

**École Secondaire LAURIER MACDONALD High School**

**7355 Viau, Saint-Leonard  H1S 3C2**

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**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?

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| MYP Course Aims | MEES Course Objectives |
| ● Create and present dance● Develop skills specific to the discipline ● Engage in a process of creative exploration and (self-)discovery | C1 - Creates and Performs Dance● Uses ideas to create a dance● Uses transforming gestures and language specific to dance● Organizes his/her dance production ● Shares his/her experience of dance creation  |
| ● Make purposeful connections between investigation and practice ● Understand the relationship between dance and its contexts ● Respond to and reflect on dance productions.● Deepen their understanding of the world. | C2 - Appreciates Dance● Analyzes a work or production ● Interprets the meaning of the work or production ● Makes a critical and aesthetic judgment ● Shares his/her appreciation |
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**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:**

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| **Term 1 (20% of School Course Grade)** |
| *Competencies targeted* | *Evaluation methods* | *Timeline* |
| Competency 1: Creates dances/Performs dances - 70%Competency 2: Appreciates dances - 30% | Evaluation of technique/skillsSupervised discussionsOralsQuizzes and testsGroup/individual projects | Timeline: To be completed by Nov. 3, 2023 |
| *Communication to students and parents* | *Materials required* |
| Google Classroom E-mail MosaikTelephone  | Dance attire, reference books, music, websites |
| *IB MYP Criterion* | *Examples of assessment/feedback both formative and/or summative* |
| Objective A: Knowing & Understanding Objective B: Planning for PerformanceObjective C: Applying and PerformingObjective D:Reflecting and Improving Performance | Obj. A: Objective A: Knowing & UnderstandingFormative: In-class feedback/corrections, peer teaching, class discussions, visual demonstrationsSummative: Dance terminology/movement concept tests,nutrition project, presentationsObj. B Planning for PerformanceFormative: Teacher/peer feedback, self-reflections,rehearsal and refinement, choreographyplanning worksheetsSummative: Self-choreography dance performance, fitnessplanObj. C: Applying and PerformingFormative: Teacher/peer feedback, self-reflections,rehearsal and refinement, visualdemonstrationsSummative: Dance choreography performance tests,technique testsObj. D: Reflecting and Improving PerformanceFormative: In-class journal writing, class discussions,ongoing self-reflectionSummative: Fitness goals, written reflections, self-assessments |

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| **Term 2 (60% of School CouTerm 2 (20% of School Course Grade)rse Grade)** |
| *Competencies targeted* | *Evaluation methods* | *Timeline* |
| Competency 1: Creates dances/Performs dances - 70%Competency 2: Appreciates dances - 30% | Evaluation of technique/skillsSupervised discussionsOralsQuizzes and testsGroup/individual projects | Timeline: To be completed by Jan. 27, 2023 |
| *Communication to students and parents* | *Materials required* |
| Google Classroom E-mail MosaikTelephone | Dance attire, reference books, music |
| *IB MYP Criterion* | *Examples of assessment/feedback both formative and/or summative* |
| Objective A: Knowing & Understanding Objective B: Planning for PerformanceObjective C: Applying and PerformingObjective D:Reflecting and Improving Performance | Obj. A: Objective A: Knowing & UnderstandingFormative: In-class feedback/corrections, peer teaching, class discussions, visual demonstrationsSummative: Dance terminology/movement concept tests,nutrition project, presentationsObj. B Planning for PerformanceFormative: Teacher/peer feedback, self-reflections,rehearsal and refinement, choreographyplanning worksheetsSummative: Self-choreography dance performance, fitnessplanObj. C: Applying and PerformingFormative: Teacher/peer feedback, self-reflections,rehearsal and refinement, visualdemonstrationsSummative: Dance choreography performance tests,technique testsObj. D: Reflecting and Improving PerformanceFormative: In-class journal writing, class discussions,ongoing self-reflectionSummative: Fitness goals, written reflections, self-assessments |

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| **Term 3 (not applicable for theTerm 3 (60% of School Course Grade) 2021-2022 school year)** |
| *Competencies targeted* | *Evaluation methods* | *Timeline* |
| Competency 1: Creates dances/Performs dances - 70%Competency 2: Appreciates dances - 30% | Evaluation of technique/skillsSupervised discussionsOralsQuizzes and testsGroup/individual projects | Timeline: To be completed by June 22, 2023 |
| *Communication to students and parents* | *Materials required* |
| Google Classroom E-mail MosaikTelephone. | Dance attire, reference books, music, websites |
| *IB MYP Criterion* | *Examples of assessment/feedback both formative and/or summative*  |
| Objective A: Knowing & Understanding Objective B: Planning for PerformanceObjective C: Applying and PerformingObjective D:Reflecting and Improving Performance | Obj. A: Objective A: Knowing & UnderstandingFormative: In-class feedback/corrections, peer teaching, class discussions, visual demonstrationsSummative: Dance terminology/movement concept tests,nutrition project, presentationsObj. B Planning for PerformanceFormative: Teacher/peer feedback, self-reflections,rehearsal and refinement, choreographyplanning worksheetsSummative: Self-choreography dance performance, fitnessplanObj. C: Applying and PerformingFormative: Teacher/peer feedback, self-reflections,rehearsal and refinement, visualdemonstrationsSummative: Dance choreography performance tests,technique testsObj. D: Reflecting and Improving PerformanceFormative: In-class journal writing, class discussions,ongoing self-reflectionSummative: Fitness goals, written reflections, self-assessments |

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| **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. |