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| **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

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| **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**. | | |