

Teacher(s)	Aguillon, Mireles, Duran	Subject group and discipline	Arts, Music		
Unit title	Marching Band	MYP year	4/5	Unit duration (hrs)	25 hrs

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context & (exploration)
Aesthetics	Audience, Expression	Global Context: Personal & Cultural Expression Exploration: Artistry
Statement of inquiry Process		
Conceptual Understanding: Audience and expression are affected by aesthetics .		
Statement of Inquiry Audience and expression are affected by artistic aesthetics .		
Inquiry questions		
Factual Question — What is aesthetics? Conceptual Question— How can artistry be expressed? Debatable Question— Does artistry require an audience?		

Objectives and their strands	Summative assessment	
<p>Objective B: Developing Skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform, and/or present art.</p> <p>Objective D: Responding</p> <p>iii. critique the artwork of self and others.</p>	<p>G: Your goal is to show your understanding of how Audience and expression are affected by artistic aesthetics.</p> <p>R: You are an artist.</p> <p>A: Your audience is a group of highly trained and skilled music educators who are evaluating your artistry.</p> <p>S: The situation you will find yourself in is that the evaluating audience is asking for your best performance according to the standards set forth by UIL (University Interscholastic League).</p> <p>P: You will create a highly entertaining and visually pleasing performance according to the UIL rubric.</p> <p>S: Your work will be assessed by MYP criteria B, which is aligned with the UIL Marching Rubric.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The summative assessment will measure if the right aesthetics to express artistry to the intended audience of UIL judges was utilized.</p> <p>The students will perform the required 8 minute show. For this classification, student performers demonstrate highly developed characteristic tone qualities for their instrument and musical style of performance with minimal lapses. Student performers demonstrate an elevated awareness of tuning tendencies of instruments and sensitivity to uniform intonation within their section with a few minor flaws. Student performers demonstrate a highly developed concept of balanced musical lines and blend of sounds within their section to produce a desirable and appropriate sonority of music performed.</p> <p>The suitability of the music is superior. There is clear, meaningful and expressive shaping of musical passages that is often achieved within and between sections of the ensemble with some minor breaks in phrases. Throughout the majority of the performance, an exceptional use of dynamics provides musically effective and appropriate contrast for music performed. Control of all aspects of rhythm, tempo, and musical style is exceptional.</p> <p>Student performers demonstrate a high degree of uniformity of posture and body carriage, and maintain appropriate carriage of all equipment. Students effectively demonstrate proper foot placement for length of step and style of stride being utilized. Students demonstrate a high level of consistency in marching in step with quick recovery from errors. The ensemble demonstrates a high</p>

		level of achievement in linear forms (ranks, files, diagonals, etc.) and visually precise curvilinear forms (arcs, circles, other nonlinear shapes, etc.) with minor lapses. Students demonstrate a high level of achievement of timing, spacing and halts required to define all forms present in the design of the drill.
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Approaches to learning (ATL)

In order for a student to demonstrate the acquisition and development of the skills and techniques of the art form studied students must develop new skills, techniques and strategies for effective learning (ATL Category: Self-Management, Skill Cluster: Reflection Skills)

In order for a student to demonstrate the application of skills and techniques to create, perform and/or present art, students must manage and resolve conflict, and work collaboratively in teams.” (ATL Category: Social, Skill Cluster: Collaboration Skills)

In order for a student to demonstrate the application of skills and techniques to create, perform and/or present art, students must interpret and use effectively modes of non-verbal communication. (ATL Category: Communication, Skill Cluster: Communication Skills)

In order for a student to critique the artwork of self and others students must Develop new skills, techniques and strategies for effective learning (ATL Category: Thinking, Skill Cluster: Critical-Thinking Skills)

