

1. What is our purpose?

To inquire into the following:

- **Transdisciplinary theme:** *How we organise ourselves.*
  
- **Central idea:** *Engagement in meaningful and exciting activities(hobbies), including music, is a key to our personal development as well as the development of society*

**summative assessment task(s):**

What are the possible ways of assessing students' understanding of the central idea? What evidence, including student-initiated actions, will we look for?

*Students can be exposed to group discussions, analysis of key and related concepts to evaluate their relevance to the unit's central idea and plan their implementation, followed by peer evaluation. Children can prepare presentations and mind maps explaining their understanding of the central idea. The main unit project will be to engage in one music-related activity (music creation, digital music composition, tools of music engineering, learning an instrument, music production, play production, etc.), further presenting results of their work via performance, video, audio recording or slide-show.*

*Teachers should be looking for student-led discussions, a wide range of ideas and suggestions to open the topic, the ability to link the central notion to suggested concepts. Children need to be highly motivated and involved during the real-life project and present practical skills gained during the activity (hobby) supported by a critical evaluation of their experience sharing with class and the teacher.*

Class/grade: 6

Age group: 11/12

School:

School code: none

Title:

Teacher(s): *Kateryna Sygydiuk*

Date:

Proposed duration: *12-14 weeks, one hour per week.*

2. What do we want to learn?

What are the key concepts (form, function, causation, change, connection, perspective, responsibility, reflection) to be emphasized within this inquiry?

*Function*

*Connection*

*Perspective*

**What lines of inquiry will define the scope of the inquiry into the central idea?**

- An analytical exploration of music and other activities people can engage in throughout their lives.
- A critical evaluation of ways meaningful activities, including music but not limited to it, can influence our lives and help us develop as personalities.
- Analysis of ways music and other activities can benefit society on a big scale.
- Purpose music activities serve in our lives and the world.
- Critical reflection on my own experience. Positive developments, what could have been improved and how I will change my approach in the future.

**What teacher questions/provocations will drive these inquiries?**

- Students will perform critical analysis of activities that benefit human development and growth and those with harmful outcomes by conducting interviews, questionnaires, and internet research.
- What is the possible links between time management and hobbies? Analyse obstacles that affect people's decision to engage in music and other activities.
- Why do people engage in music activities?

*-Specify the reasons people create music and their development throughout the centuries.*

*-What examples of music and other activities can you find that turned into life-changing events for people and society?*

*-What activity makes you excited and brings joy engaging in it?*

*-Is there any activity that changed your life and added new meaning to it? If not, try to think of one.*

*-What new skills did you learn engaging in a selected music activity?*

*-Explain your reasons to engage in a selected activity and the benefits you gained.*

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*-Explain your reasons to engage in a selected activity and the benefits you gained.*

### 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 have skills to access, analyse, plan, engage and reflect working with a suggested topic. Children ask questions, have debates and discussions with classmates and the teacher, and draw ideas of possible ways to work on the unit.*

What are the possible ways of assessing student learning in the context of the lines of inquiry? What evidence will we look for?

*Students will reflect on their research findings making connections with key and related concepts and exploring in-depth the central idea. Specify new topic discoveries for them sharing them with classmates and the teacher. Finally, select their unit project focus based on data extracted from lines of inquiry research.*

### 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?

*Children will prepare a presentation showcasing reflective analysis of harmful and beneficial hobbies followed by class discussions. Create visual mind-map specifying obstacles that affect engagement in activities. Write one informative article telling a story of a music life-changing hobby. The main task is an engagement in a meaningful activity, where even children with weak writing or research skills can showcase their strong side by performing and reflecting on a practical task.*

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

*Within this unit, students will have an opportunity to develop multiple transdisciplinary skills as well as enhance their learners profile abilities. Children will get a chance to improve their research skills such as planning, collecting, recording, analysing and interpreting information. The unit makes a possible contribution to children's critical, creative and metacognitive thinking skills, presenting an opportunity for critical analysis and evaluation of a variety of hobbies with further reflection on their benefits or harmfulness. Students will get a chance to work on their organisation skills, engage in meaningful music hobbies, develop positive collaboration skills by providing peer feedback, and ask and answer open-ended questions. Students will enhance their communication skills, practicing listening, interpreting, investigating, and communicating information using technology.*

##### 5. What resources need to be gathered?

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

*Students will engage in interviews approaching friends, relatives, teachers, and other school community participants and collect data from online sources. Children will be allowed to be involved in a music hobby using the pool of afterschool activities available in school or outside, engaging in online training via YouTube, Chrome music Lab, Garage band, Sibelius, Skillshare, etc. The teacher will provide children with videos and extra reading reflecting on hobbies and their meaning in people's lives and materials related to music history. Educational videos on music and its development will be suggested for student's review. Children will have access to Microsoft Teams groups to share their questionnaires and conduct online interviews with people within the school community.*

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

*Students have highly supportive school management regarding student-led research projects that will be happy to engage and facilitate exciting initiatives. Children have full access to age-appropriate internet resources as well as laptops for each lesson and the ability to join multiple afterschool activities free of charge.*

## 9. Teacher notes

*This unit is planned for the music lesson; therefore, children can have only one class per week. This unit is transdisciplinary; thus, to improve the depth and thoroughness of the learning can be implemented in conjunction with Moral education, English, possibly Art/or PE lessons.*