



# The Exhibition is:

- an individual or group inquiry which is engaging, relevant, challenging and significant
- an inquiry that starts from personal interest and passions, but extends into real world issues
- an inquiry that requires students to apply their learning from previous years
- students apply and reflect on their skills and learner attributes.
- marks the transition from primary to secondary school.

# Essential elements of the Exhibition...

As the culminating PYP experience, it is required that the exhibition reflects all the major features of the programme. Therefore it must:

- provide an opportunity for students to exhibit the attributes of the IB learner profile that have been developing throughout their engagement with the PYP
- incorporate all the key concepts; an understanding of the key concepts should be demonstrated by the application of key questions throughout the inquiry process
- synthesize aspects of all six transdisciplinary themes require students to use skills from all five sets of transdisciplinary skills social, research, self management, communication, thinking in order to explore knowledge that is significant and relevant
- offer opportunities for students to display attitudes that relate to people, the environment and their learning; these attitudes should be evident throughout the process



# Essential elements continued...

- provide opportunities for students to engage in **action** .... this action may take the form of personal involvement with the planning and implementation of the exhibition and/or service-orientated action; action may not always be clearly or immediately visible or measurable but evidence should be recorded
- a process where students are engaged in a collaborative and student-led, indepth inquiry facilitated by teachers; records are kept reflecting the process of planning and student engagement with the exhibition
- include ongoing and rigorous assessment of the exhibition process



# Central idea: Human behaviour shapes lives

 Children will develop lines of inquiry from their conceptdriven questions

# Asking **Key Concept**Questions

#### **Form**

What is it like?

#### **Function**

How does it work?

#### **Causation**

Why is it like it is?

#### Change

How is it changing?

#### Connection

How is it connected to other things?

#### **Perspective**

What are the points of view?

#### Responsibility

What is our responsibility?

#### Reflection

How do we know?

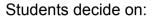
# **Exhibition Process**

### **Inquiry Cycle**

- Engage & Explore
- Collaborate and Learn
- Synthesize & Choose
- Take Action
- Create & Share

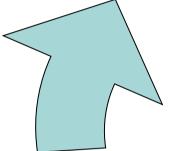


Students present through: poster, video, graph, powerpoint, music, drama



- interests, passions
- •what they would like to explore

Can they explore it personally and globally?

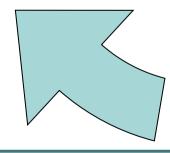




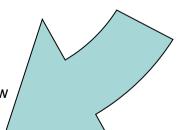
Research progresses.
Reflect and ask questions.
Take the inquiry deeper.
Choose and plan presentation.

Students create:

- •a timeline
- •a planner



Students research:
•Read, listen, interview
Survey, etc.



## **Use of Technology (ICT)**

Students will collaborate to determine how information & communication technology will be used.

 ICT Examples: Voice Thread, blogs, Skype, Power Point, podcasts, I-movie, I-pod podcasts, I-photo slide shows, etc.

## Role of the Mentor

- Monitor student/team's progress and assist with goal setting.
- Serve as resource for contacting community experts and interpreting research materials.
- Help students find the best way to take action and share their learning with others.

# How much time do students spend working on the Exhibition?

- The students will start brainstorming ideas and thinking about concepts in March.
- The students spend about 7 weeks working on their inquiries from March to May.
- The students will still have math and literacy lessons during the Exhibition time, but the majority of each day will be used working on inquiries.

• There will be 'mini skills' workshops that will help

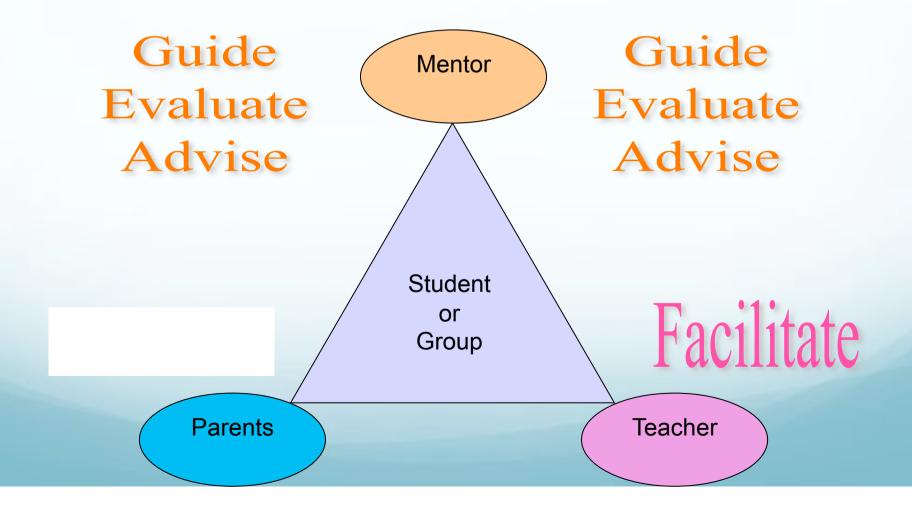
inquiries progress

## What about homework?

- The children should use their time at home to research and prepare for the work in class.
- The actual work should be done in class so the teacher can keep track of progress.



# The role of parents



# How can parents help?

#### Parents can:

- keep informed about the process by reading newsletters and attending meetings
- support and encourage your children
- provide knowledge
- help to locate resources people, places, media and information
- Take them to places during the weekends
- Celebrate with the students by attending the final presentations.



# How do we mark students work?

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- We assess the process more than the product.
- The students keep a journal throughout exhibition that shows how their thinking and goals have developed.
- This journal may include pictures, diagrams, poems, timelines and writing.
- The mentors assist with the journal monitoring student progress.

# Rubrics

Rubric will be used to assess different aspects of the Exhibition:

- The journals
- The final product
- Research skills
- Self management skills (e.g. time management)
- Social skills (e.g. group work).
- Effort

#### **Sharing the Exhibition**

It is a requirement that the exhibition is shared with members of the wider school community.

There are many formats a sharing event could take, for example, an interactive display, a performance, a debate, or a combination of formats.

#### The exhibition should include the following:

- Examples of written work in a variety of formats and styles: poetry, reports, persuasive texts
- Oral presentations, individually or in groups, to the school community
- Uses of technology including ICT, working models, designs, science experiments
- Performances or compositions in any medium: dance, music, drama, visual arts, film, video, mixed media

## Something for us all to remember...

- ✓ As with any inquiry there will be times when it seems that students are not being very productive.
- ✓ Sometimes there will be lot of discussion and thought but this will not result in anything that can be seen.
- ✓ Students (and adults) need time and space to wonder about things and consider their plans.
- ✓ This is why we place so much emphasis on the scrap books/journals. They will show the understanding of concepts and application of skills (e.g. problem solving) more than the final product.

#### Diary note:

# Invitation to all Year 6 parents to attend the opening of the Peak School PYP Exhibition

Thursday 24<sup>th</sup> May 4:30 p.m.

# Questions?

