

VICKI WILSON-JIWATRAM

SESSION
8LETTING STUDENTS LEAD
WITH GALLERY
PRESENTATIONSvwilson.email@gmail.com[@vw_hk](https://twitter.com/vw_hk)[vw_artspace](https://www.instagram.com/vw_artspace)**Grade 3 Raise the Bar Marketplace**

A unit about chocolate and Fair Trade, with a chocolate tasting session entry event and culminating "Raise the Bar Marketplace" student-led gallery, in which parents viewed the students' collaborative work of chocolate products, logos, wrappers, boxes and 3d printed chocolate moulds in front of their painted backdrops and were able to taste the chocolate they had made.

**Visual Art Standards****Creating and Presenting**

D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

Reflecting, Responding and Analysing

D2.1 express personal feelings and ideas about art experiences and images

D2.3 demonstrate an awareness of the meaning of signs and symbols encountered in their daily lives and in works of art

Exploring Forms and Cultural Contexts

D3.1 identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences

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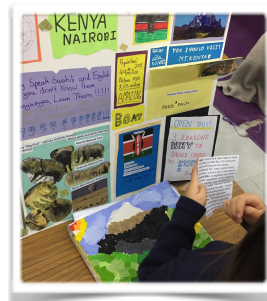
SESSION
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PRESENTATIONS**Geography Standards**

Domain 4: Patterns, Processes, Environmental Change and Sustainable Development

- Recognise and explain patterns made by physical and human features in the environment,
- Recognise some physical and human processes; explain how these can cause changes in places and environments,
- Recognise how people can improve or damage the environment, and how decisions about places and environments affect the
- future quality of people's lives,
- Explain how and why people sustainably manage environments and resources,
- Identify opportunities for personal involvement in sustainability.

Grade 3 Gateways to the World Global Gallery

A unit about world travel & transport with a field trip entry event and final "Gateways to the World Global Gallery" to showcase their individual learning projects on their chosen destination and means of transport to arrive there. Their textile collage of one of their chosen country's landmarks became the book cover to their process journals and was at the forefront of this student-led gallery presentation. Information boards were also created as a backdrop and summary for each child's work.



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PRESENTATIONS**Visual Art Standards**

Creating and Presenting

D1.1 create two- and three-dimensional works of art that express personal feelings and ideas inspired by the environment or that have the community as their subject

D1.2 demonstrate an understanding of composition, using principles of design to create narrative art works or art works on a theme or topic

D1.4 use a variety of materials, tools, and techniques to respond to design challenges

Reflecting, Responding, and Analysing

D2.4 identify and document their strengths, their interests, and areas for improvement as creators of art

Exploring Forms and Cultural Contexts

D3.1 identify and describe a variety of visual art forms they see in their home, at school, in the community, and in visual arts experiences

Geography Standards

Domain 2: People and Places

- Identify and describe places, environments and their locations,
- Identify and describe what places are important to people and why,
- Identify how and why places change and how they may change in the future,
- Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world,
- Recognise how places fit within a wider geographical context and are interdependent.

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PRESENTATIONSGrade 4 On the Move, Choose a Charity Gallery

A unit focussed on global immigration and refugees, in which students began with a "treasure hunt" for information and culminated with a "Choose a Charity" gallery, in which their plaster of Paris 3d Mehndi designed hands were displayed to show how we initially explored culture through symbolism and celebrations in art, alongside the main integration work developing logos, posters and an iMovie for a created charity. Parents were given several tokens to vote for the most effective presentations.

**Visual Art Standards****Creating and Presenting**

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges

Reflecting, Responding, and Analysing

D2.1 interpret a variety of art works, and identify the feelings, issues, themes, and social concerns that they convey

D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art

Exploring Forms and Cultural Contexts

D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present

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D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made

Geography Standards**Domain 2: People & Places**

- Identify ideas, beliefs, attitudes and experiences of men, women and children now and in the past.
- Identify that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity,
- Describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world

[Grade 4 Beyond the Great Wall Process Presentation](#)

A unit focussed on historical inquiry into Ancient China, we held a simulated archaeological dig to find fragments of terracotta warriors to begin questioning, describing and identifying. Following content lessons researching Ancient Chinese societies and a week long World Classroom field trip to Xi'an to see the original Terracotta Warriors, the student-led presentation of process saw the students talk their parents through the creation of a Terracotta Warrior from clay.

Visual Art Standards**Creating and Presenting**

D1.1 create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences

D1.3 use elements of design in art works to communicate ideas, messages, and understandings

D1.4 use a variety of materials, tools, and techniques to determine solutions to design challenges

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PRESENTATIONS**Reflecting, Responding, and Analysing**

D2.3 demonstrate awareness of the meaning of signs, symbols, and styles in works of art
D2.4 identify and document their strengths, their interests, and areas for improvement as creators and viewers of art

Exploring Forms and Cultural Contexts

D3.1 describe how visual art forms and styles represent various messages and contexts in the past and present

D3.2 demonstrate an awareness of a variety of art forms, styles, and traditions, and describe how they reflect the diverse cultures, times, and places in which they were made

History Standards**Domain 3: Events & Changes in the Past**

- Place events, people and changes into chronological order and correct periods of time
- Use dates and vocabulary relating to the passing of time, including ancient, modern, BC, AD, century and decade
- Explain the features of the lives of everyday men/women/children in the past
- Identify characteristics and features of the period and societies studied
- Explain reasons for and results of historical events, situations, and changes in the periods studied
- Describe and make links between the main events, situations and changes within and across different periods and societies studied
- Explain how the past is recorded and remembered in different ways

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PRESENTATIONS**THE POWER OF LETTING STUDENTS LEAD
WITH GALLERY PRESENTATIONS**

- Highly visual method of sharing
- Authentic method of students verbalising their learning,
- Motivating and engaging; the exciting entry event sets the tone and the student - led gallery puts all learning into practice,
- Enables use of the skills, techniques and knowledge gained throughout units,
- Can be a powerful method of summative assessment,
- Encourages social skills, organisational skills and time-management,
- Involves parents more fully than other presentation methods, is active and interactive,
- Students authentically experience ownership of their learning and can see a purpose to their units of inquiry,
- Students develop real pride in their work and process,
- Students develop marketing skills, putting into action the power of persuasion and considering the use of language for effect,
- Encourages collaboration between students as well as between students and their families,

- Develops students' choice and voice as they select media and methods for communication as well as the specific focus of their learning,
- Covers a wide range of means of visual presentation; video making, digital and graphic design, book, leaflet and poster making, etc.
- Learning from peers occurs regularly as they share, evaluate and reflect upon each others' work as part of the process,
- Accompanies the use of Seesaw learning journals beautifully, allowing parents previews of the process and then showcasing the end results,
- Students are leaders in their learning,
- Student -led galleries are highly enjoyable!