

Quarter 2

Task Sheet

Date	Quarter 2 - Unit 2
Grade	2014/2015 Grade 7
Subject(s)	Dance
Task focus	You Should Be Dancing: Part 2 Making

Links:

Key Concept:	Communication
Related Concept(s):	Expression and Presentation
Global Context:	Personal and Cultural Expression
Statement of Inquiry:	The arts can communicate a message to an audience through expression. *

Inquiry Questions:

Answering these all the time

Conceptual: *	In what ways can the arts influence or even change society? complete
Debatable: *	Do audiences prefer an expressive or technical performance? complete
Factual: *	What physical control and kinaesthetic skills can be identified when presenting dance? ^{to do} incomplete & doing

Approaches to Learning:

<p>Social Skills</p> <p>Next pages *</p>	<ul style="list-style-type: none"> • Collaboration skills: <i>Working effectively with others</i> - Exercise leadership and take on a variety of roles within groups. <p>You will work as a trio or a <u>quartet</u>. When choreographing a group piece you will need to <u>adopt different roles</u>.</p>
<p>Self-management Skills</p> <p>Next pages *</p>	<ul style="list-style-type: none"> • Organization skills: <i>Managing time and tasks effectively</i> - Create plans to prepare for summative assessments (examinations and performances). • Affective skills: <i>Managing state of mind</i> - Resilience - Practise dealing with change. • Reflection skills: <i>(Re-)considering the process of learning; choosing and using ATL skills</i> - Identify strengths and weaknesses of personal learning strategies (self-assessment). <p>You will need to manage your time effectively in class. How much time will you spend researching, selecting music, choreographing movements, sorting positioning/transitions etc?</p>

MYP Arts Objectives:

B: Developing Skills

- demonstrate the acquisition and development of the skills and techniques of the art form studied.
- demonstrate the application of skills and techniques to create, perform and/or present art.

D: Responding

- identify connections between art forms, art and context, or art and prior learning.
- recognise that the world contains inspiration or influence for art.
- evaluate certain elements of principles of artwork.

Key Words: Beginning of the Unit

Expression	To express how you feel ^{through} by your movement.
Choreographic Intent	Plan for your dance
Kinaesthetic	When learning takes place by the student
Notation	Written form of dance
Expressive Qualities	Emotional qualities that we are aware of.

facial expression
conveying out of physical activity.

Task Description:

You will create a 1:30-2 minute dance piece that displays kinaesthetic skills and physical control.
(Trio/quartet performance).

Your movements should communicate a socio-political message.

The movements you perform should communicate either:

- 1) Bringing the city to the jungle. (Jane) ✓
- or
- 2) Bringing the jungle to the city. (Tarzan).



Thank you Adia, you are a superstar. You really listened to the feedback and have tried to include everything in your book

pages for Q1 and Q1's task sheet



Assessment Criterion:

	Criterion Descriptor	Complete
		evidence in my book
B1	Demonstrate the acquisition and development of the skills and techniques of the art form studied by... * Performing a variety of movements taking into consideration the skill components from Q1. flexibility, stamina, strength, alignment & coordination	✓ yes more examples from class needed
B2	Demonstrate the application of skills and techniques to create, perform and/or present art by... * Showing effective control of technical skills while performing Tribal or Tutting/Voguing styles in front of an audience. mention control practical	✓ * how did you control?
D1	Identify connections between art forms, art and context, or art and prior learning by... * Making connections between Tribal or Tutting/Voguing and skill components. Do we require different skill components for different styles of dance? examples	✓ yes
D2	Recognise that the world contains inspiration or influence for art by... * Outlining the influence of your choreography. 100 word (maximum). video Jane in the jungle	✓ yes
D3	Evaluate certain elements of principles of artwork by... Evaluating the impact of the performance. Did the choreography impact your audience? Was it effective?	

D1: For voguing you will need flexibility for your arms and strength. Why? For finger tutting you will need alignment & coordination and stamina, stamina for both of them.

D2: did it on the next pages.

A - 6
B - practical
C - 7 well done you
D - 7

Unit 2 Lesson 1

Grade 7: Statement of Inquiry:

The arts can communicate a message to an audience through expression

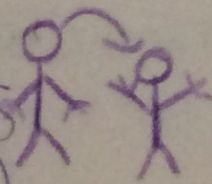
Topic: Jungle to the city

Jungle: - Animal movement
- choreography: Tribal dance

City: Music: Avicii - Bad 2014

Skills Co-ordination Jungle Movement:

What skills did you use during this lesson



①
we shake our hands up and down

Unit 2 Lesson 2

- Keyword Expression: Expression shows how you feel. In dance you can use movement to express yourselves

- Question: In what ways can the artists influence or even change

Society? = answer on the next pages. → 3 pages

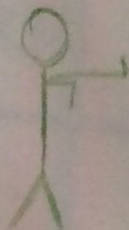
- Topic: City to jungle

- Looking at: finger tutting and voguing

SKILL STRENGTH # City Movement

①

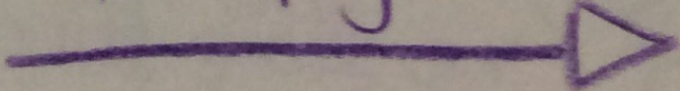
What skills did you use here?



when our left hand is straight while the right one is short.


Unit 2 Lesson 3

- Group Members: - Aliya
 - Anushka
 - Hatem
 - Me (Zeena) voguing
- Topic = ^{City} Jungle in the ~~City~~ ^{Jungle} (tribal dance)
- Choices of MUSIC:
 - Step up 2 'Low' ft. Rida ft T. pain
 - Single Ladies - Beyonce
 - Diva - Beyonce
- Props: Hats, ^{3 silver} Mask, ⁴ ties → How many? Be specific.
_{1 black}
- Timeline: planning 4th, choreography 11th, and polishing 18th,
performance 25th

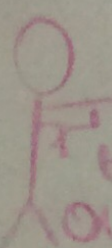
8 Steps next page 

could someone
pick up your
book and
learn the
moves?

8 STEPS

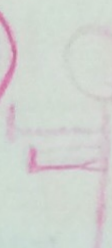
Excellent!
Well done for
including timing
too! 

① Time: 4 sec
2




Make ~~when~~
your right
hand ~~is~~ straight
while the left one is
short ^{in front}

② Time: 4 sec
2



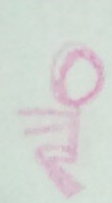
make our left
hand straight
while ~~at the~~
right hand
is short

③ Time: 2 sec



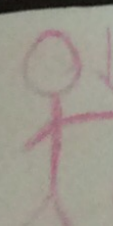
Raise your
^{straight}
hand while
standing

④ Time: 3 sec



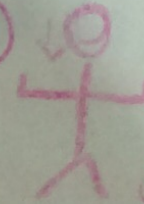
Squat down
and put both
of your hands
in front of you so
straight

⑤ stay still

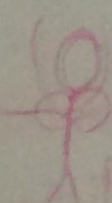


get up and
make your
right hand
straight →

⑥ make your
~~at the~~ left hand
straight. 6 and 5 time:
2 sec

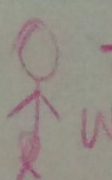


⑦ Circle your
arms and then
put them back
to their old
position.



do step ⑧ ~~im~~ ~~im~~
immediately.

⑧ twist your feet
while turning
your ~~whole~~
body.



your done!

Unit 2 Lesson 4

Inquiry Questions: and Answers

- In what ways can art influence or even change society? Think about the Step Up video. How can dance change the world around us?

• Answer: They can dance for happiness. For example, ^{some} cultures dance because their celebrating because their happy for a cause. People can express ^{some} them.

- Do audiences prefer an expressive or technical performance?

Answer: It depends some people enjoy and focus on the movement while other people like to understand and see the dancer's expression. ✓ what do you prefer?

- What physical control and kinaesthetic skills can be identified when presenting dance?

Answer: you did this in Q1 and Q2

when you control the centre of the body you identify physical control. when you do a move you identify kinaesthetic skills. because dance means I prefer an expressive dance.

Assessment Criterion

(D2)

Our choreography is influenced by the videos Ms. Megan showed us. She showed us a amazing finger tutting video. It was so creative. She also showed us ~~the~~ a voguing video. A group of boys and girls that were doing voguing. They ~~the~~ knew what they we're doing. Their arms ~~the~~ were straight and they ^{were} were flexible. Another thing that influenced us is Ms. Megan's steps.

Choreography

I assess you every lesson

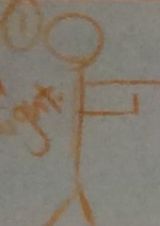
Before we started our ~~the~~ she showed us alot of steps.

~~the~~ Most of them were hard but at the same time really good!
What else did you look at?
Any YouTube clips? ~~we didn't~~


Unit 2 Lesson 5

Our Dance Steps

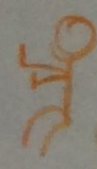
① Make our hand straight while the left fore is short (in front)



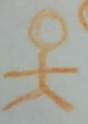
② Make our right hand short while the left one is straight (in front)



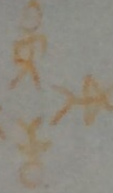
③ We and Anushka will go in front while doing step 1 and 2




③ Each of us jump alone (any style)




④ We get into a circle and we do finger tutting (facing each other)




⑤ we push back and wave our hand together (back and forth)




⑥ Me and Aniya sit down and Anushka and Hatan goes go around us then we do the opposite.




⑦ We stand in a line then we put our hand up and down (2 times)



⑧ After that we go in front (alone) do something and go back and then take of our hats ~~then take~~ and bow.



fantastic notation
This is much clearer.



What
will you
put here?

Criteria

Criteria A: knowing and Understanding
(show on your book)

Criteria B: Developing Skills
(Dancing) (practical)

Criteria C: Thinking ~~and~~ creatively
(create steps and perform them).

Criteria D: Responding.

(Sh

Feed-back



* Always try to give examples.

① Rene, Samirah, Delroba, IBU:

- message: Music was city

- style: Tribal Dance

- ~~I like your moves~~. Your expression was really good. ← because I know and realized how you feel why?

- You should move around more while dancing

like going in circles. Any suggestions?

② Zeena, Hadeem, Aliya, Anushka:

- message: Music was city

- style: Voguing

- positive: we moved around Making our hands straight. How will you do this?

- wish: use strength.

③ Hameed, Celine, Emily, Artemis, Jamie

- message: The moves were city moves and the music was tribal

- style: voguing

- positive: I like how you were in a circle.

- wish: Memorize your steps more

④ Chinmayi, Wong, Debbie, Winifery

- message: Music was tribal

- style: voguing

- positive: You did different moves.

- negative: you should move around.

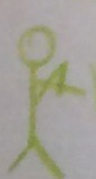
not repeating your moves again. what do you mean here?

Dance Analysis

- ~~My~~ My Group (Anushka, Ahiya, Ne, Hatem)

• Message: City to the Jungle

• What skills did they use? STRENGTH

• Example:  when we twisted our arms together.

- Chinmayi, Wen Hui, Wong, Debbie, Jamie

• Message: City to the Jungle


• What skill did they use? STRENGTH

• Example: When they did finger tutting they had strength on their fingers.

- Artemis, Hameed, Emily, Celine, Jamie W

• Message: City to Jungle

• What skill did they use? CO-ORDINATION

• Example:  what they did one hand up while the other one is down.

- Donu, Rene, Samirah, Delroba

• Message: Jungle to city

• What skills did they use? Alignment

• Example: They stood parallel



Feedback

Name	Zeena Zeena	Grade	7y
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Use this form to get feedback from your peer! Once you have 1 comment and grade from your classmate, use your process journal to write a response to what your peer has written. Think about the feedback you have received.

- How might you improve your grade?
- What could you have done differently?
- What grade would you give your own work?
- Why do you think that you deserve this grade?
- Write 3 different goals that you want to work on next quarter.

Comment 1 - Name: Hatem - ✓ good morning Hatem!!

Very nice book ~~and~~ because you followed the checklist and has alot of information but for finger tutting yourself quit confused.

ms Megan R

Based on the rubric, what grade would you give this piece of work?

A	6	B	6	C	7	D	7
---	---	---	---	---	---	---	---

Well done Zeena, I am very impressed!

finger
differently?
examples
your own work
19/11/17
I could
give you
more
examples
topic and
more
examples
19/11/17

3) use skill components more

A B C D
6 6 7 7

ms megan
~~A~~