

<b>Teacher(s)</b>	Jose Soliz	<b>Subject group and discipline</b>	Mariachi		
<b>Unit title</b> Make it catchy	Warm me up	<b>MYP year</b> 9 <sup>th</sup> = 4/ 10 <sup>th</sup> = 5	4	<b>Unit duration (hrs)</b> Not days	11 hrs

### Inquiry: Establishing the purpose of the unit

Key concept (1)	Related concept(s) (1-2)	Global context & exploration (1)
Change	Genre & Play	Global Context: Personal & Cultural Expression Exploration: artistry

#### Statement of inquiry Process (Key concept + Related concept + Exploration)

Conceptual Understanding (**Key concept + Related concepts**): **Combine the key & related concepts together to make a meaningful conceptual statement that identifies their relationship.**

changing to different scales will enable us to perform in different genres of music and explore personal and cultural expression thru artistry

Statement of Inquiry (**Key concept + Related concepts + Exploration**): **Create your statement (not question) of inquiry by combining the global contexts' exploration chosen for this unit with the conceptual understanding.**

changing to different scales will enable us to perform in different genres of music and explore personal and cultural expression thru artistry

#### Inquiry questions (These questions need to be focused around the Key Concept, Related Concepts, and Global Context).

##### **Factual**— Line of Inquiry...

Lower level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. What is change?

2. What are different genres?

3. What is artistry?

**Conceptual— Line of Inquiry...**

Middle level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. How do different genres affect artistry?

2. How is a scale considered a universal language?

3.

**Debatable— Line of Inquiry...**

Higher level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

**1. To what extent does** changing different scales enable us to perform in different genres of music and explore personal and cultural expression through artistry?

**2.**

**3.**

**Objectives and their strands**

**Summative assessment**

**IB Objectives found in your subject ob**

Obj A i. demonstrate knowledge and understanding of the art form studied< including concepts< processes, and the use of subject specific terminology

Obj. B ii..demonstrate the application of skills and techniques to create, perform and/ or present art.

goal..have students learn their scales  
role..student mentor  
audience..incoming 9th & 10th graders  
situation..students will be able to perform grade level music  
product/performance/purpose..musically mature students..

	standards & criteria..A i & B ii	
<b>Approaches to learning (ATL)</b> In order for students to (objective strand), students must (ATL skill). (ATL category: _____, ATL Skill: _____).		
<p><b>The strategy that will be explicitly taught and practiced</b> self management skills. Use the sentence stem in the box above for each ATL skill strategy you indicate.</p> <p>In order for students to "demonstrate the application of skills and techniques to create, perform and/ or present art" (Obj. B ii):students must set goals that are challenging and realistic.</p> <p>atl category: self management and the atl skill..How can students demonstrate organizational skills?</p>		
<b>Service Learning Outcomes:</b>		
<p>During this unit students are expected to visit a nursing home or an adult living facility to the different genres of music that they have learned.. In order for their team performance to meet and exceed expectations each student will experience the following service learning outcomes.</p> <ul style="list-style-type: none"> <li>●</li> </ul>		

**Action: Teaching and learning through inquiry**

<p align="center"><b>Content (TEKS)</b> <b>WRITE THEM OUT</b></p>	<p><b>Learning Process</b> <small>(List in the order in which you will teach the lessons, ask inquiry questions, when ATL statements will be taught and practiced, as well as when both assessment types will occur)</small></p>	
<p>Weeks 1 thru 3: August 13 thru August 30, 2018 Foundations of Music Literacy) 1 A thru F, 2A &amp; 2B (1)(A)experience and explore exemplary music examples using technology and available live performances escribe melodic and harmonic parts when listening to and performing music using using a melodic reading system such as solfege, numbers, letter names, note names, or scale degrees (1)(C)..define concepts of music notations, intervals, and chord structure using appropriate terminology and counting system (1) (1)(D)define concepts, of rhythm and meter (1)(E)..explore elements, of music, such as rhythm, meter, melody, harmony, key, expression, markings, texture, form, dynamics, and timbre through literature selected for performance. (1)(F)..apply health wellness concepts related to musical practice, such as body mechanics, hearing protections, vocal health, hydration,and appropriate hygenic practice (2)(A)..read and notate music that incorporates rhythmic patterns, in simple, compound, and asymmetric meters</p>	<p align="center"><b>Learning Experiences and Teaching Strategies</b> <i>Also explain how you will incorporate the Approaches to Learning and Learner Profiles.</i></p>	
	<p>Week 1/Day 1: <i>&amp; Week 1/Day 2--The students will describe, analyze music &amp; musical sounds(aka scales, fingerings, etc)</i> <i>Week 1/Day 3--The students will perform and evaluate the performance of their individual scales</i></p>	
	<p align="center"><b>Formative Assessment</b> <small>(formal and informal)</small></p>	
	<p><b>Students will do the following:</b></p> <ul style="list-style-type: none"> <li>a. perform playing quizzes on assigned music on their specific instrument.</li> <li>b. do written exams on their instrument fingering charts.</li> <li>c. will write correct rhythmic figures &amp; notations</li> <li>d. identify different music genres from all over the world.</li> </ul>	<p><b>Student mentors will do the following:</b> informal assessment</p> <ul style="list-style-type: none"> <li>a. section leaders will evaluate each student in their sections</li> <li>b. student leaders will evaluate their section as a whole</li> <li>c. section leaders will evaluate the entire ensemble performance</li> </ul>
<p><b>Differentiation</b> <small>(Consider your student population, their special accommodations and modifications and language supports)</small></p>		

