

Teacher(s)	Lovins/Dixon (Nov 30-Dec 18)	Subject group and discipline	Arts/Band and Chorus		
Unit title	If it's not Baroque, don't fix it(Renaissance to Baroque)	MYP year	1-3	Unit duration (hrs)	10 Hrs

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Aesthetics (evolve from)	Interpretation, Audience(dependent upon)	Orientation in Space and Time
Statement of inquiry		
Throughout space and time, aesthetics evolve through interpretation, dependent upon the audience		
Inquiry questions		
<p>Factual – What is rationalism? What is empiricism? What structures/styles of music and art came from the Baroque? What parts of technique in the arts changed in the Baroque?</p> <p>Conceptual – How did the view of aesthetic beauty change in the Baroque?</p> <p>Debatable – Did rationalism and empiricism affect Baroque music and art?</p>		

Objectives	Summative assessment	
Criterion A: Knowing and Understanding	Assessment 1: Students will perform both in class and at a concert, showing their ability to both	Relationship between summative assessment task(s) and statement of inquiry:

<p>i. demonstrates awareness of the art form studied, including use of appropriate language</p> <p>ii. demonstrates awareness of the relationship between the art form and its context</p> <p>iii. demonstrates awareness of the links between the knowledge acquired and artwork created.</p> <p>Criterion B: Developing Skills</p> <p>i. demonstrates acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrates application of skills and techniques to create, perform and/or present art.</p> <p>Criterion D: Responding</p> <p>i. identifies connections between art forms, art and context, or art and prior learning</p> <p>ii. demonstrates recognition that the world contains inspiration or influence for art</p> <p>iii. presents an evaluation of certain elements or principles of artwork.</p>	<p>be an audience, and adapt their singing to the given audience. They will be assessed on their performance as a group and individually in class, and by their group performance and etiquette as performers and audience members in the concert.</p> <p>Assessment 2: Students will complete (for each) a reflective assignment, assessing their performance at the concert. In class, we will discuss how elements of baroque ideals were present in their performance.</p>	<p>Students will discover the way a differing audience can affect their performance. They will also discover how to be a supportive audience member.</p> <p>Students will explore how changes in time and thought can affect the interpretation of what is good and beautiful.</p>
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Approaches to learning (ATL)

Criterion Ai-iii, Year 1

In order for a student to demonstrate excellent awareness of the art form studied, including excellent use of appropriate language, demonstrate excellent awareness of the relationship between the art form and its context, and demonstrate excellent awareness of the links between the knowledge acquired and artwork created, students must collect, record, and verify data, access information to be informed and inform others, and make connections between various sources of information.

Category: Research Skills

Skill Cluster: V. Information Literacy Skills

Criterion Di-iii, Year 1

In order for a student to identify excellent connections between art forms, art and context, or art and prior learning, demonstrate excellent recognition that the world contains inspiration or influence for art, and present an excellent evaluation of certain elements or principles of artwork, students must focus on the process of creating by imitating the work of others, consider ethical, cultural, and environmental implications, and keep a journal to record reflections.

Category: Self-Management Skills

Skill Cluster: V. Reflection Skills

Criterion Bi, Bii, Year 1

In order for a student to demonstrate excellent acquisition and development of the skills and techniques of the art form studied and excellent application of skills and techniques to create, perform and/or present art, students must apply skills and knowledge in unfamiliar situations, inquire in different contexts to gain a different perspective

Category: Thinking Skills

Skill Cluster: V. Transfer Skills

Content	Learning process
MMSBC.9: Understanding music in relation to history and culture MMSBB.9: Understanding music in relation to history and culture MMSBC.1: Singing, alone and with others, a varied repertoire of music MMSBB.1: Singing, alone and with others, a varied repertoire of music MMSBB.2: Performing on instruments, alone and with others, a varied repertoire of music MMSBC.3: Reading and notating music MMSBB.3: Reading and notating music MMSBC.7: Evaluating music and music performances MMSBB.7: Evaluating music and music performances	Learning experiences and teaching strategies Students will perform during the school day for a smaller audience of their peers, allowing them to learn what it feels like to perform in front of an audience in a safer space (Transfer Skills) Students will be recorded as a group and individually singing the music they have learned, to allow them to learn to manage their affect (Affective Skills)
	Formative assessment Students will rate how they felt during the performance for the group. The teacher will make notes of errors in notes/rhythms/text/dynamics to work on with the class. Students will listen to the group recordings, and rate themselves based on set criteria. The teacher will listen to the individual recordings and rate them based on note/rhythm correctness to check for understanding in the music.
	Differentiation More advanced students will be expected to use more technical language. More advanced students will be judged more on vocal technique, based on the amount of time spent

	learning the skill. Less advanced students will be allowed more mistakes in reading the music, as they adapt to the artf orm.
Resources	
Band and Chorus music, information on Baroque from various music history textbooks, reflection form, recording device.	

Prior to teaching the unit	During teaching	After teaching the unit
<p>We feel that experiencing performance in front of an audience will be a new experience for many of our students. Understanding their individual importance to the group is necessary, and understanding how they affect the whole is crucial to building high level musicians. This is a chance for them to learn what is required to put on a good performance, but also how to manage their own emotions during a concert (reacting to mistakes, audience distractions, etc.).</p> <p>The biggest concern about this unit is students understanding the importance of their role in the ensemble.</p>		

