

Revamping the Classics: MYP Planner

Unit title:	Revamping the Classics	Teacher	Ms. Callahan
Grade	9/ MYP4	Unit Duration	10 Weeks

INQUIRY

Key Concepts	Change: is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.
Related Concepts:	Structure Genre
Global context:	Orientation in Space & Time (Eras, Turning points and "big history", Evolution, Constraints and adaptation)
Conceptual Understanding	<i>Through structure and genre, we discover identity.</i>

Statement of Inquiry

Shifting/removing the boundary of space and time, inspires an unexpected fusion in composition.

Inquiry Questions

Factual	Conceptual	Debatable
What are the Baroque, Classical, and Romantic Periods?	How do these periods of music affect music today?	Does the music of the past dictate the music of the present?
		When does new/modern become old/traditional?

Criterion Assessed

Criterion A	Criterion B	Criterion C	Criterion D
i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry ii. critique an artwork or performance from the chosen movement or genre.	i. practically explore ideas to inform development of a final artwork or performance ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.	i. create or perform an artwork. (Please see the note below regarding progression of skills for this criterion.)	i. appraise their own artwork or performance ii. reflect on their development as an artist.

Standards & Aims

Standards:

H.2.a Read a musical score with enough fluency to lead a small ensemble

H.7.a Research and explain the cultural and historical influences of individual and societal musical preferences

H.9.a Classify unfamiliar works of art by genre, style, culture, and historical period, supporting the classification using musical terminology

Aims:

- Create and present art
- Deepen their understanding of the world.

Approaches to Learning (ATLs)

Communication	Social	Self-Management	Research	Thinking
Communication Skills			Information Literacy	

Teaching & Learning Through Inquiry

Content & Skills	Students will explore a variety of music from the Baroque, Classical, and Romantic periods to understand their connection to modern music today. Students will learn about the style and structure that music underwent in this time period through performance and study of selections of work in that time period. Students will directly connect the two periods by performing a “revamped” version of one piece a era specific music.
Formative Assessments	Summative Assessments
Composer Presentations <ul style="list-style-type: none"> • Criterion A (Investigating) Revamp Performance/Composition <ul style="list-style-type: none"> • Criterion C (Creating/Performing) Process Journal <ul style="list-style-type: none"> • Criterion B & D (Developing & Evaluating) 	Composer Presentations <ul style="list-style-type: none"> • Criterion A (Investigating) Revamp Performance/Composition <ul style="list-style-type: none"> • Criterion C (Creating/Performing) Process Journal <ul style="list-style-type: none"> • Criterion B & D (Developing & Evaluating)

Revamping the Classics: Task Clarification

Criterion A: Investigating

Achievement Level	Level Descriptor	Task Clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. provides limited information that is not always related to the statement of	In the presentation, the student has a limited role. They are not very involved in the preparation or

	<p>inquiry</p> <p>ii. outlines features of an artwork or performance including two from elements, techniques and context.</p>	<p>presentation and show limited knowledge to inform the final product. Students use limited musical language and struggle to connect their research to the statement of inquiry. Piece analysis outlines only one of the following:</p> <ul style="list-style-type: none"> • Form and Melody Identification • Period Specific Techniques
3-4	<p>The student:</p> <p>i. provides mostly relevant information that is related to the statement of inquiry</p> <p>ii. describes features of an artwork or performance including two from elements, techniques and context.</p>	<p>In the presentation, the student has an adequate role. They are involved in the preparation or presentation and show some knowledge to inform the final product. Students use some musical language and are able to connect their research to the statement of inquiry.</p> <p>Piece analysis describes the following:</p> <ul style="list-style-type: none"> • Form and Melody Identification • Period Specific Techniques
5-6	<p>The student:</p> <p>i. provides relevant information that is related to the statement of inquiry</p> <p>ii. analyses features of an artwork or performance including elements, techniques and context.</p>	<p>In the presentation, the student has a substantial role. They are involved in the preparation or presentation and show knowledge to inform the final product. Students use substantial musical language and are able to strongly connect their research to the statement of inquiry.</p> <p>Piece analysis demonstrates analysis of the following:</p> <ul style="list-style-type: none"> • Form and Melody Identification • Period Specific Techniques
7-8	<p>The student:</p> <p>i. provides comprehensive, relevant information that is related to the statement of inquiry</p> <p>ii. critiques an artwork or performance including elements, techniques and context.</p>	<p>In the presentation, the student has a very important role. They are involved deeply in the preparation and presentation and show excellent knowledge to inform the final product. Students use excellent musical language and are able to thoroughly connect their research to the statement of inquiry. The presentation is given in a creative way and is enjoyable to watch.</p> <p>Piece analysis demonstrates analysis and critiques of the following:</p> <ul style="list-style-type: none"> • Form and Melody Identification • Period Specific Techniques

