

WHERE WE ARE IN PLACE AND TIME

TNIS
2015 PYP
EXHIBITION

2015 Exhibition Timeline

Date	Checklist
Term 3	
Week 8	<ul style="list-style-type: none"> <input type="checkbox"/> Discuss Timeline. <input type="checkbox"/> Share the Exhibition Learning Journal. <input type="checkbox"/> Examples of other exhibitions.
Week 9	<ul style="list-style-type: none"> <input type="checkbox"/> Staff Meeting - Exhibition - Introduction to Exhibition. <input type="checkbox"/> Staff Meeting - Year 7 planning on the PYP planning doc. <input type="checkbox"/> Provocation ideas – Start working in teams on these ideas for Rotation.
Week 10	<ul style="list-style-type: none"> <input type="checkbox"/> Teams working on learning engagements for Year 7's and Provocation rotation.
Term 4	
Week 1	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers introduce the exhibition to students. <input type="checkbox"/> Discuss the roles of students, teachers, mentors and parents. <input type="checkbox"/> Friday 16th October – Provocation rotation through the different teams; breaking down the Transdisciplinary Theme of 'Where we are in place and time'. <input type="checkbox"/> Staff Meeting – Issues – personal, local and global around 'Where we are in place and time'.
Week 2	<ul style="list-style-type: none"> <input type="checkbox"/> Learning engagements – focussing on issues relating to the Transdisciplinary Theme of 'Where we are in place and time. <input type="checkbox"/> Brainstorm the personal, local and global issues relating to the Transdisciplinary Theme of 'Where we are in place and time'. <input type="checkbox"/> Staff Meeting – How to create a central idea, lines of inquiry.
Week 3	<ul style="list-style-type: none"> <input type="checkbox"/> Students select an issue that resonates with them. <input type="checkbox"/> Establish groups. <input type="checkbox"/> Central Idea – How to write a central idea (use exemplars). Developing a central idea in groups. <input type="checkbox"/> Develop lines of inquiry in groups from the central idea. <input type="checkbox"/> Devise own essential agreement for the exhibition and sign. <input type="checkbox"/> Staff Meeting – How to formulate guiding questions for Exhibition.
Week 4	<ul style="list-style-type: none"> <input type="checkbox"/> Introduce the timeline to students. <input type="checkbox"/> Decide on key concepts to focus on. <input type="checkbox"/> Formulate guiding questions using key concepts as a tool. <input type="checkbox"/> Discuss and model how to use primary and secondary sources of information. <input type="checkbox"/> Discuss and model how to keep a bibliography. <input type="checkbox"/> Begin finding information. <input type="checkbox"/> Meeting of groups to assign roles/tasks. <input type="checkbox"/> Students to set weekly goals – think about progress and what you need to do next. <input type="checkbox"/> Staff Meeting – Role of the Mentor.
Week 5	<ul style="list-style-type: none"> <input type="checkbox"/> Meeting of groups to assign roles/tasks. <input type="checkbox"/> Students to set weekly goals – think about progress and what you need to do next. <input type="checkbox"/> Finding information through to wrapping up research. <input type="checkbox"/> Meeting with Mentor's and complete mentor meeting record sheet. <input type="checkbox"/> Brainstorm what 'action' your exhibition can lead you to take. Provide examples from previous exhibitions and units of inquiry. Groups plan on what 'action' their group will complete. <input type="checkbox"/> Begin to work on your group's 'action'. <input type="checkbox"/> Complete end of the week reflection.
Week 6	<ul style="list-style-type: none"> <input type="checkbox"/> Sorting information from research. <input type="checkbox"/> Begin first draft of research presentation. <input type="checkbox"/> Create invitation for parents/family to the Exhibition Evening. <input type="checkbox"/> Continue to work on your group's 'Action' component. <input type="checkbox"/> Meet with Mentor and complete mentor meeting record sheet.

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	<ul style="list-style-type: none"> <input type="checkbox"/> Complete end of the week reflection.
Week 7	<ul style="list-style-type: none"> <input type="checkbox"/> Developing detailed plans of how groups intend to present their exhibition project. Use examples from previous exhibitions and other school examples to provoke ideas. <input type="checkbox"/> Complete first draft of research presentation. <input type="checkbox"/> Begin to create and work on performance/presentation for exhibition. <input type="checkbox"/> Continue to work on your group's 'Action' component. <input type="checkbox"/> Meet with Mentor and complete mentor meeting record sheet. <input type="checkbox"/> Complete end of the week reflection.
Week 8	<ul style="list-style-type: none"> <input type="checkbox"/> Complete final draft of research presentation. <input type="checkbox"/> Continue to work on your group's 'Action' component. <input type="checkbox"/> Final meeting with Mentor and complete mentor meeting record sheet. <input type="checkbox"/> Work on performance/presentation for exhibition. <input type="checkbox"/> Final check and feedback from teacher. <input type="checkbox"/> Complete end of the week reflection.
Week 9	<ul style="list-style-type: none"> <input type="checkbox"/> Practise Presentation. <input type="checkbox"/> Exhibition set up on Tuesday 8th December, students allowed to look at other exhibitions during this time only. (see timetable and map) <input type="checkbox"/> Tuesday 8th December - Evening ceremony and parent / community presentation – 6pm to 7:15pm <input type="checkbox"/> Wednesday 9th December - sharing presentation with school and visitors during the day – 9:00am – 12:00pm. <input type="checkbox"/> Reflections.