Action: Teaching and learning through inquiry

Content (TEKS) Write them out	Learning process		
	Learning experiences and teaching strategies	Formative Assessment	Differentiation (Include how you will differentiate for GT students, as well as for students with an IEP and LEP students)
<p>3. Knowledge and skills</p> <p>Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills.</p> <p>A. demonstrate increasingly mature, characteristic sound appropriate for the genre;</p>	<p>Teach basic body alignment/posture/instrument carriage; rehearse large portions of the marching band music in a full ensemble setting, as well as break into smaller sections and rehearse instrument-specific sections.</p> <p>Reinforce posture/instrument carriage, and introduce how to begin marching outside.</p> <p>Continue rehearsing large portions of music, aiming for music memorization in all aspects of the marching show. Reinforce prior marching technique and continue to introduce new concepts in marching, such as backwards marching</p> <p>Introduce more new concepts in marching: forward-backward transitions, slides traveling forward and backward, flanks, marching at a 45 degree angle, hip shifts traveling in the same direction while changing the lower body.</p> <p>Rehearse the entire show in full movement segments while in a full band setting.</p>	<p>Students will have weekly marching drill exhibitions where they will demonstrate their current understanding of the marching technique.</p> <p>Students will be evaluated on a daily basis on their marching technique in order to determine the order of marching assignments.</p> <p>Students will have weekly playing assignments that they will play on an individual basis for a band director. Students will receive immediate feedback on their progress and what they can do to improve.</p> <p>Students will use recordings of their preliminary performances to evaluate their individual and group progress, and determine the areas in which they need the most rehearsal on.</p>	<p>We do active listening sessions where the students listen to the recordings of the music.</p> <p>We also watch video of the band performances so that our highly visual learners can easily spot where they need to make corrections.</p> <p>For SPED students, we modify the band music to each student, so that they are still contributing to the group as a whole, without it being too difficult (simplifying the range of the music, or the amount of notes that they have to play)</p> <p>We do have highlighters available to all students, for them to mark their music (to point out important information,) and also for them to pinpoint where they go on the marching field.</p> <p>Extra tutoring is available daily from 8:00-8:30 AM and then after school on non-rehearsal days from 4:15-5:15 PM.</p>

<p>B. refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques;</p> <p>C. demonstrate rhythmic accuracy using appropriate tempo</p> <p>D. demonstrate observance of key signatures and modalities;</p> <p>E. demonstrate correct intonation, appropriate phrasing, and</p>	<p>Introduce the concept of playing and moving at the same time. Students will begin at a basic level, playing whole notes while moving forward and backward and maintaining a consistent characteristic sound.</p> <p>Students will be taught how to read their coordinate sheet assignments based on reading the football field as an X-Y axis.</p> <p>Students will learn their field assignments based on the coordinate sheets. Field assignments will be taught on a daily basis, and rehearsed daily to reinforce the memorization of both field assignment and music that accompanies the marching.</p> <p>Students will identify the most difficult sections of their own assignments and work in small groups to refine the skills necessary to accomplish the project.</p> <p>Students will perform large portions of the marching band project in front of large audiences on a weekly basis.</p> <p>Students will go through preliminary evaluations on their marching band performance in order to get used to performing the project in front of adjudicators.</p>		
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<p>appropriate dynamics;</p> <p>F. create and notate or record original musical phrases at an appropriate level of difficulty.</p>			
<p>Resources</p>			
<p>lbo.occ.org</p> <p>Marching Instrument; coordinate sheet</p>			

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

Prior to teaching the unit	During teaching	After teaching the unit
<ul style="list-style-type: none"> •Prior knowledge: Students must have a basic understanding of music and how to play an instrument in order to complete the project. •Attendance: Students must be present at all rehearsals in order to have a marching spot, and to get all the necessary information to complete the project. 		

<ul style="list-style-type: none">•Materials: Students must have all the appropriate materials, to include their instrument, and coordinate sheet in order to be able to complete the project.•Preparation: Teachers must evaluate the marching assignments and anticipate any problems with the assignments and where the students will be going on the field.•Time Management: Students must be able to manage their time and		
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