



<p>1. What is our purpose?</p> <p>1a) To inquire into the following:</p> <ul style="list-style-type: none"> • transdisciplinary theme How We Express Ourselves (Music) • central idea <p>Music is a form of self-expression that communicates information to others.</p> <p>Summative</p>	<p>Class/grade: 5th grade Age group: 10-11</p> <p>School: Willard Elementary School code: 7202</p> <p>Title: How We Express Ourselves (Music)</p> <p>Teacher(s): Bracamonte, Rosales, Mayer</p> <p>Date: 4/15/17 – 6/2/17</p> <p>Proposed duration: number of hours 100 over number of weeks: 6</p>
<p>1b) Summative assessment task(s):</p> <p>What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?</p> <p>Project: Students will create a slide show on a musical genre including: a detailed description of that genre, its characteristics, and examples of bands and musicians that fit into that genre including samples of their music. Teachers will assess students on their understanding of that genre, their ability to match music to that genre, and their organization and ability to orally and visually present their material to their audience.</p> <p>Through the timeline project, the teacher will assess the student's ability to place musical genres in proper chronological order.</p> <p>By the completion of this unit students will:</p> <ul style="list-style-type: none"> • have a greater understanding and respect for music of different cultures and eras • express themselves in the form of music. • be able to manage time in order to complete their Google slide project and write their song 	<p>2. What do we want to learn?</p> <p>What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?</p> <p>Key concepts: Form, Change, Connection</p> <p>Related concepts: Culture, value, creativity</p> <p>What lines of inquiry will define the scope of the inquiry into the central idea?</p> <ul style="list-style-type: none"> • Musical genres • Influence of history and culture on music • Song-writing as a form of self-expression • Lives of musicians and their influence on society <p>What teacher questions/provocations will drive these inquiries?</p> <ol style="list-style-type: none"> 1. What are the musical genres and what do they sound like? 2. How do current events and culture influence music? 3. How is music written? 4. Who are the influential musicians in history? 5. How do we write lyrics?

3. How might we know what we have learned?

This column should be used in conjunction with "How best might we learn?"
 What are the possible ways of assessing students' prior knowledge and skills? What evidence will we look for?

Students will create a slide show on a musical genre including: a detailed description of that genre, its characteristics, and examples of bands and musicians that fit into that genre including samples of their music. Teachers will assess students on their understanding of that genre, ability to match music to that genre, and their organization and ability to orally and visually present that material to their audience.

Teacher will find out students prior knowledge by playing music and having students guess what genre or era it is in or takes place.

Teacher will play excerpts of famous music to see if students recognize them.

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Teacher will find out students prior knowledge What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

Through the Name that Genre activity, the teacher will check to see if are able to place the music in the appropriate genre and assess students ability to connect songs to times and events in history.

From the class discussions and chart making teacher will verify students understanding of a musical genre through the descriptions listed.

Through writing activities related to existing songs, teacher will determine if a student is able to retell the message of the song.

From their own song writing activity teacher will assess students ability to convey a message, use figurative language, and have an interesting rhythm or melody.

Students will assess how music has affected their own lives. Students will evaluate their work habits during the unit. They will identify and set goals for two IB attitudes they would like to improve during the unit.

4. How best might we learn?

What are the learning experiences suggested by the teacher and/or students to encourage the students to engage with the inquiries and address the driving questions?

Teacher/student will discuss steps necessary to produce a CD

Teacher will invite a musician to visit the class and play for students. Ask him or her questions about the effect of music on his or her life, how he or she wrote the lyrics and music (if applicable), what influenced him or her to write the music.

Students will create musical instruments using recycled materials.

Students will bring in favorite music to play in class. Discuss what makes the music their "favorites."

The class will discuss how songwriters write their songs and music. Analyze lyrics of favorite songs, and write own song to perform.

Teacher/student will explore many different types of music (including big band/swing, jazz, blues, rock n roll, classical, country, bluegrass, heavy metal, rap, etc.). Teacher/student will identify/chart characteristics of each genre.

What opportunities will occur for transdisciplinary skills development and for the development of the attributes of the learner profile?

Research skills: Collecting, organizing, interpreting, and presenting data as they complete their musical genre slideshow.

Communication skills: Listening and presenting through class discussion in music activities and their song writing activity. And, Non-verbal communication as students express themselves through visual arts, and music.

Social Skills: Cooperating, accepting responsibility, and group decision making as they work on their side show.

IB Profiles: Communicator, Balanced

IB Attitudes: Tolerance, Cooperation

Students will demonstrate appreciation, tolerance, creativity, communicator, and well balanced as they learn music about different places and create projects related to music.

5. What resources need to be gathered?

What people, places, audio-visual materials, related literature, music, art, computer software, etc, will be available?

Internet, Youtube, Google play, The Kingfisher Young People's Book of Music, Books - Shake, Rattle and Roll, Getting to know the World's greatest Composers-Gershwin, Handel, Bach, Chopin Copeland, Ellington, The Beatles, Mozart, Stravinsky, Brahms, Bernstein, The Blue's Singers: Ten Who Rocked The World, Lives of The Musicians, Charlie Brown's Music and Heroes of America, Fantasia.

How will the classroom environment, local environment, and /or the community be used to facilitate the inquiry?

Community musicians will partner up with the school to demo music styles and help students create musical instruments.

Classroom environment will be one of tolerance and respect where all will feel safe to share music without prejudices.