

<b>Teacher(s)</b>	<b>Mr. Trevino, Dr. Naranjo, Ms. Lerma</b>	<b>Subject group and discipline</b>	<b>Fine Arts – Band</b>		
<b>Unit title</b>	<b>Not your Um-pah, Loom- pah...</b>	<b>MYP year</b>	<b>4-5</b>	<b>Unit duration (hrs)</b>	<b>50</b>

***INQUIRY: Establishing the purpose of the unit***

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
FORM	Structure/Genre	Orientation in Space and Time

<b>Statement of inquiry</b>
Form, structure, and genre convey meaning to audiences influenced by time and space.
<b>Inquiry questions</b>
<p>Factual – What structures determine form? What is genre?</p> <p>Conceptual – What is the relationship between genres and their place or region of origin?</p> <p>Debatable – How does form, structure, and genre become an extension of regional and generational traditions?</p>

MYP Objectives	Summative assessment	
<p><b>Knowing and Understanding</b></p> <p><b>Developing Skills</b>            I. demonstrate the acquisition and development of the skills and techniques of the art form studied            II. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p><b>Thinking Critically</b>            Students should be able to:            i. develops a feasible, clear, imaginative and coherent artistic intention            ii. demonstrate a range and depth of creative-thinking behaviors            iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p> <p><b>Responding</b>            In order to reach the aims of arts, students should be able to:            i. construct meaning and transfer learning to new settings            ii. create an artistic response that intends to reflect or impact on the world around them</p>	<p><b>Outline of summative assessment task(s) including assessment criteria: (GRASP)</b></p> <p><b>Goal - Your goal is to perform a march at a Superior rating at UIL Concert and Sight Reading</b></p> <p><b>Role- You are a musician putting together a 15-20 minute concert</b></p> <p><b>Audience - 3 music adjudicators and other colleagues in our UIL Division</b></p> <p><b>Situation – You will put together a performance of three pieces of music, including a march, for the SAISD Pre-UIL and Region 11 UIL contest.</b></p> <p><b>Performances – UIL Concert at the Burbank HS Auditorium Feb 22 and March 8</b></p> <p><b>Standards and Criteria for Success- UIL Rubric</b></p>	<p><b>Relationship between summative assessment task(s) and statement of inquiry:</b></p> <p>Students must gain a complete understanding of the genre of marches, their form, structure, and its different variants from region to region (paso doble, polka, galop, British march, American march) as they perform it live at their Pre-UIL and UIL contests.</p>

iii. critique the artwork of self and others.		
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<b>Approaches to learning (ATL)</b>
For the learner to be able to Exchange thoughts messages and information effectively the learner must use intercultural understanding to interpret communication. (ATL: Category 1, Cluster 1)

***ACTION: Teaching and learning through inquiry***

Content	Learning process
<p>M.4.2 B The Student is expected to demonstrate comprehension of musical styles by selecting appropriate literature for performance.</p>	<p><b>Learning experiences and teaching strategies</b> Recall articulation and expressive markings already seen in other styles of music.</p>
	<p><b>Formative assessment</b> Perform a March in the appropriate style of the genre, depending on its place of origin.</p>
	<p><b>Differentiation:</b>  <b>Content-</b> Appropriate level of difficulty in music selected based on ensembles overall musicianship and ability.  <b>Process-</b> Peer to peer mentoring, sectionals, individual lesson with staff, formative and summative assessments.  <b>Product-</b> Providing musical growth and improved instrumental dexterity for all students at all levels of ability.</p>

Resources
<p>Foundations for a Superior Performance (Blue Book); Traditions of Excellence Level 2 by Pearson; Sight-Reading Book Vol. 1 and 2 by Jerry West; Song selections from the Texas UIL Prescribed Music List; Digital tuner(s) Digital tuner apps; Metronome, PA system; Keyboard/Synthesizer</p>



**REFLECTION: Considering the planning, process and impact of the inquiry**

<b>Prior to teaching the unit</b>	<b>During teaching</b>	<b>After teaching the unit</b>
What attributes of the learner profile does this unit offer students opportunities to develop?  What do students already know and what can they do?	What skills need more practice?  What is the level of student engagement?  What resources are proving useful, and what other resources do we need?	What skills are needed to be developed further?  What is the level of student engagement?  What teaching strategies were effective? Why?