

Unit Title	Dance for camera		
Subject group and discipline	Performing Arts: Dance	MYP year	Unit duration (hrs)
		3	6

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global contexts
Identity	Presentation + Innovation	Scientific and technical innovation

Statement of inquiry

Presenting oneself through new and innovative ways enables you to explore your identity

Inquiry questions

- F= How are performances traditionally viewed? What alternative views does a camera provide? What angles can promote the importance of subject? What is the common structure of a pop video/song?**
- C= How can the use of camera alter perception and opinion? How is perspective, emotion or story changed through the use of camera angles? How does the choreographer select for viewing?**
- D= Is everything caught on a camera performance worthy? Does the use of camera improve the performance and/or process? What is more interesting theatre or site sensitive locations for camera?**

Objectives

C: Creating/Performing I Create or perform an artwork	Summative assessment	Relationship between summative assessment task(s) and statement of inquiry: Students will participate in several creative dance for camera workshops and seminars to develop their understanding of film techniques applicable to dance and the display of themselves through digital means. Analysis of popular music videos will support students' practical investigations whilst learning repertoire for which they can explore and experiment with
D. Evaluating i. Appraise their own artwork or performance ii. Reflect on their own development as an artist	Goal: To develop an informed knowledge of how to create an appropriate dance film for a live audience Role: You are an independent film maker collaborating with a dance group to make a dance film Audience: Participants of a dance festival Situation: To participate in several dance for camera explorative workshops leading to the creation of a 2-minute dance film	

	<p>Purpose: To increase students' knowledge and confidence of using camera techniques and site-specific locations for dance</p> <p>Standards and criteria: the process and performance will be assessed using the MYP criteria C and D</p>	<p>using new and innovative filming methodologies.</p> <p>Through the selection of camera angles, shots and footage students will obtain a subjective view of oneself developing an informed understanding of their identity. Furthermore, the creation of the dance film will enable them to present themselves in an alternative medium challenging stereotypes, social constructs, and norms.</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

Communication / Social / Collaboration: Students will continuously be forming, negotiating, and defining ideas with peers and teachers. Pair work where ideas are shared and considered for selection is a feature of the scheme of work. Furthermore, decision as to who is best skilled for particular roles within group work will enable students to demonstrate collaborative

Action: Teaching and learning through inquiry

Learning objectives (LO)	Learning experiences and teaching strategies	Formative assessment	Differentiation and challenge	Resources
<p>Lesson 1</p> <p>Students will explore various camera shots</p>	<p>Starter/initial discussions: How do we traditionally view performances? How could we view them in an alternative/innovative way?</p> <p>Activity 1:</p> <p>Students will watch clip 1 on you tube together as a class and discuss and make notes of the different camera shots explored. This will be done on their Chromebook. (8 shots)</p> <p>Activity 2:</p> <p>Students will explore various camera angles by taking a photo of their partner using their Chromebooks. Each partner</p>	<p>Ongoing and relevant teacher feedback throughout the learning process.</p> <p>Teacher practically navigating around various spaces to regulate the learning by questioning and assessing individuals, pairs and group work and understanding during the process of creation.</p>	<ul style="list-style-type: none"> ➤ All students will identify 5 different shots ➤ Most students will identify 5 different shots which they can explain and use ➤ Some students will identify 10 different shots which they can use and explain which is the best shot ➤ Some students will find it difficult to be filmed – they will be encouraged by the 	<p>Link 1 https://www.youtube.com/watch?v=pJGBTJT5wpM</p> <p>Link 2 https://www.youtube.com/watch?v=ICcE72RwEyc</p>