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| Unit Title | Movement Graffiti - Unit 1B | | | | |
| Subject group and discipline | Performing Arts | MYP year | 1 | Unit duration (hrs) | 6 |

Inquiry: Establishing the purpose of the unit

| Key concept | Related concept(s) | Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i> |
|--|---------------------------|---|
| Communication | Expression Composition | Identities and Relationships |
| Statement of inquiry | | |
| Communication and expression through non-verbal means enables us to develop identities and relationships | | |
| Inquiry questions | | |
| Factual – What are the key conventions for creating dance? Conceptual – How can I use actions and dynamics to communicate meaning Debatable – What makes a piece of dance effective? | | |

| Objectives | Summative assessment | |
|---|---|------------|
| <p>B: Developing Skills</p> <p>II demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>C: Thinking Creatively</p> <p>II identify alternatives and perspectives</p> <p>III demonstrate the exploration of ideas</p> | <p>Summative assessment will not take place as this is a skills building unit</p> | <p>N/A</p> |
| Approaches to learning (ATL) | | |
| <p>Thinking – students will consider the most effective way of creating a sequence of movement</p> <p>Communication – students will consider how to communicate an idea to an audience through the medium of dance</p> <p>Social – students will be required, in groups, to think, communicate and respond in a cohesive manner</p> | | |