

Unit Title	Students, Sweets and Classroom Secrets				
Subject group and discipline	Performing Arts	MYP year	1	Unit duration (hrs)	25

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>
Aesthetics	Audience Presentation	Personal and Cultural Expression

Statement of inquiry

An understanding of archetypal characters and aesthetics in society allows us to explore how we present our personal and cultural expression.

Inquiry questions

Factual— What are the common stereotypes associated with a school setting?

Conceptual— How do aesthetics inform our initial judgement of others?

Debatable— To what extent do our aesthetics affect our opportunities?

Objectives	Summative assessment	
<p>A: Knowing and Understanding</p> <p>I demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>II demonstrate awareness of the relationship between the art form and its context</p> <p>III demonstrate awareness of the links between the knowledge acquired and artwork created.</p> <p>B: Developing Skills</p> <p>I demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>II demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>C: Thinking Creatively</p> <p>I identify an artistic intention</p> <p>II identify alternatives and perspectives</p> <p>III demonstrate the exploration of ideas.</p> <p>D: Responding</p> <p>I identify connections between art forms, art and context, or art and prior learning</p> <p>II recognize that the world contains inspiration or influence for art</p> <p>III evaluate certain elements or principles of artwork.</p>	<p>Goal To devise a multi-disciplinary whole class production in the genre of fantasy.</p> <p>Role You are a creator and performer in a theatre company who devise their own original work.</p> <p>Audience Families ranging from grandparents to young children</p> <p>Situation Your theatre company have been invited to produce a piece of original work that will inspire and entertain the audience at a performing arts festival.</p> <p>Purpose To develop skills in dance, drama and music and explore ways to combine the three disciplines in a holistic way.</p> <p>Standards and criteria</p> <p>The process and performance will be assessed using the MYP criteria A B C and D.</p>	<p>Students will explore and understand the archetypal stereotypes in our society and other cultures, discussing both aesthetics and characteristics.</p> <p>They will form an understanding of how they personally express themselves and how this may inform the judgements of others.</p> <p>Students will embody a stereotype and present this to an audience using dance, drama and music. This will further enhance their understanding of both multi-disciplinary practice and a deeper appreciation of others.</p>
<p>Approaches to learning (ATL)</p>		
<p>Thinking - Students will think from the perspective of an actor and musician in a theatre company. They will be responsible for developing a character, building upon direction and thinking about an appropriate sound track to add mood/atmosphere.</p> <p>Communication - Students will communicate with one another in group work when devising sections of the whole class role play or the music soundtrack.</p> <p>Social - Students will develop co-operation skills when working as a company.</p> <p>Self Management - All work will be devised under time restrictions with an end goal of the PA festival. Students will need to manage their time to meet the deadline.</p>		