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| **Teacher(s)** | **Mr. Hall** | **Subject group and discipline** | **Arts; Music** | | |
| **Unit title** | **STOMP** | **MYP year** | **2** | **Unit duration (hrs)** | **5** |

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

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| **Key concept** | **Related concept(s)** | **Global context** |
| **Identity** | **Innovation**  **Boundaries** | **Orientation in space and time**  **Exploration**  **Constraints and adaptation** |
| Statement **of inquiry** | | |
| **Boundaries are changed through innovation and it’s relation with space and time.** | | |
| **Inquiry questions** | | |
| Factual**—What are the elements of music used in STOMP?**  Conceptual**—How is sound different from music?**  Debatable**— Would performance quality suffer if STOMP was improvised instead of planned and practiced?** | | |
| **ATL Skills:**  In order to **demonstrate the exploration of ideas** (C.ii) and **create an artistic response inspired by the world around them** (D.ii), the student must **work effectively with others** (Collaboration skills) and **manage time and tasks effectively** (Organization skills). | | |