|  |  |  |  |
| --- | --- | --- | --- |
| **Teacher(s)** | **Ms. Heyn-Cubacub** | **Subject group and discipline** | **Arts; Dance** |
| **Unit title** | **So You Think You Can Choreograph? Part 2** | **MYP year** | **2** | **Unit duration (hrs)** | **19** |

##### Inquiry: Establishing the purpose of the unit

|  |  |  |
| --- | --- | --- |
| **Key concept** | **Related concept(s)** | **Global context** |
| **Aesthetics** | **Composition** **Expression** | **Personal and Cultural Expression****Exploration****Artistry** |
| Statement **of inquiry** |
| **Compositions aesthetics can be created through individual identity and relational expression.** |
| **Inquiry questions** |
| Factual**—** **What elements of dance did you use to create a composition in choreography?**  Conceptual**— How can the elements of dance be applied to change the choreographic sequence? How can use movement, speed and energy to convey the emotion of dance?** Debatable**— Does movement have to be synchronized and planned to be considered choreography?** |
| **ATL Skills:** In order to **demonstrate the application of skills and techniques to create, perform, and/or present art** and **to demonstrate the exploration of ideas**, the student must **generate novel ideas and consider new perspective**s and **will work effectively with others**.In order to **evaluate certain elements or principles of artwork**, the student must **analyse and evaluate ideas and will work effectively with others**. |