they identified how words, visuals, and messages are carefully chosen to attract attention and create impact. Using strategies such as Think-Pair-Share and group discussions, students shared their ideas and reflected on how advertisements shape our choices and decisions.

They then explored the elements of advertisements, including catchy slogans, appealing visuals, clear messaging, and persuasive language. Through collaborative activities and analysis tasks, students examined how these elements work together to make advertisements effective. They applied their understanding by designing their own advertisements, focusing on clarity, creativity, and audience engagement.

As part of their language development, students learned about interjections and their role in adding emotion and emphasis. Through guided practice and writing tasks, students incorporated interjections into their advertisements to enhance expression and impact. Through these integrated activities, students strengthened their reading, writing, speaking, and creative thinking skills, while developing the ability to use language effectively to inform, engage, and persuade others.



Learning and Teaching – March

Telugu

Students embarked on an exciting journey into the world of biographies and autobiographies! Through this exploration, they discovered the fascinating stories of remarkable individuals and understood how life experiences shape their journeys. This not only enhanced their reading comprehension and writing skills but also encouraged reflective thinking. By delving into the features of these text types, our young learners gained valuable insights into the human experience and developed a deeper appreciation for the power of storytelling.

Hindi

In March, students stepped into the world of Patra Lekhan (letter writing) and Anuchhed Lekhan (paragraph writing). Through interactive discussions, model texts and guided practice, learners discovered how words can beautifully express feelings, ideas and experiences. They learned to organise their thoughts logically and present them in a structured and meaningful way. Writing became not just a task but a way to communicate, imagine and connect.

Adding to this, students actively prepared for the Term 2 Student-Led Conference (SLC). With enthusiasm and responsibility, learners practised presenting their work, reflecting on their progress and sharing their learning journey. This experience empowered them to become confident communicators and thoughtful learners.

Spanish

In March, students continued revising the verbs *tener*, *ser*, *estar*, *ir*, and *viajar*, and *hay*. They were also introduced to the verb *poder* (can) in Spanish. The revision was supported through a variety of engaging activities such as games, picture-based exercises, songs, and short speaking and writing tasks. These activities helped students use the verbs correctly in simple sentences, recall their meanings easily, and gradually build confidence in listening, speaking, and writing Spanish in a fun and interactive way.

French

Students learned Verbs, Articles, and Adjectives in French. **Reading & Writing:** Students practiced vocabulary related to common verbs, articles (*le, la, les, un, une*), and adjectives. They worked on forming simple sentences and understanding correct usage through written exercises and activities.

Listening & Speaking: Students participated in listening activities to identify correct verb forms, articles, and adjectives in sentences. They also practiced speaking exercises using simple and meaningful sentences to improve their fluency and confidence.



Learning and Teaching – March

Additional language Telugu

During the month of March month students learned the letters from “శ” to “ఱ” and practiced forming words using these letters to strengthen their pronunciation and vocabulary. They also revised all the Telugu Varnamala letters to reinforce their letter recognition and reading skills. In addition, students practiced Sarala Padaalu (two-letter words) through reading and writing activities. These activities helped improve their basic literacy skills, pronunciation, and confidence in using simple Telugu words effectively.

Additional Language Hindi

This month, students were introduced to the names of fruits and vegetables. They practiced reading and writing these words with interest. The students also worked on improving their Hindi alphabet (Varnmala) through regular practice.

P.E

In the month of March, Students started learning Shooting in basketball. Students learned about the Court marking and name of the name of the markings. Students played Small sided basketball match.

Visual art

The studio transformed into a hub of individual innovation as students took full ownership of their artistic journey. The Student-Led Conferences (SLCs) were a resounding success, marking a significant milestone in their creative development.

Our artists stepped up to:

Define a Vision: Every student selected a personal theme and subject matter that resonated with them, moving beyond simple assignments to find their unique "why."
Manage Project Development: From the very first charcoal sketches to the final layers of pigment, students navigated the complexities of the creative process independently.

The Final Showcase: The result was a collection of vibrant, high-impact paintings. These works reflected not only technical growth but a distinct personal voice that students presented with immense pride to their families and peers.



Learning and Teaching – March

Music

Students learned and practised the “Giant’s Garden Song,” specially created for their Theatre Day performance, focusing on expression and confidence. They also prepared for the SLC (Student-Led Conference) by practising a Greeting Song, building presentation and communication skills. Students completed their Unit 5 task sheets, demonstrating their understanding of Sharing the Planet. They reflected on their learning and applied musical concepts effectively. Towards the end of the month, students were introduced to Unit 6, beginning a new unit of inquiry through music.

Drama

Students will explore how music can tell stories and express emotions. They will listen to different musical pieces and identify mood changes while acting out stories through movement without using words. Students will also learn about dynamics and tempo, understanding how loud or soft sounds and fast or slow music can change the feeling of a performance. Through creative activities, they will experiment with performing the same song in different moods. Students will also create musical characters, using voice, movement, and music to bring their characters to life, helping them build creativity, expression, and confidence in performance.

