



THE DEMOCRATIC SCHOOL

Music Subject Overview

MYP Years I-V

MYP-I

Unit Name	Key concepts	Related concepts	Global context	Statement of inquiry	MYP Objectives	Approaches to learning	Content	Assessment
Solo Exhibition	<ul style="list-style-type: none"> •Aesthetics 	Music <ul style="list-style-type: none"> •Interpretation •Role 	Orientation in space and time Focus exploration(s) <ul style="list-style-type: none"> • Evolution, constraints and adaptation 	Classical music has caused the development and emergence of new musical styles.	Music Year 1/Novice Objectives Objective A: Investigating -ii. describe an artwork or performance from the chosen movement(s) or genre(s). Objective D: Evaluating -i. appraise their own artwork or performance	Media literacy skills <ul style="list-style-type: none"> •Demonstrate awareness of media interpretations of events and ideas (including digital social media) Creative-thinking skills <ul style="list-style-type: none"> •Use brainstorming and visual diagrams to generate new ideas and inquiries •Create original works and ideas; use existing works and ideas in new ways 	This unit offers an in-depth exploration of Classical music, especially tailored for students who plan to continue music in Grades 9 and 10. It focuses on enhancing their skills in both aural perception and music analysis, involving both sheet music and auditory works. Students will be taught how to perform a piece in the classical style, adapted to their individual skill levels. Additionally, the unit provides an opportunity to advance their melody writing abilities by composing melodies in a specific historical style, thereby applying these skills in more complex scenarios.	Summative Students will prepare and present a solo musical performance. They are required to choose a specific movement or genre from the Classical music era. Criterion B-Developing
World Music	<ul style="list-style-type: none"> •Identity 	Music <ul style="list-style-type: none"> •Role •Play 	Globalization and sustainability Focus exploration(s) <ul style="list-style-type: none"> • Human impact on the environment • Commonality, diversity and interconnection 	The environment around us plays a significant role in how music influences our identity and our relationships with others.	Music Year 1/Novice Objectives Objective B: Developing -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective D: Evaluating -ii. reflect on their	Media literacy skills <ul style="list-style-type: none"> •Communicate information and ideas effectively to multiple audiences using a variety of media and formats Creative-thinking skills <ul style="list-style-type: none"> •Apply existing knowledge to generate new ideas, products or processes 	Students will acquire an enhanced comprehension of how music functions within various global cultures. They will enhance their listening skills to identify different instruments, characteristics, and styles from around the world. Collaboratively, they will endeavor to replicate the music of their selected culture, employing suitable instruments and elements, and applying	Summative In this summative assessment, students will delve into the diverse world of music, exploring its influence on identity, relationships, and the environment. The assessment will focus on World Music, emphasizing the interconnectedness of cultures and the role of music in shaping our global perspective. Criterion

					development as an artist.		their creativity.	B - Developing Skills
Music notes	•Communication	Music •Composition •Play	Identities and relationships Focus exploration(s) • Identity formation	Exploring the language of music through the study of notes deepens our understanding of musical composition and instruments	Music Year 1/Novice Objectives Objective A: Investigating -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry Objective D: Evaluating -i. appraise their own artwork or performance -ii. reflect on their development as an artist.	Creative-thinking skills •Create original works and ideas; use existing works and ideas in new ways Media literacy skills •Communicate information and ideas effectively to multiple audiences using a variety of media and formats	Learning about music notes is like learning a new language, but for music. Each note is like a word in this language. When we put these notes together in different ways, we can make our own music, just like making sentences. It's really fun to see how these notes can turn into songs. Also, when we play these notes on different instruments like a piano or a guitar, they can sound different. It's like the same word spoken in different voices. By learning these notes, we can play music better and understand how to make our own songs. It's like having a special way to share our feelings and stories with others, even without words. So, when we learn about music notes, we're not just playing; we're also learning how to share our feelings and connect with people through music.	Summative Students will explore a specific music movement or genre aligned with the statement of inquiry, deepening their understanding of the language of music, particularly focusing on notes and their role in composition and instrument performance. Criterion A-Investigating D-Evaluating

