

<b>Unit Title</b>	<b>Clowning and Mime – Unit 1A</b>				
<b>Subject group and discipline</b>	<b>Performing Arts</b>	<b>MYP year</b>	<b>1</b>	<b>Unit duration (hrs)</b>	<b>6</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i></b>
Communication	Play  Expression	Orientation of space and time
<b>Statement of inquiry</b>		
Iconic representation inspires us to communicate our own expression in space and time		
<b>Inquiry questions</b>		
<p>Factual — What were the key conventions of Charlie Chaplin's silent movies?</p> <p>Conceptual — What is the relationship between performer, audience and space?</p> <p>Debatable — Is non-verbal communication as powerful as the spoken word and how does that differ culturally?</p>		

Objectives	Summative assessment	
<p>A. Knowing and understanding: I demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>B. Developing skills I demonstrate the application of skills and techniques to create, perform and/or present art.</p>	<p>No formal assessment to take place as this is a skills building unit</p>	<p>N/A</p>
Approaches to learning (ATL)		
<p>Thinking – Students will be required to think about original ideas from a given starting point</p> <p>Communication – Students will consider how to communicate an idea to an audience through the medium of Clowning and mime.</p> <p>Social – Students will be required, in groups, to think, communicate and respond in a cohesive and collaborative manner.</p>		