Dance

Students will focus on musical interpretation and improvisation. They will focus on the areas of Hip Hop dance movements needed to improve. Practicing the learnt choreography to improve coordination and expressions.

ICT

Students learned about algorithms and flowcharts, strengthening their logical thinking skills. They understood that an algorithm is a set of step-by-step instructions to solve a problem, and a flowchart is a visual way to represent those steps using symbols and arrows. Students practiced creating flowcharts using draw.io software, which helped them organize their ideas clearly and present solutions in a structured manner. This hands-on practice improved their problem-solving and analytical skills.

They also learned about cyber security and discussed the importance of staying safe online. Students explored topics such as creating strong passwords, protecting personal information, and being responsible digital citizens. These activities helped students develop both computational thinking skills and awareness of safe and responsible technology use.



Learning and Teaching - March



Learning and Teaching - March



As part of their inquiry into economic concepts, Grade 4 students demonstrated their understanding of goods, services, demand, supply, and exchange through engaging role-play activities. Through this initiative, students communicated their ideas using spoken sentences, enhancing both their conceptual clarity and communication skills.



Learning and Teaching - March



Provocation Activity: Buyer and Seller Role Play: As part of the provocation for the new unit, a small market was set up with labelled items like stationery and books. The teacher demonstrated a buyer-seller role play, helping students observe exchange and pricing while building curiosity about how markets work.



Learning and Teaching – March



Role Play Activity: Money Exchange and Transactions

Students explored the concept through a role play, working in groups as producers, sellers, and buyers. They selected products, set prices, and engaged in classroom buying and selling activities.



Life skill - Non Fire cooking



The final life skill session at Gaudium School for Grade 4 students was a delightful celebration of creativity, teamwork, and healthy living. The theme of the day was No-Fire Cooking, and the highlight was the preparation of refreshing watermelon mocktails.

Young learners enthusiastically donned their chef hats and worked together to craft colorful, nutritious drinks using fresh watermelon, lemon, mint, and other natural ingredients. The activity not only taught them the importance of hygiene and safe food preparation but also encouraged innovation in presenting their mocktails with flair.



Learning and Teaching – April

Transdisciplinary Theme

How We Organise Ourselves

Central Idea

Economic activities rely on a system of production, exchange and consumption of goods and services.

Lines Of Inquiry

- The role of supply and demand- connection
- The distribution of goods and services
- Rights and responsibilities as producers and consumers-

Specified concepts

Function,

Connection,
Responsibility

Additional Concepts

Economy and trade
Decision making
Communication(persuasive/ procedure)
Design

Unit of Inquiry

Students explored how economic systems shaped the way societies functioned. They inquired into the central idea that economic activities relied on systems of production, exchange, and consumption of goods and services, while investigating concepts such as supply and demand, distribution, and the roles and responsibilities of producers and consumers through discussions, simulations, and collaborative tasks.

Through inquiry-based learning and design challenges, students developed decision-making, communication, and critical thinking skills as they took on the roles of entrepreneurs and consumers and understood the connection between choices, trade, and the well-being of society. In Term 2, students also participated in Assessments of Learning covering all four Units of Inquiry, providing opportunities to demonstrate their understanding of key concepts and skills developed throughout the term.



Learning and Teaching – April

Assessments:

Students attended the Assessments of Learning for Term 2, which served as an important measure of their learning and progress over the term. These assessments were designed not only to evaluate what students had learned but also to understand how effectively they applied their knowledge and skills in different contexts.

The assessments covered key concepts, skills, and knowledge acquired across various subjects. Students were evaluated on their conceptual understanding, critical thinking, problem-solving abilities, and their capacity to apply learning in meaningful ways. This holistic approach ensured that assessment went beyond memorization and encouraged deeper learning and reflection. To ensure thorough preparation, students were encouraged to revisit and revise all key concepts covered during the term.

Regular practice of problem-solving tasks, reviewing classwork and notes, and engaging in self-assessment helped strengthen their understanding. Additionally, effective time management, both during preparation and while attempting the assessments, played a crucial role in their performance.

Teachers continued to support students by providing structured revision sessions, practice materials, and guidance tailored to their learning needs. They also focused on addressing individual doubts, reinforcing important concepts, and building students' confidence.

We encouraged students to approach these assessments with a positive mindset and a sense of responsibility. With consistent effort, proper preparation, and the support of their teachers, students were well-equipped to demonstrate their learning and achieve their best.



Learning and Teaching – April

Math

Students demonstrated overall progress in mathematics during the assessment, reflecting their growing understanding of key concepts and their ability to apply them effectively. They engaged with topics such as number operations, data handling, measurement, and problem-solving, showing confidence in interpreting and solving different types of questions.

