

IB Subject Group Overview

Content : Fondren Middle School_Arts Dance_Y1-3_Subject Overview								
<u>Unit Title</u>	<u>MYP Key Concept</u>	<u>MYP Related Concepts</u>	<u>MYP Global Context</u>	<u>Statement of Inquiry</u>	<u>MYP Objectives</u>	<u>ATL Skills</u>	<u>Content (topics, knowledge, skills, and outcomes)</u>	<u>Assessment</u>
The Art of Motion & Body Strengthening	Creativity	Structure	Systems & Institutions: Products, systems & institutions.	Structure can enhance creativity within systems & institutions.	A: Knowing and Understanding B: Developing Skills C: Thinking Creatively	Communication Give and receive feedback Self-Management Create plans for summative assessment task Affective Skills Mindfulness Research: Memory techniques	(c) Knowledge and skills. (1) Foundations: perception. The student develops an awareness of the body's movement using sensory information while dancing. The student is expected to: (A) demonstrate basic kinesthetic and spatial awareness individually and in groups; (B) recognize the concepts of wellness for healthy lifestyles; (C) define body science applications through dance genres, styles, and vocabulary; and	Students will create their own warm up based on proper body alignment and dance technique.

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							(D) identify dance movement elements through space, energy, and time.	
Theme Scheme	Change	Composition	Identities & Relationships	Identities & Relationships change based on the composition of the environment	<p>A: Knowing and Understanding I & iii</p> <p>B: Developing Skills i</p> <p>C: Thinking Creatively i</p> <p>D: Responding ii</p>	<p>Communication Skills</p> <p>Collaboration Skills</p> <p>Organization Skills</p> <p>Affective Skills</p> <p>Reflection Skills</p> <p>Information Literacy Skills</p> <p>Creative Thinking Skills</p> <p>Transfer Skills</p>	<p>(4) Historical and cultural relevance. The student demonstrates an understanding of cultural, historical, and artistic diversity. The student is expected to:</p> <p>(A) compare and contrast the cultural significance as communicated through dance movement, identifying historical figures and their contributions to dance history;</p> <p>(B) evaluate movement characteristics of historical and cultural dance forms and the contributions of their artists;</p> <p>(C) perform a dance representing one's heritage or</p>	<p>Students will choreograph a dance based on a theme that is relevant to their everyday lives. Students must convey their theme through choreography and costumes.</p>

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							environment; and (D) create dances in various media and other content areas.	
Can you R.A.P.	Creativity Relationships	Play	Personal & Cultural Expression	Creativity and play is the process through which we discover personal and cultural expression.	A: Knowing and Understanding i & iii B: Developing Skills i & ii C: Thinking Creatively i, ii & iii D: Responding ii & iii	Communication Skills	(5) Critical evaluation and response. The student makes informed personal judgments about dance and the meaning and role of dance in society. The student is expected to: (A) design and apply criteria for evaluating the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances; (B) create relationships between dance and other content subjects; (C) compare and contrast the content and	Students will perform choreography with live accompaniment (band students)

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							<p>choreographic structures used by various American choreographers; and</p> <p>(D) interpret, evaluate, and justify artistic decisions of personal dance works.</p>	
Fondren’s Best Dance Crew	Identity	Expression	Identities and Relationships	Physical, psychological & social development form expression and identities.	<p>A: Knowing and Understanding iii</p> <p>B: Developing Skills ii</p>	Communication Skills	<p>(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:</p> <p>(A) recognize basic principles of proper body alignment;</p> <p>(B) define knowledge of dance composition elements, improvisation skills, and choreographic processes;</p>	Students will create hip hop choreography in groups and battle against each other to become Fondren’s Best Dace Crew

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							<p>(C) identify movement studies using rhythmical skills and spatial directions; and</p> <p>(D) recognize expressions of ideas or emotions individually and in groups.</p> <p>(3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:</p> <p>(A) identify various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms;</p> <p>(B) perform in groups with the intent to communicate to an audience;</p> <p>(C) define the use of dance</p>	
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							<p>elements in practice and performance incorporating technology; and</p> <p>(D) identify an effective warm-up and cool-down using elements of proper conditioning for performing skills.</p>	
Dance For Literature & Fairytale	Perspective	Expression	Social constructions of reality; philosophies and ways of life;belief systems; ritual and play	Personal & cultural expression can shape perspective.	A: Knowing and Understanding iii C: Thinking Creatively iii	<p>Communication Skills</p> <p>Collaboration Skills</p> <p>Organization Skills</p> <p>Affective Skills</p> <p>Reflection Skills</p> <p>Media Literacy Skills</p>	<p>(3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:</p> <p>(A) apply various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance, and world dance forms;</p> <p>(B) perform individually and in groups with the intent to express</p>	Students will choreograph a dance based on their favorite nursery rhyme or fairytale. Students will perform their dance for the class.

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							<p>emotions, communicate, and project to an audience;</p> <p>(C) evaluate the use of dance elements in practice and performance incorporating technology and elements of dance production; and</p> <p>(D) practice an effective warm-up and cool-down using elements of proper conditioning for performing skills</p>	
Just Do It	Communities	Structure	Fairness & development – Rights law, civic responsibility and the public sphere.	Communities are structured based on rights, law, civic responsibility and the public sphere.	C: Thinking Creatively ii. identify alternatives and perspectives. D: Responding ii. recognize that the world contains inspiration or influence for art.	Communication Skills	<p>(2) Creative expression: artistic process. The student develops knowledge and skills of dance elements, choreographic processes, and forms in a variety of dance genres and styles. The student is expected to:</p> <p>(A) apply basic principles of proper body alignment;</p>	Students will choreograph a dance using music that depicts what life is like in their community. They will have three phases in their dance. Conflict, Chaos & Resolution.

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							<p>(B) demonstrate knowledge of dance composition elements, improvisation skills, and choreographic processes;</p> <p>(C) create movement studies using rhythmical skills and spatial directions; and</p> <p>(D) design and demonstrate expressions of ideas or emotions individually and in groups.</p> <p>(3) Creative expression: performance. The student develops knowledge and execution of technical dance skills and a variety of dance genres and styles through performing. The student is expected to:</p> <p>(A) apply various dance genres and styles such as ballet, jazz, tap, modern dance, musical theatre dance,</p>
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							<p>and world dance forms;</p> <p>(B) perform individually and in groups with the intent to express emotions, communicate, and project to an audience;</p> <p>(C) evaluate the use of dance elements in practice and performance incorporating technology and elements of dance production; and</p> <p>(D) practice an effective warm-up and cool-down using elements of proper conditioning for performing skills.</p>	
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