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| **Teacher(s)** | **Mr. Hall** | **Subject group and discipline** | **Arts; Music** | | |
| **Unit title** | **Romeo & Juliet vs. West Side Story** | **MYP year** | **1** | **Unit duration (hrs)** | **11** |

##### Inquiry: Establishing the purpose of the unit

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Change** | **Interpretation Presentation** | **Identities and relationships**  **Exploration**  **Competition and cooperation** |
| Statement **of inquiry** | | |
| **Changes in the relationship between components of an art form affect its interpretation and presentation.** | | |
| **Inquiry questions** | | |
| **Factual—** What is a musical?  **Conceptual—** How do components of a musical fit together?  **Debatable—** Does updating an art form change its original intent? | | |
| **ATL Skills:**  In order to **demonstrate awareness of the links between the knowledge acquired and artwork created** (A.iii.) and **identify connections between art forms, art and context, or art and prior learning** (D.i.), the student must **exchange thoughts, messages and information effectively through interaction** (Communication skills) and **find, interpret, judge and create information** (Information literacy skills). | | |