

Unit Title	Motif and development unit 2				
Subject group and discipline	Performing Arts: Dance	MYP year	2	Unit duration (hrs)	6

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context choose 1 and then drill down to exactly which aspect of these the unit will focus on
Change	Composition + Boundaries	Orientation in Time and Space
Statement of inquiry		
Compositional change provides us with opportunities to push boundaries within space and time		
Inquiry questions		
<p>Factual – What is contemporary dance? What is a choreographic device?</p> <p>Conceptual – What is an action, and can they hold meaning in dance? How do different elements work together to make a successful choreographic outcome?</p> <p>Debatable – Does the use of relationships change the meaning of dance? What is better, interesting or outstanding choreography?</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>	
<p>B. Developing</p> <p>i. Practically explore ideas to inform development of a final artwork or performance</p> <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>Goal: To effectively explore group composition, design and arrangement skills</p> <p>Role: You are a member of a local dance company</p> <p>Audience: Your dance company peers</p> <p>Situation: To participate in the creative and improvisational classes leading to the 'dance share'</p>	How far from the original sequence does your sequence go? Can you push the boundaries in terms of actions, space, dynamics and relationships?

<p>i. Appraise their own artwork or performance</p> <p>ii. Reflect on their own development as an artist</p>	<p>Purpose: To encourage students understanding of choreographic devices in order to create group work</p> <p>Standards and criteria: the process and performance will be assessed using the MYP criteria B and D</p>	
<p>Approaches to learning (ATL) <i>These can be listed, or you could offer some explanation of how they will be developed</i></p>		
<p>Thinking (Create original works and ideas; use existing works and ideas in new way) students are encouraged to develop new approaches to sequencing, choreographing and moving. Students will use methods and tasks to create movement material that is alternative and innovative</p> <p>Communication (Interpret and use effectively modes of non-verbal communication) – students will develop their movement ideas and consider how this can create meaning)</p>		