Teacher(s)	Argel Davis Corpuz	Subject group and discipline	Language Acquisition	Program	MYP / Global / STEM / Liberal Arts
Unit title	MOISchool Musical: The Last Show	MOIS Year	6	Unit duration (terms)	9

INQUIRY: Establishing the purpose of the inquiry

Learner Profile・学習者像
Thinkers, Communicators

Key concept・重要概念	Related concept(s)・関連概念	Global context・グローバルな文脈
Communication	Theme, Voice, Form	Creative Harmony

Statement of inquiry・探究テーマ
Set by students

ROK・TOK Connections	Knowledge Questions・知識に関する問い
Students analyze how groups select communication methods, exploring diverse modalities to effectively convey messages to different audiences. They also examine how these forms of communication shape collective mindsets and influence audience perceptions (biases), considering how the delivery of a message can amplify a group's impact more than any other factor.	**What are the essential elements of musical theatre?** This question invites students to identify and evaluate the core components that define musical theatre as an art form. It encourages exploration of elements such as narrative structure, music, lyrics, choreography, staging, and performance techniques, and how these components work together to create a cohesive and impactful production.

Inquiry questions・探究の問い（代表的なものを記載）

Factual・事実的問い:

・**What story do you want to tell about your 6 years in MOIS?**

・**What is the legacy you want to leave?**

Conceptual・概念的問い:

・**What is the relationship between music and message in a musical?**

・**What role does language play in musical performances?**

Debatable 議論的問い:

・**The success of a musical is decided by the audience rather than the performers.**

Objectives・目標	Summative assessment・総括評価課題	
[Ki] **Understand the characteristics and conventions of the English language.** Demonstrates excellent command of English language features including grammar, vocabulary, sentence structure, and stylistic choices. Language use is accurate, varied, and purposeful, enhancing the clarity and emotional impact of the script and performance. Shows deep understanding of how language works in different contexts. **[Kii]** **Listen to, read, and understand spoken and written texts on everyday topics and social issues according to purpose, context and other circumstances.** Demonstrates excellent comprehension of written texts and applies this to produce a well-developed, emotionally engaging script and a clear, detailed stage plan. The writing shows strong thematic understanding, logical	**GRASPS Statement** You are a graduating MOIS student tasked with creating and performing a 25-minute musical that reflects your six-year journey. Working as part of an ensemble, you will rotate roles such as performer, writer, choreographer, and designer to produce a cohesive show. The audience will include peers, teachers, and invited guests on Showcase Day. Under real production-like conditions with limited time and shared responsibilities, you will rehearse voice, diction, pacing, and audience engagement techniques while refining scripts, lyrics, and stage directions. Success is measured by your ability to demonstrate strong English language skills, creative interpretation, and collaborative management to deliver a clear, expressive, and emotionally resonant performance. **Goal・目的** Understand how to communicate effectively as a group and collaborate creatively to produce a musical that reflects your six years at MOIS.	**Connection between the summative assessment and the statement of inquiry** **総括的評価と探究テーマとのつながり** The summative assessment brings the Statement of Inquiry to life by requiring students to apply advanced communication skills and creative collaboration in an authentic, real-world context. The musical serves as the medium through which students investigate how language, music, and movement work together to convey meaning and emotion, directly aligning with the inquiry into communication and creative harmony. Assessment is not conducted through traditional written tests; instead, students are evaluated through peer review and performance-based criteria, emphasizing collaboration, expressiveness, and audience impact.

structure, and thoughtful integration of character roles, transitions, and stage directions.

[Kiii]
Communicate information, thoughts, and feelings on everyday topics and social issues through speaking and writing according to purpose, context and other circumstances.
Communicates a wide range of ideas and emotions with excellent clarity and expression through acting, singing, and movement. Performance is confident, engaging, and emotionally resonant, showing strong connection with the audience and the script.

[Ti]
Understand necessary information and grasp the outline, main points, and intentions of the speaker/writer on every day and social topics according to the purpose, context and other circumstances.
Demonstrates deep understanding of the purpose, message, and emotional tone of the musical. Script and performance reflect insightful interpretation of the MOIS journey, with clear thematic development and meaningful character interactions. The student shows awareness of both explicit and implicit ideas.

[Tii]
Logically communicate information, thoughts, feelings, etc. about everyday topics and social issues according to the purpose, context and other circumstances through speaking/writing.

Role・役割
Work as an ensemble, taking on roles such as performer, writer, music curator, choreographer, and stage designer to create a unified production.

Audience・相手
Peers, teachers, and invited guests at Showcase Day.

Situation・状況
Operate under real production-like conditions with limited rehearsal time, shared responsibilities, and the need for coordination and adaptability.

