

Task Sheet

Date	Quarter 3 - Unit 3
Grade	2014/2015 Grade 10
Subject(s)	Dance
Task focus	Stimuli: Part 1 Responding

Links:

Key Concept:	Form
Related Concept(s):	Boundaries and Interpretation
Global Context:	Personal and Cultural Expression
Statement of Inquiry:	The artist deliberately selects what and how to communicate through the content and the form of the artwork.

Inquiry Questions:

Conceptual:	In what way does form communicate content?
Debatable:	Do we create our own boundaries?
Factual:	How did you experiment with artistic processes when creating your dance?

Approaches to Learning:

Thinking Skills	<ul style="list-style-type: none">• Critical thinking skills: <i>Analysing and evaluating issues and ideas</i> - Propose and evaluate a variety of solutions.• Creative thinking skills: <i>Generating novel ideas and considering new perspectives</i> - Create original works and ideas; use existing works and ideas in new ways.• Transfer skills: <i>Utilizing skills and knowledge in multiple contexts</i> - Combine knowledge, understanding and skills to create products or solutions. <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>
Research Skills	<ul style="list-style-type: none">• Information literacy skills: <i>Finding, interpreting, judging and creating information</i> - Make connections between various sources of information.• Media literacy skills: <i>Interacting with media to use and create ideas and information</i> - 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>

MYP Arts Objectives:

<p>A: Knowledge and Understanding</p> <ol style="list-style-type: none">demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology.demonstrate an understanding of the role of the art form in original or displaced contexts.use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. <p>B: Developing Skills</p> <ol style="list-style-type: none">demonstrate the acquisition and development of the skills and techniques of the art form studied.demonstrate the application of skills and techniques to create, perform and/or present art. <p>C: Creative Thinking</p> <ol style="list-style-type: none">develop a feasible, clear, imaginative and coherent artistic intention.demonstrate a range and depth of creative-thinking behaviours.demonstrate the exploration of ideas to shape artistic intention through to a point of realization. <p>D: Responding</p> <ol style="list-style-type: none">construct meaning and transfer learning to new settings.create an artistic response that intends to reflect or impact on the world around them.critique the artwork of self and others.

Key Words:

Form	
Combinations of Elements	
Manipulating Style Specific Movements to Suit Intent	
Artistic Processes	
Stimulus	
Visual	
Auditory	
Kinaesthetic	
Tactile	
Ideational	

Task Description:

You will experiment with the **artistic processes** involved in making dance. Your teacher will deliver a set pieces of choreography each week based on the following compositional structures:

1. Binary (W4)
2. Ternary (W3)
3. Rondo - Chorus remains the same but each verse is different to the one before.
(Think about choreography if you go to the gym for a workout it is repetitive. Have a look at this: <https://www.youtube.com/watch?v=bQ7fFzHvvBk>)
4. Theme and Variation (W2)
5. Narrative (W1)

(Solo performance).

During week 4 you will receive a set **stimulus**. You will be expected to plan and choreograph a 1 minute (minimum) 1:30 (maximum) performance for week 6.

Within your planning you should include:

- Motif and development of your movement ideas.
- Your choreographic approach
- The outcome you want to achieve.
- What choreographic devices you would use.
- Suggest the dance relationships and group design you would use if you would perform this as a group. (I may ask you to have a go at this in week 7 so prepare a plan).
- The structure of your dance.

You will be recorded under the following settings:

1. Proscenium Stage: Dance Room (Solo).

You will create a video discussion that compares and contrasts three types of structures.

Remember to give movement examples from what you have performed in class.

Keynote: You need to show your creative thought processes, using your process journal to document and explain all artistic intentions.