

Performing Arts: Dance

Subject Group Overview

| Year 1: | Key Concept Related Concept(s) and Global Context | Statement of Inquiry | Inquiry Questions | ATL Skill(s) | Summative Assessment | MYP Objective | Content |
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| Unit 1: Dance Foundations | Communication Structure, Expression Identities and Relationships | People can communicate through the common language and structure of dance. | <p>Factual- What are the elements of dance?</p> <p>Conceptual- How do we use the elements of dance to communicate?</p> <p>Debatable- What elements of dance best help you communicate? How do we best show our appreciation for a performance?</p> | Communication skills | The first summative assessment is the Warm up assessment. The student is able to remember and perform the entire warm-up sequence with excellent balance, body control and coordination and with the correct timing throughout. This task will be assessed with Criteria B, all strands. The second summative assessment is the BASTE Summative, which assesses Criterion A strands i and iii, and all strands of Criterion B, as follows; The student included all of or more than the BASTE Dance Elements required in their dance and all parts of a BrainDance in the correct order. The written summary includes detailed | Criteria A-Knowing and Understanding-S strands i and iii, Criteria B-Developing Skills-all strands | National Standards DA:Re.7.1.6, DA:Pr.6.1.6, DA:Pr.4.1.6 |

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| | | | | | descriptions and uses dance language and vocabulary. (Criterion A) The student demonstrates excellent body control, coordination, and balance during the entire performance and has memorized their entire dance. (Criterion B) | | |
| Unit 2: Alignment & Anatomy | Identity Systems, structure Identities and Relationships | Knowledge of component parts and how they relate to one another gives a greater understanding of how the parts work individually and together as a whole. | Factual- What are the major muscles and bones of the body? Conceptual-How do we use muscles to maintain body alignment? Debatable-Is knowledge of anatomy and alignment necessary for dancers? Is dance technique necessary in order to become a dancer? Are dancers athletes? | Thinking: Transfer skills | Written tests Muscles, Bones, Vertebrae and Alignment Alignment in Action-Performance Summative Revise & Reflect-Written sheet and performance | A: Knowing and Understanding B: Developing Skills C: Thinking Creatively D: Responding | NS-performing 5 abc |
| Unit 3: Dance History | Communication Interpretation Orientation in space and time | Historical and cultural events are mirrored in artistic expressions such as dance. | Factual- What historical events happened during this time period? What was the popular entertainment/culture during this period? Conceptual- How do social dances reflect the events of the times? Debatable- Do the arts/entertainment/pop culture represent the past, reflect the | Research-evaluate and select information sources based on appropriateness and present information in a variety of formats and platforms. Self-Management-select and use technology | Poster-Timeline Presentation-Dance of the time period assigned Create and perform a dance piece combining dances from all time periods. | Criteria A-Knowing and Understanding-S trands i and iii, Criteria B-Developing Skills-all strands D-Responding | National Standards-6th Responding 9a Connecting 10ab, 11a 7th Performing 4ac Responding 7b, Connecting 10b 8th Performing 5a, Responding 7b, 8a, 9a, Connecting 11a State Standards- 6.1.1.1.3 6.1.2.1.2 |

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| | | | present, or predict the future of society? | effectively and meet deadlines | | | 6.1.3.1.1 6.1.3.1.2 6.3.1.1.1 |
| Unit 4: Improvisation | Creativity Expression, Structure, Boundaries Identities and Relationships- cooperation and motivation Personal and Cultural Expression-pl ay and creation | Structure and boundaries may serve to enhance creativity and individual expression through cooperative play. | Factual—What does it mean to improvise? What are the elements of dance? What does it mean to have a structure in improvisation? Conceptual—How can the dance elements be used to limit movements in a structured improvisation? Can improvisation/creative play lead to the formation of a structure? Can a structure foster creativity? | Creative thinking, Communication, Social-collaboration | Students will develop improvisational skills and demonstrate their learning by performing improvised movement within a given structure. Students must demonstrate the ability to spontaneously create original movement to develop personal movement vocabulary and innovative movement responses. | Criteria B-Developing Skills C-Thinking Creatively | National Standards- 7th Perf 4ab, Resp 7b, Creating 1ab 6th Creating 1b, Perf 4abc, 5a, Responding 7b State Standards- 6.1.1.1.1 6.1.2.1.1 6.2.1.1.1 6.2.1.1.2 6.3.1.1.1 |
| Unit 5: Choreography Coming Soon! | | | | | | | |
| Unit 6: Cultural and Traditional Dance Coming Soon! | | | | | | | |

