

<b>Unit Title</b>	<b>Music as Communication - Unit 1A and B</b>				
<b>Subject group and discipline</b>	<b>Music</b>	<b>MYP year</b>	<b>1</b>	<b>Unit duration (hrs)</b>	<b>6</b>

**Inquiry: Establishing the purpose of the unit**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context <i>choose 1 and then drill down to exactly which aspect of these the unit will focus on</i></b>
Communication	Expression Audience	Fairness & Development
<b>Statement of inquiry</b>		
Structured methods of communication and expression allow the development of fairness and inclusivity.		
<b>Inquiry questions</b>		
<p><b>Factual</b> = What is the difference between singing and signing?  <b>Conceptual</b> = In what ways can music/musicals support communication?  <b>Debatable</b> = How does music making promote equality?</p>		

Objectives	Summative assessment	
<p>A: Knowing and Understanding I demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>B: Developing Skills I demonstrate the application of skills and techniques to create, perform and/or present art.</p>	Not assessed.	Not assessed.
Approaches to learning (ATL)		
<p>Thinking – Students will be required to think about why we must warm up our voices, what makes good singing, why Makaton is an important skill and the purpose of singing in musicals.</p> <p>Communication – Students will consider how to communicate through singing and signing.</p> <p>Social – Students will be required, in groups, to think, communicate and respond in a cohesive manner.</p>		