

<b>Unit Title</b>	<b>Contact work Unit 1</b>				
<b>Subject group and discipline</b>	<b>Performing Arts: Dance</b>	<b>MYP year</b>	<b>3</b>	<b>Unit duration (hrs)</b>	<b>6</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global contexts</b>
Communication	Interpretation + Innovation	Identities and Relationships
<b>Statement of inquiry</b>		
Communication is a vehicle for growth and exploration of our personal interpretation of identity and relationships		
<b>Inquiry questions</b>		
<b>Factual</b> – How do I practice safely? What is appropriate touch? How can I be more trustworthy? What is the ‘Frantic Method’ of devising?		
<b>Conceptual</b> – How can movement tell a story? How do we construct meaning? How do we assign roles such as gender? How are relationships depicted in contact work?		
<b>Debateable</b> – Does a narrative always need to be spoken? To what extent is the choreographic journey more important than the performance?		
<b>Objectives</b>	<b>Summative assessment</b>	
C and D	<p><b>Goal:</b> To gain an informed knowledge of the key concepts of contact work</p> <p><b>Role:</b> You are a member of a local dance group</p> <p><b>Audience:</b> Parents and members of the group</p> <p><b>Situation:</b> To participate in the creative and improvisational classes leading to the end of term ‘dance share’</p> <p><b>Purpose:</b> To enhance students understanding of proxemics, communication, touch and relationships</p> <p><b>Standards</b> and criteria: the process and performance will be assessed using the MYP criteria B and D</p>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p>Students will attend several creative sessions to develop their performance. Key practitioners such as Frantic Assembly’s methods will underpin students’ practical investigations and duet performances enhancing their understanding of partnering skills and contact work.</p> <p>Through the forming of a duet choreography, students will seek to explore new methods of moving whilst appreciating the social constructs which form our interpretation of dance.</p> <p>Students will be able to perform a contact duet with and without narratives.</p>

		Health and safety practices will be a key component of the work and where effective communication features throughout.
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**Approaches to learning (ATL) *These can be listed, or you could offer some explanation of how they will be developed***

**Communication:** Body language, appropriate touch and proxemics are all discussed, interpreted and explored in this unit of work as a method of exchanging information. Peer and teacher feedback takes place throughout the sessions where ideas and knowledge are shared.

**Social:** Pair and group learning, discussion and reflection underpins the learning processes. Collaboration with others is vital in the construction of duet choreography therefore responsibility is delegated as roles are understood.

**Self-management:** Student are expected to prepare for lesson (fortnightly) by remembering sequences and routines that they have created.

**Action: Teaching and learning through inquiry**

Learning objectives	Learning experiences and teaching strategies	Formative assessment	Differentiation and challenge	Resources
1 LO1 Students will explore trust exercises with a partner	<p><b>Lesson 1</b></p> <p>Students will be introduced to the idea of working closely with a partner and contact work</p> <p>Students will discuss the word trust and its meaning and how this links to working closely with someone in dance</p> <p>Students will participate in a series of trust exercises as a larger group and as a pair</p> <p>Students will complete the following exercises</p> <p>Guiding a partner round with their eyes closed – by using 2 hands on shoulder</p>	<p>Teacher feedback – teacher needs to be moving round the students as they are working, assessing for safe working practices</p> <p>Peer feedback in pairs</p>	<p>Some students may prefer to work in a trio to swap round partners</p> <p>Some students will work through the exercises with a greater sense of risk taking</p> <p>Some students will find it difficult to trust their partner and will need more encouragement from the teacher, TA or partner</p>	<p>PowerPoint</p> <p>Teacher demonstration/pictures on worksheets</p>