Students applied concepts such as mean, median, mode, and range to analyze and represent data accurately. They used logical reasoning and step-by-step strategies to solve problems, clearly showing their working and explaining their thinking where required. Their ability to connect mathematical concepts to real-life situations was also evident.

In addition, students demonstrated clarity in their calculations, proper use of mathematical language, and neat presentation of their work. They checked their answers for accuracy and reflected on their solutions to identify any errors and make improvements.

Students learned that ratio and proportion helped them compare quantities and understand relationships between them. A ratio showed how much of one quantity there was compared to another, while a proportion explained that two ratios were equal. Through practice and real-life examples, students explored how these concepts were used in situations such as sharing, cooking, and scaling, which helped them apply their understanding in meaningful ways.

ICT

As part of the assessment, students reflected on their learning by expressing how they applied digital safety practices in their daily lives. They also engaged in coding programs using Scratch, where they explored key concepts and demonstrated their understanding by creating simple projects. Through these activities, students developed both their awareness of responsible digital behaviour and their foundational coding skills, which enabled them to apply their learning in meaningful and practical ways.



Learning and Teaching – April

Telugu

As part of revision, students practiced the letters, gunintaalu, otthulu, and their related words and sentences, as well as understood their meanings through stories.

Hindi

The focus shifted towards Term 2 assessments. Students engaged in revision activities designed to strengthen their understanding of key concepts and build confidence in applying their knowledge. Following the assessments, learners revisited all major concepts through engaging reinforcement tasks, ensuring deeper clarity and long-term retention. Overall, these months highlighted a journey of expression, reflection, and growth. Through carefully designed learning experiences, students continued to build confidence, creativity, and a meaningful connection with the Hindi language.

French

Students did a recapitulation of *Il y a*, adjectives, verbs, and articles. Through revision activities, games, and speaking exercises, they reinforced their understanding and built confidence in using these concepts correctly in everyday French communication..

Spanish

Students practiced the entire syllabus they had learned, along with regular listening and speaking activities. They revised key concepts through interactive tasks, worksheets, and role-plays to strengthen their understanding. Students also focused on improving pronunciation, sentence formation, and confidence while communicating in Spanish. These activities helped enhance their fluency, accuracy, and overall language skills in a structured and engaging way.

PE

Students practiced the basketball skills they had learned. They engaged in modified basketball games based on the skills they had acquired.



Learning and Teaching - April

Additional language Telugu

Students revised the names of flowers, animals, birds, and simple words in Telugu through guided speaking activities. They identified and pronounced each word clearly with correct pronunciation, which helped improve their vocabulary and speaking confidence.

Students also spoke simple oral sentences related to flowers, animals, birds, and simple words during classroom speaking activities. These revision activities strengthened their pronunciation, word recognition, sentence formation, speaking skills, and confidence in using simple Telugu words effectively.

Additional language Hindi

Students focused on learning and practicing Swar (vowels) and began forming and reading two-letter, three-letter, and four-letter words. They continued to strengthen their reading and writing skills while building better pronunciation and speaking confidence through regular practice.

Visual art

After the paint dried on the SLC projects, students shifted their focus to a new medium: Paper Collage. This month was all about "painting with paper"—learning to see color and value through the lens of texture and fragments.

Students explored:

Composition & Contrast: They experimented with how to build a visual narrative using found imagery, hand-painted papers, and various weights of cardstock.

Tactile Storytelling: Beyond just "cutting and pasting," students learned techniques for tearing, layering, and manipulating paper to create depth and 3D effects.

Mixed Media Integration: They challenged the boundaries of the medium by incorporating ink and pastel into their collages, turning scraps into sophisticated, multi-layered creations.



Learning and Teaching – April

Music

Students continued exploring Unit 6 – How We Organise Ourselves through musical connections. They learned and sang the song “Count on Me,” focusing on teamwork, rhythm, and expression. Students also listened to “Heal the World” to understand how music could convey meaningful messages about society and responsibility. Through these songs, they explored connections between music, relationships, and community. This unit supported the development of collaboration, listening, and expressive skills through music.

Dance

Students were divided into groups and were given a creative task based on the styles they had learned. Each group collaboratively created their own choreography and presented it. This activity encouraged teamwork, creativity, and self-expression. Students also reflected on their learning by responding to the task, making the process more engaging and meaningful.

Drama

Students explored how music could tell stories and express emotions. They listened to different musical pieces and identified mood changes while acting out stories through movement without using words. Students also learned about dynamics and tempo, understanding how loud or soft sounds and fast or slow music could change the feeling of a performance. Through creative activities, they experimented with performing the same song in different moods. Students also created musical characters, using voice, movement, and music to bring their characters to life, helping them build creativity, expression, and confidence in performance.



Happenings Month Ahead

Events	Dates
Reopening of the school	10th June 2026

Our website:

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

Events link:

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

Facebook : For daily updates please like the page.

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