| Year 3: | Key Concept Related Concept(s) and Global Context | Statement of Inquiry | Inquiry Questions | ATL Skill(s) | Summative Assessment | MYP Objective | Content MN State Standards |
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| Unit 1: Dance Foundations | Communication Structure, Expression Identities and Relationships | People can communicate through the common language and structure of dance. | <p>Factual- What are the elements of dance?</p> <p>Conceptual- How do we use the elements of dance to communicate?</p> <p>Debatable- What elements of dance best help you communicate? How do we best show our appreciation for a performance?</p> | Communication skills | <p>The first summative assessment is the Warm up assessment. The student is able to remember and perform the entire warm-up sequence with excellent balance, body control and coordination and with the correct timing throughout. This task will be assessed with Criteria B, all strands.</p> <p>The second summative assessment is the BASTE Summative, which assesses Criterion A strands i and iii, and all strands of Criterion B, as follows; The student included all of or more than the BASTE Dance Elements required in their dance and all parts of a BrainDance in the correct order. The written summary includes detailed descriptions and uses</p> | Criteria A-Knowing and Understanding- Strands i and iii, Criteria B-Developing Skills-all strands | National Standards DA:Re.7.1.8, DA:Pr.6.1.8, DA:Pr.4.1.8 |

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| | | | | | dance language and vocabulary. (Criterion A) The student demonstrates excellent body control, coordination, and balance during the entire performance and has memorized their entire dance. (Criterion B) | | |
| Unit 2: Alignment & Anatomy | Identity Systems, structure Identities and Relationships | Knowledge of component parts and how they relate to one another gives a greater understanding of how the parts work individually and together as a whole. | Factual- What are the major muscles and bones of the body? Conceptual-How do we use muscles to maintain body alignment? Debatable-Is knowledge of anatomy and alignment necessary for dancers? Is dance technique necessary in order to become a dancer? Are dancers athletes? | Thinking: Transfer skills | Written tests Muscles, Bones, Vertebrae and Alignment Alignment in Action-Performance Summative Revise & Reflect-Written sheet and performance | A: Knowing and Understanding B: Developing Skills C: Thinking Creatively D: Responding | NS-performing 5 abc |
| Unit 3: Dance History | Communication Interpretation Orientation in space and time | Historical and cultural events are mirrored in artistic expressions such as dance. | Factual- What historical events happened during this time period? What was the popular entertainment/culture during this period? Conceptual- How do social dances reflect the events of the times? Debatable- Do the arts/entertainment/pop culture represent the past, reflect the present, or predict the future of society? | Research-evaluate and select information sources based on appropriateness and present information in a variety of formats and platforms. Self-Management-select and use technology effectively and meet deadlines | Poster-Timeline Presentation-Dance of the time period assigned Create and perform a dance piece combining dances from all time periods. | Criteria A-Knowing and Understanding- Strands i and iii, Criteria B-Developing Skills-all strands | National Standards-6th Responding 9a Connecting 10ab, 11a 7th Performing 4ac Responding 7b, Connecting 10b 8th Performing 5a, Responding 7b, 8a, 9a, Connecting 11a State Standards- 6.1.1.1.3 6.1.2.1.2 6.1.3.1.1 6.1.3.1.2 |

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| | | | | | | | 6.3.1.1.1 |
| Unit 4: Improvisation | Creativity Expression, Structure, Boundaries Identities and Relationships -cooperation and motivation Personal and Cultural Expression-pl ay and creation | Structure and boundaries may serve to enhance creativity and individual expression through cooperative play. | Factual—What does it mean to improvise? What are the elements of dance? What does it mean to have a structure in improvisation? Conceptual—How can the dance elements be used to limit movements in a structured improvisation? Can improvisation/creative play lead to the formation of a structure? Can a structure foster creativity? | Creative thinking, Communication, Social-collaboratio n | Students will develop improvisational skills and demonstrate their learning by performing improvised movement within a given structure. Students must demonstrate the ability to spontaneously create original movement to develop personal movement vocabulary and innovative movement responses. | Criteria C-Thinking Creatively | National Standards- 7th Perf 4ab, Resp 7b, Creating 1ab 6th Creating 1b, Perf 4abc, 5a, Responding 7b State Standards- 6.1.1.1.1 6.1.2.1.1 6.2.1.1.1 6.2.1.1.2 6.3.1.1.1 |
| Unit 5: Choreograph y Coming Soon! | | | | | | | |
| Unit 6: Cultural and Traditional Dance Coming Soon! | | | | | | | |