






Teacher(s)	Megan Lockett	Subject group and discipline	Arts: Dance	
Unit title	You Should Be Dancing: Part 2 Making	MYP Year	Grade 7	Unit duration 7 Weeks

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
 Communication	 Arts  Expression  Presentation	 Personal and cultural expression Social constructions of reality, philosophies and ways of life, belief systems, ritual and play.

Statement of inquiry

 The Arts can communicate a message to an audience through expression.

Inquiry questions

Factual What physical control and kinaesthetic skills can be identified when presenting dance?

Conceptual In what ways can the arts influence or even change society?

Debatable Do audiences prefer an expressive or technical presentation?

Objectives

B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art.

D: Responding

Summative assessment





Assessment Task

Moving forward from the previous unit we will focus on expression and what it communicates to an audience for example: walking on the tiptoes - we would stereotype this in society i.e. walking in high heels in the city. Students will communicate an idea of society through dance:
Bringing the city to the jungle

<ul style="list-style-type: none"> i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork. 		or Bringing the jungle to the city
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Approaches to learning (ATL)

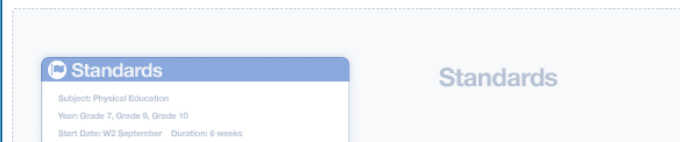
IB ATL CATEGORY	MYP ATL CLUSTER	SPECIFIC ATL SKILL	LEARNING EXPERIENCES
 <p>Social</p>	II. Collaboration skills	Working effectively with others <ul style="list-style-type: none"> Exercise leadership and take on a variety of roles within groups 	Students will be work as a trio or a quartet. When choreographing a group piece students will need to adopt different roles.
 <p>Self-management</p>	III. Organization skills IV. Affective skills V. Reflection skills	Managing time and tasks effectively <ul style="list-style-type: none"> Create plans to prepare for summative assessments (examinations and performances) Managing state of mind <ul style="list-style-type: none"> Resilience <ul style="list-style-type: none"> Practise dealing with change (Re-)considering the process of learning; choosing and using ATL skills <ul style="list-style-type: none"> Identify strengths and weaknesses of personal learning strategies (self-assessment) 	Students will need to manage their time effectively in class. How much time will they spend researching, selecting music, choreographing movements, sorting positioning/transitions etc?

Action: Teaching and learning through inquiry

Content	Learning process
Knowledge & Skills: <ul style="list-style-type: none"> Perform with confidence, clarity of movement and expressive qualities appropriate to style and/or choreographic intent in a range of dances. 	Learning Experiences <p>How will students know what is expected of them? Will they see examples, rubrics, templates, etc.?</p> <p>How will students acquire the knowledge and practice the skills required? How will they practice applying these?</p> <p>Do the students have enough prior knowledge?</p> <ul style="list-style-type: none"> Each student will receive a task sheet that summarises the unit. The assessment criterion has been created in the form of a checklist so that students are able to individually monitor what is required.

Identifying and demonstrating distinct stylistic characteristics of dance styles, such as body posture and attitude within styles.

- Experimenting with alternative expressive skills to enhance performance presence and mood such as facial expression changes between musical theatre and Hip Hop, respecting the social and cultural values of other performers and their intended audience.



- Students will acquire knowledge and practise skills actively during their Performing Arts class.
- The students will be able to utilise the technical skills learnt in Q1.

Teaching strategies

How will we use formative assessments to give students feedback during the unit?

What different teaching methodologies will be employed?

How are we differentiating teaching and learning for all? Have we considered those learning in the language other than their mother tongue? Have we considered those with special educational needs?

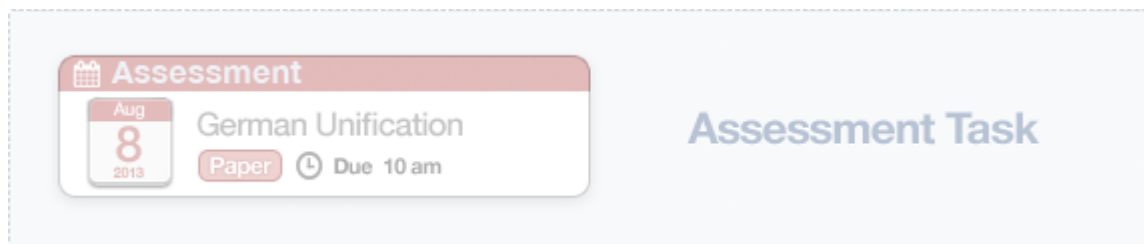
- The Process Journal will formatively assess all criteria.
- Process work— thoughts and ideas within the Process Journal. The PJ is the student's brain. We want to see what they are thinking.
- One-to-one dialogue, responses to teacher–student discussions and questions to be recorded in teacher observation notes.
- Use of positive reinforcement - verbal and within the PJ.
- Cues and corrective feedback - verbal and within the PJ.
- Cooperative learning activities - working within mixed groups.
- Questioning techniques - hands up is banned.
- Use of technology - taking photos and videos for evidence/examples.

There will be differentiated groupings when completing the group task.

Regular feedback on Process Journal progress is important to encourage a greater rate of progression throughout the unit.

The homeroom teacher and level leaders will be made aware of any issues as and when they arise to prevent a build up of issues towards the end of the semester.

ESL learners may request additional time to complete written tasks and the teacher will seek one to one confirmation to ensure understanding of classroom activities. These learners may require additional teacher support to ensure accuracy and consistent development.



Describe how you will differentiate teaching & learning for this unit?

Differentiation by task which involves setting different tasks for pupils of different abilities.

- Extension tasks made available for learners who complete all tasks.
- Resource based and independent (experiential) learning.

- Differentiation by support** which means giving more help to certain pupils within the group.
- Varied (V, A, K) teaching and assessment methods are used.
 - Coloured backgrounds for learners diagnosed as dyslexic.
 - Facilitation and teaching.
 - Resources are adapted to ensure that learners can access information and to meet anticipated individual needs.
 - Mixed ability and same ability groupings.
 - Higher order questioning (higher ability learners).
- Differentiation by outcome** which involves setting open-ended tasks and allowing pupil response at different levels.
- Learners are able to meet the assessment criteria at a range of level outlined by the IB. Refer to the specific assessment rubrics for clarification.

Learner Profile

Communicators: Students need communicate effectively within a group. Students are required to communicate an socio-political message through movement.

International Mindedness

International-mindedness represents an openness and curiosity about the world and its people. It begins with students understanding themselves in order to effectively connect with others. The arts provide a unique opportunity for students to recognize the dynamic cultural influences around them. This unit aims to build on the concept of communication in order for learners to explore the concept of expression and what it presents in society today.

Resources

Youtube: <http://www.youtube.com/watch?v=RG01RtlfIKA>

Youtube: <http://www.youtube.com/watch?v=yJwPydpJHyA>

Youtube: <http://www.youtube.com/watch?v=c-rTuOJfjsc>

Photos:



Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit