



### COURSE STANDARDS AND PROCEDURES

**COURSE:** Dance

**CLASS RESOURCES:** Research books, resources, music, websites, online support

**COURSE DESCRIPTION:** Dance class with an emphasis on using and organizing movements to express, communicate and create.

**MYP AIMS ADDRESSED BY THE COURSE:** What are the aims/objectives of the course? How do these relate to the MEES competencies?

MYP Course Aims	MEES Course Objectives
<ul style="list-style-type: none"><li>● Create and present dance</li><li>● Develop skills specific to the discipline</li><li>● Engage in a process of creative exploration and (self-)discovery</li></ul>	<b>C1 - Creates and Performs Dance</b> <ul style="list-style-type: none"><li>● Uses ideas to create a dance</li><li>● Uses transforming gestures and language specific to dance</li><li>● Organizes his/her dance production</li><li>● Shares his/her experience of dance creation</li></ul>
<ul style="list-style-type: none"><li>● Make purposeful connections between investigation and practice</li><li>● Understand the relationship between dance and its contexts</li><li>● Respond to and reflect on dance productions.</li><li>● Deepen their understanding of the world.</li></ul>	<b>C2 - Appreciates Dance</b> <ul style="list-style-type: none"><li>● Analyzes a work or production</li><li>● Interprets the meaning of the work or production</li><li>● Makes a critical and aesthetic judgment</li><li>● Shares his/her appreciation</li></ul>

**FUNDAMENTAL IB CONCEPTS:** Identify the MYP fundamental concepts (communication, intercultural awareness and holistic learning) specific to the subject and explain how they will be incorporated.

The fundamental concept of holistic learning is incorporated into Dance as students are required to draw upon prior knowledge and experiences as part of their creative process.

**KEY INSTRUCTIONAL STRATEGIES/APPROACHES TO LEARNING:** Which ATLs will be addressed in the course and how? How will the content be delivered to the students?

Creative Thinking skills will be developed as students engage in inquiry-based projects as a means of creative expression.

Social skills will be developed when students collaborate in group choreographic projects, practice positive team relationships and encourage classmates and maintain a positive attitude

**IB MYP LEARNER PROFILE:** Identify which profile attributes will be addressed in the course and how.

“Communicator” by respectfully communicating with classmates during choreography projects and class discussion and using movement to communicate meaning, ideas, and emotions

“Creative” by engaging in inquiry-based learning projects.

“Risk-taker” by providing opportunities for students to experiment with unfamiliar methods and techniques

**FORMATIVE & SUMMATIVE ASSESSMENT INCLUDING MYP ASSESSMENT:**

<b>Term 1 (20% of School Course Grade)</b>		
<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
Competency 1: Creates dances/Performs dances - 70% Competency 2: Appreciates dances - 30%	Evaluation of technique/skills Supervised discussions Orals Quizzes and tests Group/individual projects	Timeline: To be completed by Nov. 3, 2023
<i>Communication to students and parents</i>	<i>Materials required</i>	
Google Classroom E-mail Mosaik Telephone	Dance attire, reference books, music, websites	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
Objective A: Knowing & Understanding  Objective B: Planning for Performance  Objective C: Applying and Performing  Objective D: Reflecting and Improving Performance	<p>Obj. A: Objective A: Knowing &amp; Understanding Formative: In-class feedback/corrections, peer teaching, class discussions, visual demonstrations Summative: Dance terminology/movement concept tests, nutrition project, presentations</p> <p>Obj. B Planning for Performance Formative: Teacher/peer feedback, self-reflections, rehearsal and refinement, choreography planning worksheets Summative: Self-choreography dance performance, fitness plan</p> <p>Obj. C: Applying and Performing Formative: Teacher/peer feedback, self-reflections, rehearsal and refinement, visual demonstrations Summative: Dance choreography performance tests, technique tests</p> <p>Obj. D: Reflecting and Improving Performance Formative: In-class journal writing, class discussions, ongoing self-reflection Summative: Fitness goals, written reflections, self-assessments</p>	

**Term 2 (60% of School Course Grade) 2023-2024 school year**

<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
Competency 1: Creates dances/Performs dances - 70% Competency 2: Appreciates dances - 30%	Evaluation of technique/skills Supervised discussions Orals Quizzes and tests Group/individual projects	Timeline: To be completed by Jan. 20, 2024
<i>Communication to students and parents</i>	<i>Materials required</i>	
Google Classroom E-mail Mosaik Telephone	Dance attire, reference books, music	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
Objective A: Knowing & Understanding  Objective B: Planning for Performance  Objective C: Applying and Performing  Objective D: Reflecting and Improving Performance	<p>Obj. A: Objective A: Knowing &amp; Understanding Formative: In-class feedback/corrections, peer teaching, class discussions, visual demonstrations Summative: Dance terminology/movement concept tests, nutrition project, presentations</p> <p>Obj. B Planning for Performance Formative: Teacher/peer feedback, self-reflections, rehearsal and refinement, choreography planning worksheets Summative: Self-choreography dance performance, fitness plan</p> <p>Obj. C: Applying and Performing Formative: Teacher/peer feedback, self-reflections, rehearsal and refinement, visual demonstrations Summative: Dance choreography performance tests, technique tests</p> <p>Obj. D: Reflecting and Improving Performance Formative: In-class journal writing, class discussions, ongoing self-reflection Summative: Fitness goals, written reflections, self-assessments</p>	

**Term 3 (60% of School Course Grade) 2023-2024 school year**

<i>Competencies targeted</i>	<i>Evaluation methods</i>	<i>Timeline</i>
Competency 1: Creates dances/Performs dances - 70% Competency 2: Appreciates dances - 30%	Evaluation of technique/skills Supervised discussions Orals Quizzes and tests	Timeline: To be completed by June, 2024

	Group/individual projects	
<i>Communication to students and parents</i>	<i>Materials required</i>	
Google Classroom E-mail Mosaik Telephone.	Dance attire, reference books, music, websites	
<i>IB MYP Criterion</i>	<i>Examples of assessment/feedback both formative and/or summative</i>	
Objective A: Knowing & Understanding  Objective B: Planning for Performance  Objective C: Applying and Performing  Objective D: Reflecting and Improving Performance	<p>Obj. A: Objective A: Knowing &amp; Understanding Formative: In-class feedback/corrections, peer teaching, class discussions, visual demonstrations Summative: Dance terminology/movement concept tests, nutrition project, presentations</p> <p>Obj. B Planning for Performance Formative: Teacher/peer feedback, self-reflections, rehearsal and refinement, choreography planning worksheets Summative: Self-choreography dance performance, fitness plan</p> <p>Obj. C: Applying and Performing Formative: Teacher/peer feedback, self-reflections, rehearsal and refinement, visual demonstrations Summative: Dance choreography performance tests, technique tests</p> <p>Obj. D: Reflecting and Improving Performance Formative: In-class journal writing, class discussions, ongoing self-reflection Summative: Fitness goals, written reflections, self-assessments</p>	

### Additional Information/Specifications

- This course does not have a final exam. The final course grade comes entirely from the school course grade.
- This course has a final exam administered by the English Montreal School Board. The final course grade is determined by taking 70% of the school course grade and 30% of the school board exam.
- This course has a final exam administered by the Ministère de l'Éducation et de l'Enseignement Supérieur (MEES). The final course grade is determined by taking 50% of the school course grade and 50% of the MEES exam. Please note that the final course grade is subject to MEES moderation.