<p>The Orchestral Families</p>	<ul style="list-style-type: none"> •Aesthetics 	<p>Music</p> <ul style="list-style-type: none"> •Structure •Interpretation 	<p>Personal and cultural expression</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Artistry, craft, creation, beauty 	<p>Exploring the functioning of musical instruments as an ensemble to understand the importance of collaboration and harmony in creating music</p>	<p>Music Year 1/Novice Objectives</p> <p>Objective A: Investigating</p> <ul style="list-style-type: none"> -ii. describe an artwork or performance from the chosen movement(s) or genre(s). <p>Objective B: Developing</p> <ul style="list-style-type: none"> -i. practically explore ideas to inform development of a final artwork or performance <p>Objective D: Evaluating</p> <ul style="list-style-type: none"> -i. appraise their own artwork or performance 	<p>Transfer skills</p> <ul style="list-style-type: none"> •Combine knowledge, understanding and skills to create products or solutions <p>Media literacy skills</p> <ul style="list-style-type: none"> •Communicate information and ideas effectively to multiple audiences using a variety of media and formats 	<p>Exploring the Composition and Function of Instrumental Groups:Recognizing and differentiating between various orchestral groups and the instruments that comprise them.Characteristics of Musical Instruments: Gaining insights into the aspects of orchestral instruments by engaging in a prototype creation project.Enhancing Research and Citation Capabilities:Developing and refining research and referencing abilities.Demonstrating Keyboard Learning Journey:Showcasing the progress in keyboard skills through a presentation of process journal work to the class.</p>	<p>Summative</p> <p>In this assessment, demonstrate your musical theory and performance growth. Perform a solo with a clear artistic intention aligned with our statement of inquiry, reflecting on your journey as a developing musician.</p> <p>Criterion</p> <p>Criteria B (Developing) Criteria D (Evaluating)</p>
<p>Musical theory and performance</p>	<ul style="list-style-type: none"> •Identity 	<p>Music</p> <ul style="list-style-type: none"> •Presentation •Expression 	<p>Personal and cultural expression</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Social constructions of reality 	<p>Exploring musical theory and performance deepens our understanding of cultural expressions and enhances our ability to communicate artistically.</p>	<p>Music Year 1/Novice Objectives</p> <p>Objective B: Developing</p> <ul style="list-style-type: none"> -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. <p>Objective D: Evaluating</p> <ul style="list-style-type: none"> -ii. reflect on their development as an artist. 	<p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Apply existing knowledge to generate new ideas, products or processes •Create original works and ideas; use existing works and ideas in new ways <p>Transfer skills</p> <ul style="list-style-type: none"> •Combine knowledge, understanding and skills to create products or solutions 	<p>Enhancing our skills in musicianship through regular practice routines, improving our ability to sight-read music on instruments like the keyboard, guitar, and ukulele. Keeping a comprehensive process journal to document the obstacles and triumphs encountered in developing solo performance abilities. Integrating elements such as dynamics, articulation, and tempo into our practical work. Engaging in the process of giving and receiving constructive criticism effectively.</p>	<p>Summative</p> <p>Students select a musical tradition, state your artistic intention, and prepare a performance piece that authentically reflects your chosen tradition.</p> <p>Criterion</p> <p>B: Developing D: Evaluating</p>

<p>Elements of Music</p>	<ul style="list-style-type: none"> •Communication 	<p>Music</p> <ul style="list-style-type: none"> •Composition •Interpretation 	<p>Personal and cultural expression</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • histories of ideas, fields and disciplines 	<p>Interpretation of the Elements of Music helps to create and communicate a message</p>	<p>Music Year 1/Novice Objectives</p> <p>Objective A: Investigating</p> <ul style="list-style-type: none"> -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry -ii. describe an artwork or performance from the chosen movement(s) or genre(s). <p>Objective C: Creating/Performing</p> <ul style="list-style-type: none"> -i. create or perform an artwork. 	<p>Organization skills</p> <ul style="list-style-type: none"> •Set goals that are challenging and realistic <p>Reflection skills</p> <ul style="list-style-type: none"> •Develop new skills, techniques and strategies for effective learning <p>Communication skills</p> <ul style="list-style-type: none"> •Use intercultural understanding to interpret communication 	<p>In this learning unit, students will explore various musical concepts such as Pitch, Dynamics, Duration, Tempo, Texture, Timbre/Sonority, Articulation, and Silence. They will also be introduced to the concepts of Graphic Notation and Graphic Scores.</p> <p>These topics will be interwoven through the musical strands of Performing, Creating, Listening, and Appraising, enhancing their grasp of the Elements of Music and building their musical vocabulary.</p> <p>Throughout this unit, students will focus on developing individual skills in producing a range of sounds within a musical framework. They will investigate how musical elements can be modified and adjusted to craft a composition that effectively communicates a message.</p> <p>Additionally, the unit will explore the interplay between art and music, examining how art can inspire and drive musical composition and communication.</p> <p>The culmination of this unit involves students composing their own music, which could be descriptive or serve as background music for a documentary they are working on. In this final task, they will creatively use and record various sounds, employing classroom instruments and digital tools like pre-recorded loops in the GarageBand application. This project will allow students to</p>	<p>Summative</p> <p>Students will demonstrate your understanding of the Elements of Music, your ability to interpret them, and your creative skills in composition. You will compose a unique "Soundscape" piece of music that effectively communicates a specific message or theme.</p> <p>Criterion:</p> <p>C - Creating</p>
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							<p>apply their learning in a practical, creative context, blending elements of music with digital technology.</p>	
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MYP-II

