

Unit Title	Music Through the Ages – Unit 2 + 3		
Subject group and discipline	Performing Arts: Music	MYP year	Unit duration (hrs)
		3	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global contexts
Identity Aesthetics	Interpretation Genre	Identities & Relationships
Statement of inquiry		

Artistic expression and styles can lead to the discovery of new identities and genres.

Inquiry questions

- F** – What is the 12-bar blues? / What are the key characteristics of rock 'n' roll music? / What is a rock anthem?
- C** – What is defines music as 'popular'? / What is aesthetically pleasing about jazz music? / What was iconic about music in the 1970s? / How has technology changed music in the 1990s?
- D** – Why are the blues the cornerstone of modern music? / Are The Beatles overrated? / Is 21st century popular music as successful as previous music genres? / IQ: What is your favourite genre studied and why?

Objectives

- A:** Investigating
 - I Investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry.
 - II Describe an artwork or performance from the chosen movement or genre.

Summative assessment

- Goal:** To gain an informed knowledge of the development of music through the decades.
- Role:** You are a journalist researching the different decades of music.
- Audience:** The reader of your finished research.

Relationship between summative assessment task(s) and statement of inquiry:

Students will explore music from The Blues up to and including the present day. Students will learn about the key characteristics and history of each decade.

	<p>Situation: To participate in the researching and understanding of music spanning over 100 years.</p> <p>Purpose: To enhance students understanding of how music has changed over the past century.</p> <p><u>Standards and criteria</u></p> <p>The process and journal will be assessed using the MYP criteria A.</p>	<p>Students will participate in a range of performance-based activities to aid their research and understanding.</p> <p>They will form an understanding of how artistic expression can lead to the discovery of new identities and genres.</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*

Communication: Students will negotiate ideas and knowledge that they have researched/gained with peers and teachers.

Thinking: Students will use existing works and ideas in new ways when researching different genres of music.

Action: Teaching and learning through inquiry

Learning objectives	Learning experiences and teaching strategies	Formative assessment	Differentiation and challenge	Resources
<p>1 Lesson 1: Introduction to the decades. <i>Students will learn about the different music decades that we will be focussing on.</i> <i>Students will research a decade of their choice, focussing on</i></p>	<p>Lesson 1 Students will start by looking at a very brief overview of the development of popular music genres (watching video clips). Students will listen to a variety of songs and try to determine what decade the song is from. Journal Entry Students will choose one decade to focus on and will research that decade, presenting their findings at the end of the lesson. IQ: <i>What is defines music as 'popular'?</i></p>	<p>Oral feedback Peer feedback</p>	<p>All students will be able to identify some of the genres we will be focussing on through their own knowledge. Some students may need scaffolded questions to aid their research on their chosen jingle.</p>	<p>Powerpoint PCs/Chromebooks</p>