

Unit Title	Reggae & Protest Songs				
Subject group and discipline	8	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
Change	Expression Genre	Identities & Relationships
Statement of inquiry		
<p><i>This needs to be non-subject specific (as far as possible) and connect the key concept, related concepts and Global Contexts</i></p> <p>Many cultures consider change and expression to be the cornerstone of forming relationships and creating identities that are communicated through different genres.</p>		
Inquiry questions		
<p>F= Why do we need to tune our instruments? What is the traditional Reggae skank?</p> <p>C= How is lyric writing linked to English lessons? What are the features of a successful protest song?</p> <p>D= What makes an impressive reggae performance? How is music a good mechanism for expressing social and political issues?</p>		
Objectives	<p>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>	

<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>Goal To be able to consider the role of music in different cultures and be able to perform and create music with meaning and purpose.</p> <p>Role You are an artist who is writing a song to express your thoughts and feelings on a topical situation.</p> <p>Audience Teenagers, young adults and governing bodies.</p> <p>Situation As a young artist you are upset by some situations around the world and you are using your music career to express your views.</p> <p>Purpose To perform and piece of reggae music and compose a sing with lyrics reflecting an important issue.</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 the context and genre of Reggae with a particular focus on Bob Marley. Students will learn how to perform ‘Three Little Birds’ on the ukulele.</p> <p>Students learn how to write song lyrics that reflect a topic or themes that they feel strongly about.</p> <p>Students will recap composing melodies. and will turn their lyrics into melody lines whilst playing accompanying chords on the ukulele.</p>
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Approaches to learning (ATL) *These can be listed or you could offer some explanation of how they will be developed*

Thinking – Students will apply existinjg knowledge of reggae music to create their won protest song

Communication – Students will give and receive meaningful feedback