Unit Name	Key concepts	Related concepts	Global context	Statement of inquiry	MYP Objectives	Approaches to learning	Content	Assessment
Theory of Music	<ul style="list-style-type: none"> •Identity 	Music <ul style="list-style-type: none"> •Presentation •Expression 	Personal and cultural expression Focus exploration(s) <ul style="list-style-type: none"> • Social constructions of reality 	Exploring musical theory and performance deepens our understanding of cultural expressions and enhances our ability to communicate creatively and effectively through music	Music Year 1/Novice Objectives Objective B: Developing -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective D: Evaluating -ii. reflect on their development as an artist.	Creative-thinking skills <ul style="list-style-type: none"> •Apply existing knowledge to generate new ideas, products or processes •Create original works and ideas; use existing works and ideas in new ways Transfer skills <ul style="list-style-type: none"> •Combine knowledge, understanding and skills to create products or solutions 	Enhancing our skills in musicianship through regular practice routines, improving our ability to sight-read music on instruments like the keyboard, guitar, and ukulele. Keeping a comprehensive process journal to document the obstacles and triumphs encountered in developing solo performance abilities. Integrating elements such as dynamics, articulation, and tempo into our practical work. Engaging in the process of giving and receiving constructive criticism effectively.	Summative In this assessment, you'll delve into musical theory and performance, aiming to understand cultural expressions better and enhance creative musical communication. You'll focus on two components: "Symphonic Instrument Groups" and "Enhancing Musicianship." Criterion C (Accomplished) B (Developing)
Symphonic Instrument Groups	<ul style="list-style-type: none"> •Aesthetics 	Music <ul style="list-style-type: none"> •Structure •Interpretation 	Personal and cultural expression Focus exploration(s) <ul style="list-style-type: none"> • Artistry, craft, creation, beauty 	Examining how musical instruments work together in an ensemble reveals the significance of teamwork and harmony in the creation of music.	Music Year 1/Novice Objectives Objective A: Investigating -ii. describe an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing -i. practically explore ideas to inform development of a final artwork or performance Objective D: Evaluating	Media literacy skills <ul style="list-style-type: none"> •Communicate information and ideas effectively to multiple audiences using a variety of media and formats Transfer skills <ul style="list-style-type: none"> •Combine knowledge, understanding and skills to create products or solutions 	Exploring the Composition and Function of Instrumental Groups:Recognizing and differentiating between various orchestral groups and the instruments that comprise them.Characteristics of Musical Instruments:Gaining insights into the aspects of orchestral instruments by engaging in a prototype creation project.Enhancing Research and Citation Capabilities:Developing and refining research and referencing abilities.Demonstrating Keyboard Learning Journey:Showcasing the progress in keyboard skills	Summative Students create a multimedia presentation exploring orchestral instrumental groups in a symphonic ensemble. Investigate their collaborative role in producing harmonious music, emphasizing teamwork and artistic interpretation. Criterion A: Investigating B: Developing D: Evaluating

					-i. appraise their own artwork or performance		through a presentation of process journal work to the class.	
Musical notation.	•Communication	Music •Composition •Play	Identities and relationships Focus exploration(s) • Identity formation	Investigating musical notes enhances our comprehension of musical composition and the use of instruments, allowing us to delve deeper into the language of music.	Music Year 1/Novice Objectives Objective A: Investigating -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry Objective D: Evaluating -i. appraise their own artwork or performance -ii. reflect on their development as an artist.	Creative-thinking skills •Create original works and ideas; use existing works and ideas in new ways Media literacy skills •Communicate information and ideas effectively to multiple audiences using a variety of media and formats	Learning about music notes is like learning a new language, but for music. Each note is like a word in this language. When we put these notes together in different ways, we can make our own music, just like making sentences. It's really fun to see how these notes can turn into songs. Also, when we play these notes on different instruments like a piano or a guitar, they can sound different. It's like the same word spoken in different voices. By learning these notes, we can play music better and understand how to make our own songs. It's like having a special way to share our feelings and stories with others, even without words. So, when we learn about music notes, we're not just playing; we're also learning how to share our feelings and connect	Summative Students elect a musical movement or genre related to identity formation, explore musical notation fundamentals, analyze a piece, compose an original work reflecting your identity, and perform it on an instrument. Reflect on how notation influenced your composition and performance. Criterion A: Knowledge and Understanding C: Thinking Creatively

