

Unit Title	Hamilton and Rap – Unit 3				
Subject group and discipline	Performing Arts	MYP year	2	Unit duration (hrs)	7

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
Identity	Role Presentation	Scientific and Technical Innovation
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>Scientific and technical innovation can manipulate artists identity and presentation.</p>		
Inquiry questions		
<p>F = <i>How have the meanings of some words changed amongst society over time? / What are the roles of the snare drum, bass drum and hi-hat? / What is rap and where did it come from?</i></p> <p>C = <i>What are the similarities between the story of Hamilton and current societal issues? / How does rap music reflect urban cultures?</i></p> <p>D = <i>Why is rap and dance a form of expression? / What are the features of a successful rap?</i></p>		
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 perform a rap from Hamilton and create lyrics to a rap.</p> <p>R ole You are a famous hip hop artist.</p> <p>A udience Teenagers and young adults.</p> <p>S ituation You are performing in the musical Hamilton whilst also producing your own rap music.</p> <p>P urpose To compose a piece of rap music that identifies political and social issues.</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 musical Hamilton and will learn about the historical significance of the musical. Students will also discuss the use of Hip Hop features within the musical.</p> <p>Students will compose a rap which will communicate themes, issues or emotions that they feel strongly about..</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 think about a topic that they are really passionate about create the lyrics for a rap to express their thoughts, frustrations and opinions.</p> <p>Communication - Students will communicate with one another in group work when performing or when working in small groups to create rap.</p> <p>Social - Students will develop cooperation skills when working as a group to write rap lyrics and perform as an ensemble.</p>		