(2)(B)...interpret music symbols, and expressive, terms referring to dynamics, tempo, and articulation

#### Creative Expression

3A thru 3E

(3)(A)...demonstrate mature, characteristic sound, appropriate for the genre

(3)(B)...demonstrate psychomotor, and kinesthetic skills, such as appropriate posture, manual dexterities,

(3)(C)demonstrates rhythmic accuracy using appropriate tempo

(3)(D)...demonstrates observance of key signature and modalities

(3)(E)...demonstrates correct intonation, appropriate phrasing, and appropriate dynamics

#### Historical and cultural relevance

4A thru 4F

(4)(A)...demonstrate mature, characteristic sound appropriate for the genre while sight reading

(4)(B)...demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, vibrato, bowing, fingerings, phrasing, independent manual dexterity, and percussion technique diction, while sight reading

(4)(C)...demonstrate rhythmic accuracy while sightreading using a counting system, within an appropriate tempo

(4)(D)...demonstrates observance of key signature and modalities while sightreading

(4)(E)...demonstrate use of melodic reading system such as solfege, numbers, letter names, note names, or scale degrees while sight reading

(4)(F)...demonstrates correct intonation, appropriate phrasing, and appropriate dynamics while sight reading

<p>Critical evaluation and Response  5A thru 5D &amp; 6A &amp; (6B)...  (5)(A)...compare &amp; contrast music by genre, style, culture, and historical period.  (5)(B)...identify music related vocations and avocations  (5)(C)...identify and describe the uses of music in societies, and cultures.  (5)(D)...identify and explore the relationship between music and other academic disciplines  (6)(A)...practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of setting  (6)(B)...design and apply criteria for making informed judgements regarding the quality of musical performances</p>			
<b>Resources:</b>			
<b>State Resources</b>	<b>Text Books, Consumables, Etc.</b>	<b>Online Resources</b>	<b>Technological Resources</b>
1. TEKS 2. Scope & Sequence 3.	4. GRASPS 5. Principles into Practice 6. IB Subject Guide - Language & Literature 7.	8. Padlet 9. Quizlet 10. 11.	12. Ipads 13. Laptop 14. Electronic devices

**Reflection: Considering the planning, process and impact of the inquiry** \*You can answer the questions directly

Prior to teaching the unit	During teaching	After teaching the unit
<p>Why do we think that the unit or the selection of topics will be interesting?                      What do students already know, and what can they do?                      1. <i>When students perform their instrumental scales I</i></p>	<p>What are the areas of concern that occurred during the unit and how were they resolved? What are some things you wish to include or remove to enhance the learning experiences?</p> <p>¿ we e</p>	<p>For this portion, it will serve as a reflection for how the unit went. Explain what can be done to make the lesson more thorough next school year.</p> <p>What were the learning outcomes of this unit?                      How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels?</p>

<p>will find how what fingerings, pitches, note values and instrument carriage posture they are proficient on.</p> <p>What have students encountered in this discipline before?</p> <p>What does my experience tell me about what to expect in this unit?</p> <p>What attributes of the learning profile does this unit offer students opportunities to develop? 2.</p> <p><b>Communicators &amp; Risk Taker</b> What interdisciplinary connections can we identify? 3. <i>Once our students learn their scales which leads to them learning music. Once we learn music we can perform it a song from Mcbeth for an english class, or perform a portion of a musical piece for 1 act play or a mellow piece to perform for Ag and their plants to help them grow.</i></p> <p>What do we know about my students' preferences and patterns of interaction?</p> <p>Are there any possible opportunities for meaningful service learning?</p> <p>What in the unit might be inspiring for community or personal projects? 4. <i>Once the students learn their music repetoire theny can perform for a family function, an adult day care center or at a community event such as a jamaica, or a county fair.</i></p> <p>Could we develop authentic opportunities for service learning?</p> <p>How can we use my students' multilingualism as a resource for learning?</p>		<p>What evidence of learning can we identify? What artefacts of learning should we document?</p> <p>Which teaching strategies were effective? Why?</p> <p>What was surprising?</p> <p>What student-initiated action did we notice?</p> <p>What will we do differently next time?</p> <p>How will we build on our experience to plan the next unit?</p> <p>How effectively did we differentiate learning in this unit?</p> <p>What can students carry forward from this unit to the unit? to the next year/ level of study?</p> <p>Which subject groups could we work with next time?</p> <p>What did we learn from standardizing the assessment?</p>
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