							with people through music.	
Musical World	<ul style="list-style-type: none"> •Identity 	Music <ul style="list-style-type: none"> •Role •Play 	Globalization and sustainability Focus exploration(s) <ul style="list-style-type: none"> • Human impact on the environment • Commonality, diversity and interconnection 	Our surroundings greatly impact the way music shapes our identity and the connections we form with others.	Music Year 1/Novice Objectives Objective B: Developing -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective D: Evaluating -ii. reflect on their development as an artist.	Creative-thinking skills <ul style="list-style-type: none"> •Apply existing knowledge to generate new ideas, products or processes Media literacy skills <ul style="list-style-type: none"> •Communicate information and ideas effectively to multiple audiences using a variety of media and formats 	Students will acquire an enhanced comprehension of how music functions within various global cultures. They will enhance their listening skills to identify different instruments, characteristics, and styles from around the world. Collaboratively, they will endeavor to replicate the music of their selected culture, employing suitable instruments and elements, and applying their creativity.	Summative Choose a global music culture, create a multimedia presentation, collaborate on a live performance, and reflect on your artistic growth and understanding. Criterion B: Developing D: Evaluating

<p>Solo Performance of Musical Compositions</p>	<ul style="list-style-type: none"> •Aesthetics 	<p>Music</p> <ul style="list-style-type: none"> •Interpretation •Role 	<p>Orientation in space and time</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Evolution, constraints and adaptation 	<p>Classical music has been a driving force behind the evolution and creation of various new music genres.</p>	<p>Music Year 1/Novice Objectives</p> <p>Objective A: Investigating</p> <p>-ii. describe an artwork or performance from the chosen movement(s) or genre(s).</p> <p>Objective D: Evaluating</p> <p>-i. appraise their own artwork or performance</p>	<p>Media literacy skills</p> <ul style="list-style-type: none"> •Demonstrate awareness of media interpretations of events and ideas (including digital social media) <p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Use brainstorming and visual diagrams to generate new ideas and inquiries •Create original works and ideas; use existing works and ideas in new ways 	<p>This unit offers an in-depth exploration of Classical music, especially tailored for students who plan to continue music in Grades 9 and 10. It focuses on enhancing their skills in both aural perception and music analysis, involving both sheet music and auditory works. Students will be taught how to perform a piece in the classical style, adapted to their individual skill levels. Additionally, the unit provides an opportunity to advance their melody writing abilities by composing melodies in a specific historical style, thereby applying these skills in more complex scenarios.</p>	<p>Summative</p> <p>Select a global music culture, create a multimedia presentation, collaborate on a live performance, and reflect on your artistic growth and understanding.</p> <p>Criterion</p> <p>B Developing, D: Evaluating</p>
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<p>Elements of Music</p>	<ul style="list-style-type: none"> •Communication 	<p>Music</p> <ul style="list-style-type: none"> •Composition •Interpretation 	<p>Personal and cultural expression</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • histories of ideas, fields and disciplines 	<p>Understanding and utilizing the Elements of Music aids in the creation and conveyance of a message.</p>	<p>Music Year 1/Novice Objectives</p> <p>Objective A: Investigating</p> <ul style="list-style-type: none"> -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry -ii. describe an artwork or performance from the chosen movement(s) or genre(s). <p>Objective C: Creating/Performing</p> <ul style="list-style-type: none"> -i. create or perform an artwork. 	<p>Reflection skills</p> <ul style="list-style-type: none"> •Develop new skills, techniques and strategies for effective learning <p>Organization skills</p> <ul style="list-style-type: none"> •Set goals that are challenging and realistic <p>Communication skills</p> <ul style="list-style-type: none"> •Use intercultural understanding to interpret communication 	<p>In this learning unit, students will explore various musical concepts such as Pitch, Dynamics, Duration, Tempo, Texture, Timbre/Sonority, Articulation, and Silence. They will also be introduced to the concepts of Graphic Notation and Graphic Scores.</p> <p>These topics will be interwoven through the musical strands of Performing, Creating, Listening, and Appraising, enhancing their grasp of the Elements of Music and building their musical vocabulary.</p> <p>Throughout this unit, students will focus on developing individual skills in producing a range of sounds within a musical framework. They will investigate how musical elements can be modified and adjusted to craft a composition that effectively communicates a message. Additionally, the unit will explore the interplay between art and music, examining how art can inspire and drive musical composition and communication.</p> <p>The culmination of this unit involves students composing their own music, which could be descriptive or serve as background music for a documentary they are working on. In this final task, they will creatively use and record various sounds, employing classroom instruments and digital tools like pre-recorded loops in the GarageBand application. This project will allow students to</p>	<p>Summative</p> <p>Select a global music culture, create a multimedia presentation with an artistic intention, music samples, visuals, and written information. Collaborate on an authentic live performance with classmates and reflect on your artistic growth afterward.</p> <p>Criterion</p> <p>B (Developing) D (Evaluating).</p>
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							<p>apply their learning in a practical, creative context, blending elements of music with digital technology.</p>	
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MYP-III

