

Unit Title	Writing a Jingle – Unit 1A + 1B		
Subject group and discipline	Performing Arts: Music	MYP year	Unit duration (hrs)
		3	6

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global contexts
Communication	Presentation + Audience	Fairness & Development
Statement of inquiry		
A fair presentation of ideas can make communication with an audience more effective.		
Inquiry questions		
Factual – What is a jingle? / What are the features of a good melody?		
Conceptual – How do good jingles support the success of an advert? / Why are jingles needed in advertising?		
Debateable – How effective can different keys and chord progressions be when advertising a product? / To what extent can an advert be successful without music?		
Objectives		
A: Investigating I Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry. II Analyse an artwork or performance from the chosen movement or genre.	Summative assessment Goal: To gain an informed knowledge of the key musical characteristics of a jingle. Role: You work for a large advertising company and are in charge of creating the next big jingle. Audience: The consumer of your product. Situation: To participate in the creating of jingle for a chosen product. Purpose: To enhance students understanding of effective advertising and composing. <u>Standards and criteria</u>	Relationship between summative assessment task(s) and statement of inquiry: Students will explore some famous jingles/adverts and explore the musical characteristics of an effective jingle. Students will compose an effective jingle that incorporates melody and accompaniment features. They will form an understanding of presenting ideas fairly with an audience can be really effective.

	The process and journal will be assessed using the MYP criteria A.	
Approaches to learning (ATL) These can be listed, or you could offer some explanation of how they will be developed		
<p>Thinking</p> <p>Students will Create original works and ideas; and use existing works and ideas in new ways when creating jingles.</p>		

Action: Teaching and learning through inquiry

Learning objectives	Learning experiences and teaching strategies	Formative assessment	Differentiation and challenge	Resources
<p>1 Lesson 1: What are jingles?</p> <p><i>Students will learn how important jingles are in advertising.</i></p> <p><i>Students will learn about the musical characteristics of a successful jingle.</i></p>	<p>Lesson 1</p> <p>Students will watch an advert (without any sound) and verbally describe what they can see and what the video is advertising. Students will then watch the advert again with the jingle attached and describe the impact that the jingle has on the advert (and its musical characteristics).</p> <p><i>IQ: What is a jingle?</i></p> <p>Journal Entry</p> <p>Students will watch a series of adverts and jingles describe the musical characteristics and the impact that the jingle has on the advert.</p>	<p>Oral feedback</p> <p>Peer feedback</p>	<p>All students will be able to explain what a jingle is and most students will be able to describe the musical characteristics.</p> <p>Some students may need scaffolded questions to aid their research on jingles.</p>	<p>Powerpoint</p> <p>PCs/Chromebooks</p>