Product/performance・成果物
Present a 25-minute musical that demonstrates expressive delivery, strong voice projection, diction, pacing, and audience engagement techniques.

Standard・スタンダード
how mastery of English language features, creative interpretation, and collaborative production skills to achieve clarity, tone, and emotional impact.

その他の総括的評価課題について
 In this unit students are allowed to use AI following the school guideline on AI usage. Students are allowed to use AI【**Level 4: Advanced**】 in the preparation of the performance.

Communicates a wide range of ideas and emotions with logical structure and creative expression. The musical is well-organized, with clear progression, strong character development, and engaging dialogue. Performance is expressive and memorable, showing strong audience connection. **[Tiii] Using Conventions** **Analyze and apply appropriate conventions in the performance to effectively deliver and convey message with regards to their purpose, context and other circumstances.** Consistently applies a wide range of conventions with precision and appropriateness. Demonstrates strong control over structural, grammatical, and stylistic elements, resulting in writing that is cohesive, purposeful, and well-suited to its communicative intent.		

Approaches to learning (ATL)	ATL と「主体的に学習に取り組む態度」の評価とのつながり
Expressive Communication Draft and refine dialogue, adapt lyrics, and write stage directions that convey nuance and emotional truth. Practice clarity, tone, and coherence in spoken and written English. **Performance & Audience Engagement** Develop voice projection, diction, pacing, and expressive presence. Use purposeful eye contact, calibrated gestures, and intentional pauses to connect with a live audience. **Collaborative Production Management** Coordinate roles (performer, writer, designer), maintain rehearsal schedules, solve staging issues, and integrate diverse ideas into a unified performance through structured meetings and feedback.	Students' proactive learning attitude is reflected in how effectively they **apply ATL skills** throughout the unit. This involves active participation in planning, rehearsals, and peer feedback sessions, as well as the consistent use of techniques such as voice projection, expressive gestures, and script refinement. Teachers monitor these behaviours during each lesson and use formative assessments to evaluate focus, engagement, and initiative. For instance, an "A" rating is awarded when a student demonstrates sustained commitment to planning and practice, provides constructive feedback to peers, and shows creativity and leadership in shaping the performance. Meaning, ATL skills are not assessed but their applications therefore are the one being assessed.

ACTION: Teaching and learning through inquiry

Content Term または、小単元	Learning process		
	Learning experiences and teaching strategies・学習活動と指導のアプローチ	Formative assessment・形成的評価	Differentiation・個別最適化
Term 1	- Read theme and rubric - Discuss Conceptual Question 1 (*music and message*) - Workshop: Musical Basics	- Rubric Check I - Quick oral Q&A on theme understanding	- Pair/group discussion for mixed ability
Term 2	- Write Statement of Inquiry - Discuss Conceptual Question 2 (*role of language*) - Decide theme and roles	- Peer review of Statement of Inquiry - Teacher feedback on planning	- Sentence starters for language support - Role choice based on strengths
Term 3	- Scriptwriting atelier - Adapt lyrics - Draft stage directions	- Teacher feedback on script drafts - Peer critique	- Provide script templates - Small-group coaching for writers
Term 4	- Finish script - Begin rehearsal planning - Production meeting	- Review completed script - Checklist for stage plan	- Flexible pacing for advanced vs. struggling students
Term 5	- Practice voice projection, diction, pacing - Gesture and presence exercises	- Feedback on rehearsal - Peer observation notes	- Individual coaching for pronunciation - Let students choose their leaders or ask volunteers if there are.
Term 6	- Full dress rehearsal - Adjust staging and timing	- Rubric Check II - Teacher notes on performance	- Adapt rehearsal tasks for confidence levels - Provide extra practice time
Term 7	- Discuss Debatable Question (*audience vs. performers*) - Final practice	- Oral debate participation - Peer feedback on performance	- Scaffold debate with prompts - Group roles adjusted for support
Term 8	- Intensive rehearsal - Timing and transitions refinement	- Teacher observation checklist - Peer critique	- Extra rehearsal for groups needing support - Advanced students refine expressive details
Term 9	- Perform 25-minute musical - Reflect on process	- Performance rubric	- Encourage confidence-building strategies

Resources
【**What is Musical Theatre and How Did It Begin?**】 What is Musical Theatre? A Comprehensive Guide	EMS 【**Introduction into Musical Theatre**】 https://youtu.be/3YJ3gBVmPDg **Unit Booklet**

REFLECTION: Considering the planning, process and impact of the inquiry

Prior to teaching the unit（指導前）	During teaching（指導中）	After teaching the unit（指導後）
For students: Prompt the students to recall their experiences in MOIS and choose scenes where it shows the best of them. **For teachers:** Know the basics of musical theatre and be able to effectively guide the students throughout the unit.		