Unit Name	Key concepts	Related concepts	Global context	Statement of inquiry	MYP Objectives	Approaches to learning	Content	Assesment
Individual Exhibitions of musical Composition 4 hours • 6 weeks	<ul style="list-style-type: none"> •Aesthetics 	Music <ul style="list-style-type: none"> •Play •Interpretation 	Orientation in space and time Focus exploration(s) <ul style="list-style-type: none"> • Evolution, constraints and adaptation 	Classical music's influence on the emergence of new styles continues to shape contemporary musical evolution	Music Year 3/Intermediate Objectives Objective A: Investigating -ii. analyse an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective D: Evaluating -ii. reflect on their development as an artist.	Media literacy skills <ul style="list-style-type: none"> •Demonstrate awareness of media interpretations of events and ideas (including digital social media) Creative-thinking skills <ul style="list-style-type: none"> •Use brainstorming and visual diagrams to generate new ideas and inquiries •Create original works and ideas; use existing works and ideas in new ways 	This unit delves deeply into Classical music, specifically designed for students aiming to pursue music in Grades 9 and 10. It emphasizes improving their aural skills and analytical abilities in music, encompassing both sheet music and listening exercises. The students will learn to perform classical pieces, tailored to their unique levels of proficiency. Furthermore, the unit offers a chance to enhance their skills in composing melodies, focusing on a particular historical style, and applying these techniques in more intricate contexts.	Summative Analyze a Classical music composition's impact on contemporary music. Develop an artistic intention for your composition influenced by Classical music. Compose an original piece reflecting this influence and perform it. Reflect on your musical development, challenges, skills, and insights. Criterion B: Developing A: Investigating