Criterion B: Developing		
Achievement Level	Level Descriptor	Task Clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	<p>The student:</p> <p>i. demonstrates limited practical exploration of an idea or ideas</p>	<p>The student demonstrates limited practical exploration of ideas/skills. The student is unable to explain the changes, connect with musical techniques</p>

	ii. presents a clear artistic intention in line with the statement of inquiry and states artistic choices.	through time, and has not participated in the development of the revamp.
3-4	The student: i. demonstrates sufficient practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and describes artistic choices.	The student demonstrates sufficient practical exploration of ideas/skills. The student sometimes struggles to explain the changes, connect with musical techniques through time, and has participated in the development of the revamp.
5-6	The student: i. demonstrates substantial practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and explains artistic choices.	The student demonstrates substantial practical exploration of ideas/skills. The student explains the changes, connect with musical techniques through time, and has participated in the development of the revamp.
7-8	The student: i. demonstrates extensive and varied practical exploration of an idea or ideas ii. presents a clear artistic intention in line with the statement of inquiry and justifies artistic choices.	The student demonstrates extensive and varied practical exploration of ideas/skills. The student explains the changes very well, connects with musical techniques through time, and has led in the development of the revamp.

Criterion C: Creating/Performing		
Achievement Level	Level Descriptor	Task Clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. demonstrates limited skills and techniques through the creation or performance of a finalized work.	The student's revamp is either not transferred to the new medium well and/or shows limited changes from the original. (Clear melody (from Era Piece), Clear harmonic choices, Form/Structure matches Revamp Choice, Style and/or mood, adjusted rhythms, etc)
3-4	The student: i. demonstrates satisfactory use of skills and techniques through the creation or performance of a finalized work.	The student's revamp transfers to the new medium well and 1-2 clear changes can be seen. (Clear melody (from Era Piece), Clear harmonic choices, Form/Structure matches Revamp Choice, Style and/or mood, adjusted rhythms, etc)
5-6	The student: i. demonstrates mostly effective use of skills and techniques through the creation or performance of a finalized work.	The student's revamp transfers to the new medium well and 3-4 clear changes can be seen. (Clear melody (from Era Piece), Clear harmonic choices, Form/Structure matches Revamp Choice, Style and/or mood, adjusted rhythms, etc) There are clear personal choices that appear.
7-8	The student:	The revamp transfers to the new medium well and 5+

	<p>i. demonstrates consistently effective use of skills and techniques through the creation or performance of a finalized work.</p>	clear changes can be seen. (Clear melody (from Era Piece), Clear harmonic choices, Form/Structure matches Revamp Choice, Style and/or mood, adjusted rhythms, etc) The piece has transformed from a revamp to its own performance.
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Criterion D: Evaluating		
Achievement Level	Level Descriptor	Task Clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student: i. describes their own artwork or performance ii. outlines their development as an artist.	In reflections the student describes their performance/composition and outlines their development as an artist throughout the process with basic information.
3-4	The student: i. analyses their own artwork or performance ii. describes their development as an artist.	In reflections the student reasonably analyses their performance/composition and describes their development as an artist throughout the process.
5-6	The student: i. evaluates their own artwork or performance ii. analyses their development as an artist.	In reflections the student thoughtfully evaluates their performance/composition and analyses their development as an artist throughout the process.
7-8	The student: i. thoroughly and perceptively evaluates their own artwork or performance ii. discusses their development as an artist.	In reflections the student comprehensively and thoroughly and perceptively evaluates their performance/composition and discusses their development as an artist throughout the process.