

Unit Title		From Page to Stage		
Subject group and discipline	Performing Arts - Drama	MYP year	Unit duration (hrs)	8
		3		

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
Aesthetics	Composition Role	Identities and relationships - with a focus on how our background and economical status can impact the relationships we forge and the opportunities we have access to.

Statement of inquiry

The composition of our aesthetics informs our identity and determines our relationships.

Inquiry questions

- Factual — What is a monologue and a duologue?
- Conceptual — Are our opportunities in life determined by our background?
- Debatable — To what extent does nature and/or nurture affect who we become?

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 an interpretation of one character from the play Blood Brothers by Willy Russell.</p> <p>Role: You are a professional actor.</p> <p>Audience: Theatre goers of all ages.</p> <p>Situation: You have been booked to perform in the tour of Blood brothers. You are in early stages of rehearsals.</p> <p>Purpose: To explore and develop character and action and to perform live to an 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 theme of nature/nurture through analysis of sections of the text.</p> <p>Students will explore and present contrasting characters.</p> <p>Students will design a costume for their chosen character.</p>
<p>Approaches to learning (ATL) These can be listed or you could offer some explanation of how they will be developed</p>		
<p>Thinking – Students are required to consider the themes of the play and how they can be explored through characterisation.</p> <p>Communication – Students will consider how to communicate a character to an audience through the exploration of ideas presented in the play.</p>		