<p>Musicology and Execution 4 hours • 3 weeks</p>	<p>•Identity</p>	<p>Music •Expression •Presentation</p>	<p>Personal and cultural expression</p> <p>Focus exploration(s) • Social constructions of reality</p>	<p>"Unpacking the synergy of music theory and performance, we build from the basics to achieve musical mastery."</p>	<p>Music Year 3/Intermediate Objectives Objective A: Investigating -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry Objective B: Developing -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing -i. create or perform an artwork. Objective D: Evaluating -i. appraise their own artwork or performance -ii. reflect on their development as an artist.</p>	<p>Critical-thinking skills •Evaluate evidence and arguments •Consider ideas from multiple perspectives Creative-thinking skills •Apply existing knowledge to generate new ideas, products or processes •Create original works and ideas; use existing works and ideas in new ways Transfer skills •Combine knowledge, understanding and skills to create products or solutions</p>	<p>"Enhancing our musicianship involves a detailed approach. We commit to regular practice routines to improve our ability to sight-read music on instruments such as the keyboard, guitar, and ukulele. We keep a comprehensive process journal, meticulously documenting the obstacles we encounter and the triumphs we achieve while developing our solo performance abilities. Additionally, we pay close attention to integrating elements like dynamics, articulation, and tempo into our practical work, ensuring precision and depth in our musical expression. Furthermore, we actively engage in the process of giving and receiving constructive criticism, refining our skills in effective feedback exchange."</p>	<p>Summative Select a piece for solo performance, practice with attention to dynamics and tempo, maintain a process journal, apply music theory, give and receive feedback, self-appraise, and reflect on your artistic journey and growth.</p> <p>Criterion A: Investigating B: Developing C: Creating/Performing</p>
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<p>Symphonic Instrument Groups 4 hours • 7 weeks</p>	<p>•Aesthetics</p>	<p>Music •Structure •Interpretation</p>	<p>Personal and cultural expression</p> <p>Focus exploration(s) • Artistry, craft, creation, beauty</p>	<p>Exploring how musical instruments work together in an ensemble, we learn the value of collaboration and harmony in the creation of music</p>	<p>Music Year 3/Intermediate Objectives Objective A: Investigating -ii. analyse an artwork or performance from the chosen movement(s) or genre(s). Objective B: Developing -ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry. Objective C: Creating/Performing -i. create or perform an artwork.</p>	<p>Media literacy skills •Communicate information and ideas effectively to multiple audiences using a variety of media and formats Communication skills •Use a variety of speaking techniques to communicate with a variety of audiences Creative-thinking skills •Apply existing knowledge to generate new ideas, products or processes Transfer skills •Combine knowledge, understanding and skills to create products or solutions</p>	<p>Investigating the Structure and Role of Instrumental Ensembles involves identifying and distinguishing the different sections of an orchestra and understanding the unique instruments within each group. This exploration is complemented by Understanding the Qualities of Orchestral Instruments, where students deepen their knowledge of these instruments through engaging in a prototype creation project. Alongside this, students are tasked with Improving Research and Referencing Skills, which involves enhancing their abilities in conducting thorough research and applying proper citation techniques. The unit culminates in Showcasing Progress in Keyboard Proficiency, where students present the evolution of their keyboard skills by sharing entries from their process journals with the class. This comprehensive approach not only broadens their understanding of orchestral music but also hones their practical skills and academic rigor.</p>	<p>Summative Create a multimedia presentation that explores the structure and role of instrumental ensembles, focusing on symphonic instrument groups, and highlights the qualities of orchestral instruments. Your presentation should also showcase your progress in keyboard proficiency.</p> <p>Criterion A: Investigating B: Developing</p>
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<p>Musical notations and instruments 4 hours • 6 weeks</p>	<p>•Communication</p>	<p>Music •Play •Composition</p>	<p>Identities and relationships</p> <p>Focus exploration(s) • Identity formation</p>	<p>Delving into music's language through note study enriches our grasp of composition and instruments, fostering a deeper connection with musical expression and storytelling.</p>	<p>Music Year 3/Intermediate Objectives Objective A: Investigating -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry Objective B: Developing -i. practically explore ideas to inform development of a final artwork or performance Objective C: Creating/Performing -i. create or perform an artwork.</p>	<p>Media literacy skills •Demonstrate awareness of media interpretations of events and ideas (including digital social media) •Communicate information and ideas effectively to multiple audiences using a variety of media and formats Creative-thinking skills •Create original works and ideas; use existing works and ideas in new ways •Practise visible thinking strategies and techniques</p>	<p>Studying musical notes is akin to mastering a new linguistic system, specific to the realm of music. Each note functions as a distinct 'word' within this musical language. By arranging these notes in varied sequences, we create our unique melodies, similar to constructing sentences. It's fascinating to observe how these notes transform into tunes. Moreover, playing these notes on various instruments, like pianos or guitars, brings out different tonal qualities - comparable to the same words spoken in diverse accents. Learning about these notes enhances our musical proficiency and our ability to compose personal songs, providing us a unique avenue to express emotions and narratives, transcending the need for spoken language. Thus, understanding musical notes is more than just playing music; it's a means of emotional expression and forming connections through the universal language of music.</p>	<p>Summative Choose a musical movement or genre, research and present it. Select an instrument, explore notations and techniques, and create an original piece reflecting your understanding. Perform or present your composition to the class. Criterion A: Investigating C: Creating/Performing</p>
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<p>World of Music 4 hours • 5 weeks</p>	<p>•Identity</p>	<p>Music •Role •Play</p>	<p>Globalization and sustainability</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Human impact on the environment • Commonality, diversity and interconnection 	<p>Our surroundings shape how music affects our identity and connections with others, prompting exploration of music's role in different contexts.</p>	<p>Music Year 3/Intermediate Objectives</p> <p>Objective A: Investigating</p> <p>-ii. analyse an artwork or performance from the chosen movement(s) or genre(s).</p> <p>Objective B: Developing</p> <p>-ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry.</p> <p>Objective C: Creating/Performing</p> <p>-i. create or perform an artwork.</p>	<p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Apply existing knowledge to generate new ideas, products or processes •Create original works and ideas; use existing works and ideas in new ways <p>Media literacy skills</p> <ul style="list-style-type: none"> •Make informed choices about personal viewing experiences •Communicate information and ideas effectively to multiple audiences using a variety of media and formats •Compare, contrast and draw connections among (multi)media resources 	<p>Students will develop a more nuanced understanding of the integral role music plays across different cultures worldwide. This will involve enhancing their auditory skills to distinguish and identify a variety of instruments, unique characteristics, and distinctive styles that are representative of various global regions. Through collaborative efforts, they will engage in the practical aspect of this learning by selecting a specific cultural music tradition to focus on. In this process, they will utilize suitable instruments that are authentic to the chosen culture, incorporating key musical elements typical of that tradition. This task will not only involve replication but also an element of creativity, as students will be encouraged to infuse their personal artistic interpretations while respecting and maintaining the integrity of the original cultural music style. This comprehensive approach will enable students to connect deeply with the music of different cultures, fostering both respect for diversity and an appreciation for global musical heritage.</p>	<p>Summative</p> <p>In this assessment, students explore global music traditions, analyze a musical artwork, and articulate an artistic intention. They collaboratively perform a piece inspired by the tradition, adding personal artistic interpretations while honoring the original style.</p> <p>Criterion</p> <p>B: Developing C: Creating/Performing</p>
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<p>Elements of Music 4 hours • 6 weeks</p>	<p>•Communication</p>	<p>Music •Play •Composition</p>	<p>Identities and relationships</p> <p>Focus exploration(s)</p> <ul style="list-style-type: none"> • Identity formation 	<p>Studying musical notes and their language enhances our understanding of composition and instruments, enriching our musical knowledge</p>	<p>Music Year 3/Intermediate Objectives</p> <p>Objective A: Investigating -i. investigate a movement(s) or genre(s) in their chosen arts discipline, related to the statement of inquiry</p> <p>Objective C: Creating/Performing -i. create or perform an artwork.</p> <p>Objective D: Evaluating -i. appraise their own artwork or performance</p>	<p>Creative-thinking skills</p> <ul style="list-style-type: none"> •Create novel solutions to authentic problems •Create original works and ideas; use existing works and ideas in new ways <p>Media literacy skills</p> <ul style="list-style-type: none"> •Communicate information and ideas effectively to multiple audiences using a variety of media and formats 	<p>Understanding music notes is akin to mastering a new language, specific to music. Each note acts as a distinct 'word' in this musical language. By arranging these notes in various combinations, we create our own music, akin to forming sentences. It's fascinating to observe how these notes transform into melodies. Additionally, playing these notes on different instruments, like a piano or a guitar, produces unique sounds, similar to the same word having different tones in various voices. Learning about these notes not only improves our musical skills but also equips us with the ability to compose our own songs. It's a unique way of expressing our emotions and narratives, even without spoken words. Therefore, learning music notes is more than just playing; it's a means of emotional expression and connecting with others through the universal language of music.</p>	<p>Summative</p> <p>Explore musical notes, their role in music language, and study related compositions. Compose an original piece reflecting emotions and narratives, perform it, evaluate its effectiveness, and provide peer feedback.</p> <p>Criterion</p> <p>C: Creating/Performing D: Evaluating</p>
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MYP-IV

