

Unit Title				Storytelling in Performance			
Subject group and discipline		Performing Arts - Drama		MYP year		3	
				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
Identity	Boundaries Narrative	Globalisation and Sustainability – with a focus on vanity, consumerism and societies obsession with beauty.

Statement of inquiry

The composition of our aesthetics informs our identity and determines our narrative in life.

Inquiry questions

- Factual — How many hours on average does a teenager spend on Tik Tok? / How much fabric waste goes into landfill each year?
- Conceptual — Why does buying new and current trends make us feel good? Why are we influenced by images and aesthetics?
- Debatable — Is our obsession with consumerism damaging us and our planet? Are targeted advertising algorithms morally right?

Objectives

Summative assessment *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.*

<p>B: Developing Skills</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>Goal: To develop and perform a section of the story <i>The Red Shoes</i> by Hans Christian Anderson.</p> <p>Role: You are a member of a theatre company who devise their own work.</p> <p>Audience: Theatre goers of all ages.</p> <p>Situation: You have been commissioned to devise a contemporary version of <i>The Red Shoes</i> to go on tour. You are in early stages of devising.</p> <p>Purpose: To explore and develop the themes and issues within the story and make them applicable to a modern audience.</p> <p>Standards and criteria:</p> <p>The process and journal will be assessed using the MYP criteria B.</p>	<p>Students will explore the genre of Theatre in Education.</p> <p>Students will explore the style of physical theatre.</p> <p>Students will explore how to use the skills freeze frame, narration, object manipulation when devising.</p> <p>Students will develop theatre that is relevant to a contemporary audience.</p>
<p>Approaches to learning (ATL) These can be listed or you could offer some explanation of how they will be developed</p>		