

Unit Title	Pedestrian Movement Unit 1				
Subject group and discipline	Performing Arts - Dance	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>
Change	Play Boundaries	Orientation in Space and Time
Statement of inquiry		
There are endless opportunities to play and make changes in space and time.		
Inquiry questions		
<p>F = What is choreography? What is equality?</p> <p>C = To what extent is the original movement clear? Why is equality important in all aspects of life? How can I use pedestrian movement to communicate meaning</p> <p>D = How far can a concept change? Is it important to see a meaning in a Dance?</p>		
Objectives	Summative assessment <i>This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i>	
B. Developing i. Practically explore ideas to inform development of a final artwork or performance	Goal: To develop a pedestrian movement vocabulary to create a group composition based on being in a classroom	Students will explore pedestrian movement in professional dance works such as Some Like It Hip Hop

<p>ii. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry</p> <p>D. Evaluating</p> <p>i. Appraise their own artwork or performance</p> <p>ii. Reflect on their own development as an artist</p>	<p>Role: You are participating in workshops at your local theatre</p> <p>Audience: Local community members, parents and peers</p> <p>Situation: To engage in and contribute to the creative processes applicable to the rendering of a group performance piece</p> <p>Purpose: To understand how pedestrian movement can be an effective form of expression</p> <p>Standards: No summative assessment to take place during this unit</p>	<p>Students will research Malala Yousafzai</p> <p>Students will learn and perform a pedestrian movement phrase</p> <p>Students will create their own pedestrian movement phrase</p>
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Approaches to learning (ATL) *These can be listed, or you could offer some explanation of how they will be developed*

Thinking (Use brainstorming and visual diagrams to generate new ideas and inquiries) students will consider the most effective way of creating a sequence of movement

Communication (Interpret and use effectively modes of non-verbal communication) students will consider how to communicate an idea to an audience through the medium of dance

Collaborative (Listen actively to other perspectives and ideas) students will engage in discussions to render their own ideas applicable to stimuli and themes that are explored