

Teacher(s)	Simpson-Obregon	Subject group and discipline	Fine Arts – Choir		
Unit title	Finding Your Place	MYP year	4-5	Unit duration (hrs)	40 hours

INQUIRY: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Form	Structure/Genre	Orientation in Space & Time

Statement of inquiry
Form, structure, and genre convey meaning to audiences influenced by time and space.
Inquiry questions
<p>Factual – What constructions define form? What is a genre?</p> <p>Conceptual – How do they relate to one another? What is the association between genres and their region of origin?</p> <p>Debatable – How does form, structure, and genre become an extension of regional and generational traditions? (ex. 50s Rock & Roll music)</p>

MYP Objectives	Summative assessment	
<p>Knowing and Understanding</p> <p>Developing Skills 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>Thinking Critically 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>Responding 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 iii. critique the artwork of self and</p>	<p>Outline of summative assessment task(s) including assessment criteria: (GRASP)</p> <p>Goal - Your goal is to perform a Spiritual Choral Piece and to receive a Superior rating at UIL Concert and Sight Reading</p> <p>Role- You are a vocalist performing in a 15-20 minute concert</p> <p>Audience - 3 music adjudicators and other colleagues in our UIL Division</p> <p>Situation – You will collaborate to perform three pieces of music for the SAISD Pre-UIL and Region 11 UIL concert & sightreading contest. One piece is a Grade 4, the other a 3, and the last, a piece chosen by the director. The Spiritual will be sung a cappella.</p> <p>Performances – UIL Concert and Sightreading at Highlands HS on April 18, 2018.</p> <p>Standards and Criteria for Success- UIL Rubric</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students must gain a complete understanding of the genre of their three UIL pieces; this includes their form, structure, and different variants from region to region as they perform it live at their Pre-UIL and UIL contests. In particular, they will work to understand the background and history that comes with performing a Spiritual.</p>

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

Resources
Song selections from the Texas UIL Prescribed Music List; Digital tuner(s) Digital tuner apps; Metronome, PA system; Keyboard/Synthesizer

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

Prior to teaching the unit	During teaching	After teaching the unit
What attributes of the learner profile does this unit offer students opportunities to develop? What do students already know and what can they do?	Which 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?