

<b>Teacher(s)</b>	Ms. Gray	<b>Subject group and discipline</b>	Dance		
<b>Unit title</b>	Communicating Meaning Through Movement	<b>MYP year</b>	1	<b>Unit duration (hrs)</b>	20

**Inquiry:**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Communication	Connections Time, Space, Place	Personal and Cultural Expression
<b>Statement of inquiry</b>		
Communication is the key to globally network. Sign Language along with personal expressions, time, space, body, and effort convey to an audience meaning and purpose,		
<b>Inquiry questions</b>		
<p><b>Factual</b>— What non-verbal ways can you think of that gives evidence of an individual communicating meaning and thought without speaking?</p> <p><b>Conceptual</b>— How vital are the four elements of dance in connection to communicating with an audience?</p> <p><b>Debatable</b>— Can American Sign be used all over the world to communicate the same ideas and thoughts as if we were in the United States?</p>		
<b>Objectives</b>	<b>Summative assessment</b>	
<p><b>MYP Objectives-</b></p> <p><b>A-Knowing &amp; Understanding</b> i-demonstrate knowledge and understanding of the art form studied</p> <p><b>B-Developing Skills</b> ii-demonstrate the application of skills and techniques to create, perform, and present</p> <p><b>D-Responding</b> iii-critique the artwork of self and others</p>	<p><b>Outline of summative task / GRASPS</b></p> <p><b>G</b>-The goal is to finish a complete song that will be accompanied by sign language and dance movement. The performer's interpretation of the song will draw out deep emotions from the audience.</p> <p><b>R</b>-You are the performer! You are to mesmerize your audience.</p> <p><b>A</b>-The audience members are your peers, parents, teachers, and friends.</p> <p><b>S</b>- You are to WOW the audience with facial expressions, gestures, precision and accuracy of the choreography showing</p>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p>Students will think of caring phrases then research the sign movement for the phrase. Students will sign and interpret movement to go along with the phrase. Students will be able to share and communicate meaning.</p>

	<p>tremendous growth over a month's time.</p> <p>P- You are to create a program cover with the theme of unity in the community through dance and an appreciation for the arts.</p> <p>S- A- Knowing and Understanding</p>	
<b>Approaches to learning (ATL)</b>		
<ul style="list-style-type: none"> <li>✓ Teacher Model/Question Students/Repeat Phrases. All of these ATL's will ensure accurate interpretation and movement of choreography.</li> <li>✓ Critical Thinking Skills- Students must concentrate and focus and use thinking skills to multitask sign and movement while learning stage directions. Students will attentively observe closely at teacher model of distinct signed words. Students will draw reasonable conclusions and generalizations. Students will identify obstacles and challenges while learning choreography.</li> <li>✓ Self-Management Skills- Students will learn to be independent workers, self-starters, and motivated to work independently and in groups. Organization skills- keep and organize notes and bring necessary equipment and supplies to class</li> <li>✓ Communication Skills- Give and receive meaningful feedback</li> <li>✓ Affective Skills- Self Motivation- Practice managing self-talk and positive thinking and "bouncing back" after adversity, mistakes and failures.</li> <li>✓ Create choreography for summative assessment</li> </ul>		

**Action: Teaching and Learning through inquiry**

<b>Content</b>	<b>Learning process</b>
<p><b>Week 1</b></p> <p>Movement A Universal Language and a non-verbal way to communicate and convey meaning.</p> <p><b>Week 2</b></p> <p>Increase sign language vocabulary and movement to the lyrics of The World's Greatest by R. Kelly</p> <p><b>Week 3</b></p> <p>Continue to teach sign language and movement related to the song. Begin to introduce and focus on gestures, facial expressions,</p>	<p><b>Learning experiences and teaching strategies:</b></p> <p>Inquiry Question (Whole Class)</p> <p>Review of Unit Concept</p> <p>Learning Objective</p> <p>Do Now</p> <p>Vocabulary</p> <p>Assign H.W (Discuss)</p> <p>Warm Up</p> <p>Review Previous Choreography (Small/ Group or Ind.)</p> <p>Choreography (Whole Class)</p> <p>Reflect (Q&amp;A)</p> <p>Exit Ticket</p> <p>Answer Inquiry Question</p> <p><b>Formative assessments:</b></p> <p><b>Verbal and Nonverbal continuous questions and response</b></p> <p>Written Test</p>

<p>body interpretation to music, and body alignment. Students will work independently and in groups to help each other perfect performance skills.</p> <p><b>Week 4</b></p> <p>Students will learn pathways and AB/ABA variations. Students will rehearse with and without music with effort.</p> <p><b>Week 5:</b></p> <p>Students will finalize this piece of work by mocking and dancing full out to music. Students will critique classmates, learn stage directions, and rehearse until the piece is executed to perfection.</p> <p><b>CCSS Focus Standards -</b> <b>SL- Speaking and Listening</b></p>	<p>Rubrics</p> <p>Performance-based</p> <p>Written Assignments</p> <p>Observations (Teacher Facilitation)</p> <hr/> <p><b>Differentiation</b></p> <p>Modify choreography</p> <p>Read Aloud</p> <p>Group Work/Collaborative learning activities</p> <p>Teacher Model</p> <p>Whole/Small/Whole Instruction</p> <p>Extended Time on Assignments</p> <p>Uses of multiple intelligence strategies</p> <p>Peer Helpers</p> <p>Adjustments in print size when needed</p> <p>Change of environment</p> <p>Pre-Teach/Re-Teach</p> <p>Direct Explicit Instruction</p> <p>Additional guided practice</p> <p>Cueing and signalling</p> <p>Appropriate questioning and response skills</p>
<p><b>Resources</b></p>	
<p>Music CD's Computer Sign Language Web Resources</p>	