

Unit Title	Sparkleshark – Unit 2 and 3				
Subject group and discipline	Performing Arts - Drama	MYP year	2	Unit duration (hrs)	8

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>
Identity	Role Interpretation	Identities and Relationships
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>		
Identities and Relationships shape the person we are, resulting in a specific interpretation of ourselves and the way we present to others.		
Inquiry questions		
<p>Factual— How is a stage play structured? / What is the meaning of Directors Interpretation? / How can an actor display their interpretation of a character?</p> <p>Conceptual— How can an actor bring a scene from page to stage? /How can an actor develop relationships with other actors and/or the audience?</p> <p>Debatable— How can an actor develop stage presence? How and why does social hierarchy within a school setting exist? / Do aesthetics determine your social status in school and later in life?</p>		
Objectives	<p>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>	

<p>Criterion A: Investigation</p> <p>Students should be able to:</p> <p>i: Investigate a movement or genre in their chosen arts discipline, related to the statement of enquiry</p> <p>ii: analyse an artwork or performance from the chosen movement or genre.</p> <p>Criterion D: Evaluating</p> <p>i: appraise their own artwork or performance</p> <p>ii: Reflect on their development as an artist</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>G oal To work as an ensemble to bring a scene from the play Sparkleshark page to stage</p> <p>Role You are an actor in a small theatre company who have been commissioned to put on a play for local schools</p> <p>A udience Secondary School students</p> <p>S ituation Your theatre company must inspire young people to recognise the importance of the Arts in our lives</p> <p>Purpose To acquire an understanding of professional theatre and its function regarding a specific audience.</p> <p>Standards and criteria</p> <p>The process and performance will be assessed using the MYP criteria A and D.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>By studying the themes and issues within the play Sparkleshark by Phillip Ridley, students will form an awareness of identities and relationships within a school setting of people within their age bracket.</p> <p>Students will learn about the design element of theatre, with a focus on set and staging a play.</p> <p>Students will begin to explore the skills required to bring a role and a scene to life and to realise stage presence. They will see that this aesthetics are developed through relationships on and off stage.</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 – Applying existing knowledge of characterisation and staging techniques to bring to life elements of a published play text with their own interpretation</p> <p>Communication – Negotiating ideas in a group when bringing a scene from page to stage. Interpreting and using modes of non verbal communication when conveying mood and atmosphere on stage.</p>		