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	MYP Objectives	Approaches to learning	Content	Assessment
Unit 1 Breaking Convention	Change	Innovation, Genre	Identities and Relationships Focus Exploration Competition and cooperation	Breaking the rules of composition has evolved the role of music in society	Objective A: i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. demonstrate an understanding of the role of the art form in original or displaced contexts Objective D: Responding i-construct meaning and transfer learning to new settings	Social – Collaboration skills <ul style="list-style-type: none"> Listen actively to the perspectives of others Research - Media Literacy Skills <ul style="list-style-type: none"> Communicate information and ideas effectively to multiple audiences using a variety of media and formats 	How can music make a difference in society? Students will learn how to debate and argue their case against others. They will look at how music has raised awareness of global and social issues such as climate change, racism, mental health, and war. Students will look at composers and artists from the past and present who have broken convention. Students will improve their research and listening analysis skills. They will learn that they will have to be open-minded in the study of Music. They will become more confident in discussions. Students will compose and perform a piece of music based on a global issue that they are passionate about.	A, D Research presentation and debate

<p>Unit 2</p> <p>Western Classical Music</p>	<p>Aesthetics</p>	<p>Interpretation , Structure</p>	<p>Orientation in space and time</p> <p>Focus Exploration</p> <p>Evolution</p>	<p>Past influences play a main role in the way style has changed and continues to be created</p>	<p>Objective C: Thinking creatively</p> <p>i. develop a feasible, clear, imaginative and coherent artistic intention</p> <p>ii. demonstrate a range and depth of creative-thinking behaviours</p> <p>Objective D: Responding</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p>	<p>Thinking – Transfer skills:</p> <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions Apply skills and knowledge in unfamiliar situations <p>Thinking - Creative Thinking Skills:</p> <ul style="list-style-type: none"> Create novel solutions to authentic problems Create original works and ideas; use existing works and ideas in new ways 	<p>Analysing the structure and style of classical music</p> <p>Students will build on their knowledge of classical music. They will study The William Tell Overture in depth focusing on instrumentation, instrumental, melodic and rhythmic features as well as the musical elements. They will compose a piece of music collaboratively based on the features of classical music. They will also prepare for a listening exam which will build their aural skills. Students will show understanding of form, key relationships and texture in orchestral music.</p>	<p>C, D</p> <p>Listening analysis, classical composition and classical performance</p>
<p>Unit 3</p> <p>Performance Improvisation</p>	<p>Change</p>	<p>Expression, Play</p>	<p>Personal and Cultural Expression</p> <p>Focus Exploration</p> <p>Artistry</p>	<p>The process of artistic creation can lead to self-discovery</p>	<p>Objective B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>Objective C: Thinking creatively</p> <p>i. demonstrate a range and depth of creative-thinking behaviours</p> <p>ii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p>	<p>Thinking - Creative Thinking Skills:</p> <ul style="list-style-type: none"> Create original works and ideas; use existing works and ideas in new ways Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art <p>Communication – Communication skills:</p> <ul style="list-style-type: none"> Interpret and use effectively modes of non-verbal communication Apply newly acquired skills to create , perform and present art 	<p>Exploring themes through creative expression</p> <p>Students will develop their musicianship in this unit by learning how to improvise solo and as part of an ensemble. Based on using themes, images, video and mood board inspirations, students will have to create music that they feel describes the inspiration given to them. Rather than using traditional notation, this unit will allow students to use improvisation to create their final summative composition using a</p>	<p>B, C</p> <p>Composition and process journal</p>

