

Teacher(s)	Max Amoss	Subject group and discipline	Art: Music (Band)		
Unit title	The Competitors Edge	MYP year	3	Unit duration (hrs)	40

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Aesthetics	Audience	Personal and Cultural Expression
Statement of inquiry		
Students' Personal and Cultural Expression can portray aesthetics to an audience.		
Inquiry questions		
<p>Line of Inquiry: Students will investigate how aesthetics influences the audience's personal and cultural expression.</p> <p>Factual—What is aesthetics?</p> <p>Line of Inquiry: Students will explore how the performer provides aesthetic insight to the audience.</p> <p>Conceptual—Why would aesthetics be important to the audience's personal and cultural expression?</p> <p>Line of Inquiry: Students will inquire into how the personal and cultural expression influences the audience's aesthetic interpretation.</p> <p>Debatable—Does the audience's personal and cultural expression influence their interpretation of aesthetics?</p>		

Objectives	Summative assessment	
<p>B: Developing Skills</p> <p>i. Demonstrate the acquisition and development of the skills and techniques of the art form studied.</p> <p>ii. Demonstrate the application of skills and techniques to create, perform and/or present art.</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Your task is to perform at the the regional Concert Performance Assessment.</p> <p>Your role is to perform in an ensemble on a particular instrument. You will contribute to the overall ensemble sound.</p> <p>You need to convince the judges that you have a deep understanding of the pieces performed.</p> <p>The challenge involves continuing development on your instrument while trying to rise above the challenges of the pieces being performed.</p> <p>You will create a story through the pieces being performed in order to display the aesthetics of the pieces.</p> <p>You will use various methods to improve on your instrument. You must perform with musicality: displaying the inflections in each piece. Success will result in deeper understanding individually and as an ensemble.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>When students have a deeper understanding of the pieces being performed, they are able to better portray the aesthetics of each piece. From their students can help influence those aesthetics to the audience which in turn will help influence the audience's personal and cultural expressions.</p>

Approaches to learning (ATL)		
<input type="checkbox"/> Affective Skills: Practice strategies to overcome distractions. Practice ‘bouncing back’ after adversity, mistakes and failures. <input type="checkbox"/> Reflection: Identify strengths and weaknesses of personal learning strategies (self assessment). Keep a journal to record reflections		

Action: Teaching and learning through inquiry

Content	Learning process
<input type="checkbox"/> 1.0 Singing <ul style="list-style-type: none"> <input type="checkbox"/> 1.1 Demonstrate an understanding of pitch and rhythm through singing musical examples. <input type="checkbox"/> 2.0 Playing Instruments <ul style="list-style-type: none"> <input type="checkbox"/> 2.5 Demonstrate fundamental technique on one’s instrument. <input type="checkbox"/> 9.0 Historical and Cultural Relationships <ul style="list-style-type: none"> <input type="checkbox"/> 9.1 Recognize and describe distinguishing characteristics of music from various historical periods. 	<p>Learning experiences and teaching strategies</p> <p>Hand out a copy of the CPA (Concert Performance Assessment) music. Discuss and outline with students their individual and ensemble goals. Help to map out obtainable goals. Discuss the CPA rubric and how it relates to our myp rubric. Explain by reaching their individual and ensemble goals, their goals will change and that helps deepen their understanding of aesthetics.</p> <p>Rehearse with students at the beginning of each class fundamental exercises that will help them learn and understand the CPA pieces. Particularly concepts students will see in the music. Each day review concepts previously learned and apply it to the music being rehearsed. Explain how by understanding certain fundamentals, they will be able to focus on the meaning behind the notes and rhythms in each piece.</p> <p>Sight read both CPA music. We will rehearse large sections to gain a macro understanding of the piece. After the main concept is understood and the majority of the notes and rhythms are understood, we will begin to rehearse micro sections. By rehearsing micro sections in the music, students will begin to understand the “fine details” into how a piece becomes a story. Students will also begin to understand that the small inflections helps the audience understand the meaning behind the music.</p> <p>Once students have rehearsed and we have reviewed the macro and micro sections of the pieces, they will rehearse the macro section once more incorporating the lessons learned previously. Discuss with students: have they obtained their individual and ensemble goals? Did their interpretation of the music has changed since they sight read the music? Do they have a deeper understanding of aesthetics?</p> <p>Students will perform at CPA and portray their understanding of the pieces they have rehearsed. The judges will score them according to how well they have portrayed the aesthetics of the pieces. The judges will also discuss with them techniques on how to better obtain their goals for each piece.</p>

	Formative assessment <p>Students will perform the sections rehearsed as the end of each class. They will also have to explain 3 things they/the ensemble did well, 2 concepts they/ensemble can improve on, and 1 concept they now better understand from the lesson.</p> <p>Students will also submit frequent playing objectives over the concepts being learned out of a method book and their CPA music online through google classroom. Feedback will be given to each student after reviewing each objective.</p>
	Differentiation <p>When students turn in playing objectives, depending on their level and understanding, they pass/fail will be determined by their previous objective performance. Are they improving from their most previous playing objective? Are they building on their knowledge learned in class? Some students will be graded upon if they are using dynamics while others will be graded upon right notes and rhythms. When a student improves on their ability, they will be graded on more aesthetic understandings.</p>
Resources	
-Musical Instruments -Promethean Board -Finale Music Notation Software -Smart Music Program -Essential Elements Method Book - Habits of a Successful Middle School Musician Method Book -Chairs and Music Stands -Teacher & Student Demonstrations - Tutorial Videos/Audio Clips -Sheet Music -Recording Device	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Students need to have a copy of the CPA (Concert Performance Assessment) music prior to rehearsing. Usually a couple days before sight reading as a full class.</p> <p>Design a rehearsal schedule that includes dynamic, articulation, and balance exercises as well as basic</p>		

<p>fundamental such as scales, lip slurs, and technique exercises. This should all consist of the warm-up. Make sure to end with chorale to incorporate all of the fundamentals.</p> <p>Study the scores and map out a rehearsal schedule. Start Macro, Micro, Macro over the course of rehearsals. Sight read the pieces and rehearse sections according to form. Once the main concept of the pieces are understood, focus on specific measures that need more attention (teaching a special technique or alternate fingering, etc).</p> <p>Throughout each rehearsal reiterate listening to other sections, tuning, balance, and matching style (articulations, dynamics, etc.)</p> <p>Plan for 8 measure sight reading exercises at the end of each rehearsal. On Fridays, have a full piece to sight read (place in separate folders for easy distribution).</p>		
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