







Teacher(s)	Megan Lockett	Subject group and discipline	Arts: Dance		
Unit title	Stimuli: Part 1 Responding	MYP Year	Grade 10	Unit duration	7 Weeks

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
 Form	 Arts  Boundaries  Interpretation	 Personal and cultural expression Artistry, craft, creation, beauty.

Statement of inquiry

 The artist deliberately selects what and how to communicate through the content and the form of the artwork.

Inquiry questions

Factual How did you experiment with artistic processes when creating your dance?

Conceptual In what way does form communicate content?

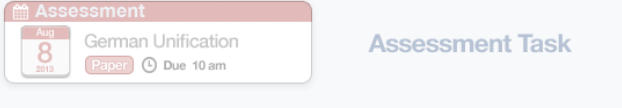
Debatable Do we create our own boundaries?

Objectives

Summative assessment

A: Knowing and understanding



- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.



Students will experiment with the artistic processes involved in making a dance in order to communicate content: creating a piece of 'artwork'.

<p>B: Developing skills</p> <ul style="list-style-type: none"> • 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. <p>C: Thinking creatively</p> <ul style="list-style-type: none"> • i. develop a feasible, clear, imaginative and coherent artistic intention • ii. demonstrate a range and depth of creative-thinking behaviours • iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. <p>D: Responding</p> <ul style="list-style-type: none"> • i. construct meaning and transfer learning to new settings • ii. create an artistic response which intends to reflect or impact on the world around them • iii. critique the artwork of self and others. 		
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Approaches to learning (ATL)

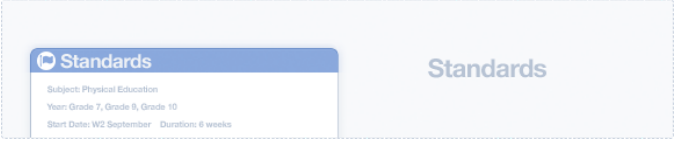
IB ATL CATEGORY	MYP ATL CLUSTER	SPECIFIC ATL SKILL	LEARNING EXPERIENCES
 Research	<p>VI. Information literacy skills</p> <p>VII. Media literacy skills</p>	<p>Finding, interpreting, judging and creating information</p> <ul style="list-style-type: none"> • Make connections between various sources of information <p>Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> • Locate, organize, analyse, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) 	<p>Students will make connections between the stimulus and the compositional structures. They will complete this in their PJ:Wordpress.</p>
 Thinking	<p>VIII. Critical thinking skills</p> <p>IX. Creative thinking skills</p>	<p>Analysing and evaluating issues and ideas</p> <ul style="list-style-type: none"> • Propose and evaluate a variety of solutions <p>Generating novel ideas and considering new perspectives</p> <ul style="list-style-type: none"> • Create original works and ideas; use existing works and ideas in new ways 	<p>Students will focus on compositional structures when creating a dance based on different 'stimuli'. They will propose ideas combining their knowledge, understanding and skills to produce choreography.</p>

X. Transfer skills

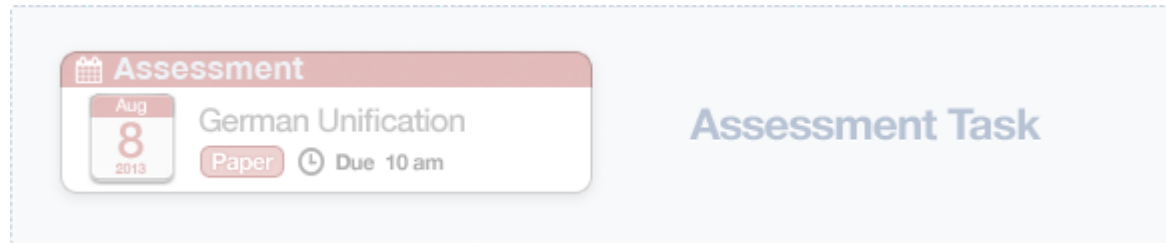
Utilizing skills and knowledge in multiple contexts

- Combine knowledge, understanding and skills to create products or solutions

Action: Teaching and learning through inquiry

Content	Learning process
<p>Knowledge & Skills:</p> <ul style="list-style-type: none">• Manipulate combinations of the elements of dance to communicate their choreographic intent and develop a personal style.• Exploring different combinations of the elements of dance.• Manipulating a variety of style-specific movements safely to suit their intent.  <p>The screenshot shows a document header with a blue bar containing the word 'Standards' and a small icon. Below the bar, the text reads: 'Subject: Physical Education', 'Year: Grade 7, Grade 9, Grade 10', and 'Start Date: W2 September Duration: 6 weeks'. The word 'Standards' is also written in a larger font to the right of the bar.</p>	<p>Learning Experiences</p> <p>How will students know what is expected of them? Will they see examples, rubrics, templates, etc.? How will students acquire the knowledge and practice the skills required? How will they practice applying these? 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.• Each student will receive a task specific rubric that provides detailed guidance and measure their learning.• Students will acquire knowledge and practise skills actively during their Performing Arts class.• The students will have experienced stimuli in some form. <p>Teaching strategies</p> <p>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?</p> <ul style="list-style-type: none">• 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. <p>The stimuli allocated to the students will be differentiated. Regular feedback on Process Journal progress is important to encourage a greater rate of progression throughout the unit.</p>

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).
- Options for different tempos.
- Options for movements.
- Options of compositional structure.

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

Knowledgeable: Students will gain knowledge about compositional structures when forming a dance.

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. Students will explore the concept of form and how we create boundaries when choreographing a dance. You create the feast, you cannot control how it will be eaten.

Resources

Youtube: http://www.youtube.com/watch?v=fFIO_3Zaz5M

Youtube: <http://www.youtube.com/watch?v=mzG9Bt7xYYE>

Youtube: <http://www.youtube.com/watch?v=GY2-eyCkqTk>

File: Stimulus.ppt

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

Prior to teaching the unit	During teaching	After teaching the unit