

Unit Title	Dance styles through the years Unit 3				
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 contexts choose 1 and then drill down to exactly which aspect of these the unit will focus on
Identity	Genre + Presentation	Personal and Cultural Expression
Statement of inquiry		
<i>This needs to be non-subject specific (as far as possible) and connect the key concept, related concepts and Global Contexts</i>		
The identity of a genre can be explored to form personal and cultural expression		
Inquiry questions		
Factual— How is a dance style defined? What enables a dance style to have global significance and longevity?		
Conceptual — How does a dance style impact the society it belongs to? Does society influence the presentation of a dance style?		
Debatable — To what extent are new dance styles a product of the current culture and music? What is the best style?		
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 II. Present a clear artistic intention for the final artwork or performance in line with the statement of inquiry	Goal: To form a better understanding of the key influences on popular and modern music and art culture Role: You are a member of a rich and culturally diverse community who are attending the festival Audience: Your local community	Relationship between summative assessment task(s) and statement of inquiry: Through the exploration of significant stylistic epochs, icons and dance styles students will accurately present movement material which represents their own personal and/or the learnt cultural expression. Furthermore, through the identification and understanding of iconic role models, movies

<p>D. Evaluating</p> <p>I Appraise their own artwork or performance</p> <p>II Reflect on their development as an artist</p>	<p>Situation: To engage and participate in the 'dance through the age's' arts festival</p> <p>Purpose: To develop a broader understanding of a range of dance styles</p> <p>Standards and criteria: the process and performance will be assessed using the MYP criteria B and D</p>	<p>and music and the context for which their practice belongs students will engage in a celebratory experience that informs and enriches their cultural understanding of the arts and its influence.</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>Communication (Negotiate ideas and knowledge with peers and teachers) Students will discuss the way movement has developed around the world, what makes a dance global, and how styles change with the times</p> <p>Collaboration (Delegate and share responsibility for decision making) Students will discuss ideas and opinions in whole class and small group work. Students will be able to listen to others respectfully, and share their own ideas</p>		