

Unit Title	Dance for Musical Theatre Unit 3		
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
Aesthetics	Genre + Presentation	Personal and cultural expression
Statement of inquiry		
The presentation of aesthetically pleasing entertainment allows us to escape and can be another means of personal and cultural expression		
Inquiry questions		
Factual – What is Musical Theatre? What is the purpose of MT?		
Conceptual – How is MT performed? Why? How relevant is Musical Theatre? How does movement create meaning?		
Debatable – Musical Theatre is representative of everyday life. What makes a good Musical?		
Objectives		
Criteria C: Creating/Performing i. Create or perform an artwork	Summative assessment Goal: To gain an informed knowledge of the key concepts of performing Musical Theatre Role: You are a member of a local Musical Theatre group Audience: Parents and members of the group Situation: To participate in the rehearsal period leading up to a performance of Musical Theatre Purpose: To enhance students understanding of the conventions of Musical Theatre and storytelling through song and dance	Relationship between summative assessment task(s) and statement of inquiry: Students will attend several rehearsal sessions to learn choreography from different Musicals and will the develop their own choreography to the same song. Through the performing of choreography students will seek to explore new methods of storytelling through movement and song whilst appreciating the social constructs which form our interpretation of Musical Theatre. Musical Theatre is an art form given to entertainment. Students will explore how educating and informing an audience can be done in an aesthetically pleasing and entertaining manner.
D. Evaluating i. Appraise their own artwork or performance ii. Reflect on their own development as an artist	Standards and criteria: the performance and evaluation will be assessed using the MYP criteria C and D	

		Health and safety practices will be a key component of the work and where effective communication features throughout.
Approaches to learning (ATL) These can be listed, or you could offer some explanation of how they will be developed		
Communication: Students will consider themes of the specific song in the context of the relevant Musical and how they can be portrayed through movement		
Thinking: Students will learn new material for a section of a song, and then apply the skills learnt to create and perform new and original work in the same style		

Action: Teaching and learning through inquiry

Learning objectives	Learning experiences and teaching strategies	Formative assessment	Differentiation and challenge	Resources
<p>1</p> <p>LO1 To understand what Musical Theatre is</p> <p>LO2 To learn a section of Revolving Children from Matilda the Musical</p> <p>LO3 To understand the performance style of Musical Theatre</p>	<p>Lesson 1</p> <p>1. What is Musical Theatre? How does it link to Dance?</p> <p>2. Discuss Matilda/Revolving Children. What is the song about?</p> <p>3. Watch a section of Revolving Children https://www.youtube.com/watch?v=NwOhMsPY_5U</p> <p>Compare this with the recent film version https://www.broadwayworld.com/article/MATILDA-THE-MUSICAL-Movie-Singalong-Now-In-Theaters-Watch-a-Clip-20230106</p> <p>Why might the stage version and the film version be different?</p> <p>4. Teach Revolving Children chorus (music from 2 mins)</p>	<p>Contribution to class discussion</p> <p>Oral feedback</p> <p>Teacher feedback</p>	<p>All students will be able to contribute to the discussion identifying feature of Musical Theatre</p> <p>Some students will be able to compare the live theatre version and film version with appropriate terminology</p>	<p>PowerPoint</p> <p>https://www.broadwayworld.com/article/MATILDA-THE-MUSICAL-Movie-Singalong-Now-In-Theaters-Watch-a-Clip-20230106</p> <p>https://www.youtube.com/watch?v=NwOhMsPY_5U</p>