







Teacher(s)	Megan Lockett	Subject group and discipline	Arts: Dance	
Unit title	Key Study: Part 1 Responding	MYP Year	Grade 8	Unit duration 7 Weeks

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
 Creativity	 Arts  Structure  Interpretation	 Scientific and technical innovation Adaptation, ingenuity and progress.

Statement of inquiry

 Interpretation of component parts gives a greater understanding of the entire structure.

Inquiry questions

Factual How does the form of a dance determine the way it is organised?

Conceptual How does art help us to learn about other people?

Debatable Does school kill creativity?

Objectives

Summative assessment

A: Knowing and understanding

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge 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.





Assessment Task

Students will study in depth one key set piece: Swansong. The teacher will deconstruct sections of the piece so that the students are able to understand the complete structure of the piece.

<p>C: Thinking creatively</p> <ul style="list-style-type: none"> i. outline a clear and feasible artistic intention ii. outline alternatives, perspectives, and imaginative solutions iii. demonstrate the exploration of ideas through the developmental process to a point of realization. 		
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Approaches to learning (ATL)

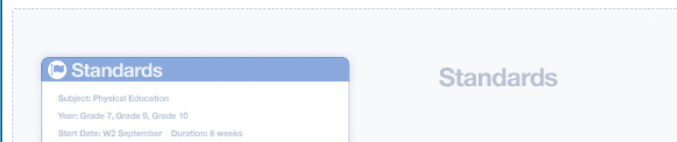
IB ATL CATEGORY	MYP ATL CLUSTER	SPECIFIC ATL SKILL	LEARNING EXPERIENCES
 <p>Communication</p>	<p>I. Communication skills</p>	<p>Reading, writing and using language to gather and communicate information</p> <ul style="list-style-type: none"> • Make inferences and draw conclusions <p>Exchanging thoughts, messages and information effectively through interaction</p> <ul style="list-style-type: none"> • Collaborate with peers and experts using a variety of digital environments and media 	<p>Students will collaborate with peers and look at a number of sections of the dance and the digital environments: Is a dance better viewed in person or digitalised?</p> <p>Students will draw their own conclusion of the dance piece.</p>
 <p>Research</p>	<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"> • Access information to be informed and inform others <p>Interacting with media to use and create ideas and information</p> <ul style="list-style-type: none"> • Demonstrate awareness of media interpretations of events and ideas (including digital social media) 	<p>Students will have access to a variety of information surrounding Swansong and the concepts behind the dance. Students will need to evaluate different interpretations of the dance.</p>

Action: Teaching and learning through inquiry

Content	Learning process
<p>Knowledge & Skills:</p> <ul style="list-style-type: none"> Analyse how choreographers use elements of dance to communicate intent using style-specific terminology. 	<p>Learning Experiences</p> <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.

Deconstructing sections of a dance, for example noting recurring movement within sequences and identifying variation, contrast and transitions.

- Identifying how elements and choreographic devices and forms are used to communicate intent.



- The assessment criterion has been created in the form of a checklist so that students are able to individually monitor what is required.
- Students will acquire knowledge and practise skills actively during their Performing Arts class.
- The students may not have prior knowledge of this study. However, they will be able to use their prior knowledge of dance terms i.e. literal and non-literal movements in order to make sense of the choreography.

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?

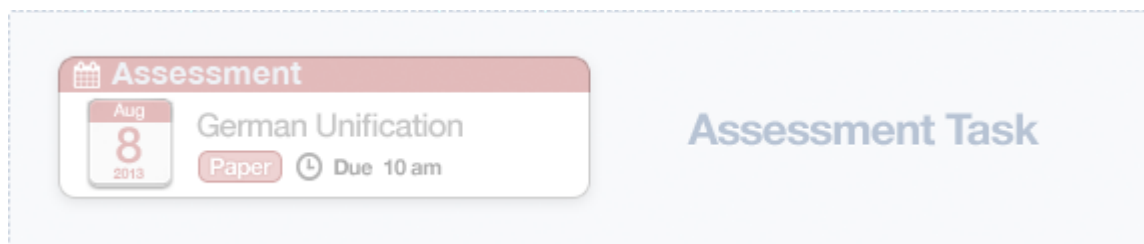
- The Process Journal will formatively assess all criteria.
- Process work— thoughts and ideas within the Process Journal. The PJ is the student's brain. We want to see what they are thinking.
- One-to-one dialogue, responses to teacher–student discussions and questions to be recorded in teacher observation 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 options for tempo and/or movements so that all students are able to complete the set choreography. There will be similar ability 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).
- Options for different tempos.
- Options for movements.

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 thorough knowledge of one set dance piece: Swansong.

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. International-mindedness is at the core of this unit. Students will explore the concept of creativity and how we structure a dance. Is it interpreted in different ways by different people?

Resources

File: Swansong_Support_Poster_G8_Unit_3.docx

Youtube: <http://www.youtube.com/watch?v=4ZM2wgq6u3o>

Youtube: <http://www.youtube.com/watch?v=038BdfaaVVs>

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

Prior to teaching the unit

During teaching

After teaching the unit