

| | | | | | |
|-------------------------------------|--|-----------------|----------|----------------------------|----------|
| Unit Title | Music Technology – Dance Music - Unit 1 | | | | |
| Subject group and discipline | Music | MYP year | 2 | Unit duration (hrs) | 6 |

Inquiry: Establishing the purpose of the unit

| Key concept | Related concept(s) | Global context choose 1 and then drill down to exactly which aspect of these the unit will focus on |
|--|---|--|
| Communication | Genre Interpretation Composition | Scientific & Technical Innovation |
| Statement of inquiry | | |
| Scientific & technical innovation can enhance how we interpret and communicate different genres through composition. | | |
| Inquiry questions | | |
| F = Why are drums important in some genres of music? / What are the main features of dance music? C = Why should we think about dance music in terms of layers? / What makes a good melody? D = In what ways can repetition in music communicate to an audience? / What makes an impressive dance piece of music? | | |
| Objectives | Summative assessment <i>This does not always have to be a GRASPS task but it does need to involve students demonstrating progress by transferring the skills and knowledge they have learnt to a real-life context. An analytical essay or practice exam questions (not quizzes) counts as real life context. Students need to construct a response using the knowledge and skills they practised in the unit.</i> | |

| | | |
|---|---|---|
| <p>C: Creating/Performing I Create or perform an artwork</p> <p>D: Evaluating I Appraise their own artwork or performance. II Reflect on their development as an artist.</p> | <p>G oal To be able to compose a piece of dance music, incorporating the main layers and features.</p> <p>R ole You are record producer creating a new dance track for the radio.</p> <p>A udience Teenagers and young adults.</p> <p>S ituation You work for a record company and a famous DJ has commissioned you to write their next hit.</p> <p>P urpose To compose a piece of dance music that is musical, stylish and interesting.</p> <p><u>Standards and criteria</u></p> <p>The process and journal will be assessed using the MYP criteria C and D.</p> | <p>Students will explore what the various layers are that contribute towards a successful, stylish and musical dance track.</p> <p>Students use music technology and MIDI keyboards to compose music that reflects the stimulus of different sweets.</p> <p>They will form an understanding of how innovations in technology have enhanced the music composing process.</p> |
| <p>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></p> | | |
| <p>Thinking – Students will be required to think about why the different layers are important, how think creatively when composing their own ideas and think critically about their own work and their peers.</p> <p>Social – Students will be required, in groups, to think, communicate and respond in a cohesive manner.</p> | | |