							mood board they have created using quotes, images and what they hold dear to them.	
Unit 4 Musical Theatre	Identity	Style	Personal and Cultural Expression Focus Exploration Creation	Stylistic aesthetics presents a debate of social and cultural expectance in the goal of perceived taste.	Objective A: Knowing and understanding i. demonstrate an understanding of the role of the art form in original or displaced contexts ii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork. Objective C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviours Objective D: Responding i. construct meaning and transfer learning to new settings ii. create an artistic response that intends to reflect or impact on the world	Communication - Communication Skills: <ul style="list-style-type: none"> Use and interpret a range of discipline-specific terms and symbols Thinking – Transfer skills: <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions 	Classifying performance, observation of technique, connection with audience, themes Students will work collaboratively on a musical theatre scene including music, dance, and drama. They will analyse scenes critically and creatively including use of set and costume design. They will focus on two musicals in particular, Les Miserables and Wicked. They must review a profesional performance as part of this unit to improve critical writing through reviews, self and peer feedback.	A, D,C Review AND performance

<p align="center">Unit 6</p> <p align="center">Individual Project: Event Management</p>	<p>Communication</p>	<p>Audience</p>	<p>Personal and Cultural Expression</p> <p align="center">Focus Exploration Products</p>	<p>Organizing an event showcases our talents and strengthens our skills</p>	<p>Objective A: Knowing and understanding i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>Objective D: Responding i. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p>	<p>Self-management: Organization Skills:</p> <ul style="list-style-type: none"> • Set goals that are challenging and realistic <p>Thinking: Creative Thinking Skills</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products or processes. • Apply newly acquired skills to create, perform and/or present art • Create novel solutions to authentic problems 	<p>Lights, sound, advertising, social media</p> <p>Students will learn how to use lights, sound and work as part of a backstage team for school events. They will organise a school concert amongst the younger grades.</p>	<p align="center">A,B, D</p> <p align="center">Event : PR, Advertising, Running Order, Sound, Lighting, Event</p>

MYP-V

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	MYP Objectives	Approaching to Learning MYP Objectives	Content	Assessment
Unit 1 Investigation and Performance	Aesthetics	Expression, Audience How can our expression impact the audience?	Personal and Cultural Expression Focus Exploration Social constructions of reality	The aesthetics of music can help us to express emotion to the audience.	Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art. Objective C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviours iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization. Objective D: Responding i. create an artistic response that intends to reflect or impact on the world around them	Thinking - Creative Thinking Skills <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art Create novel solutions to authentic problems Create original works and ideas; use existing works and ideas in new ways Communication – Communication skills: <ul style="list-style-type: none"> Interpret and use effectively modes of non-verbal communication 	How can our expression impact the audience? Students will build on their critical analysis of music by reviewing various styles and artists. They will focus on the artists that they find the most inspiring to help them with their own performance aesthetic and expression. Students will become more comfortable offering and receiving critical feedback from peers.	B, C, D Review, solo performance, and process journal
Unit 2 Analysis and composition	Identity	Style, Genre	Identities and Relationships Focus Exploration Personal efficacy and agency	Does our style and genre define us as musicians?	Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art.	Thinking - Creative Thinking Skills <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or 	Exploring how composition conveys our identity. Students will expand their composition skills by composing a personal piece that conveys an emotional experience they have had. This composition will help them to build identity and expression into their work.	B, C Essay, Composition, Process Journal

					<p>Objective C: Thinking creatively</p> <p>ii. demonstrate a range and depth of creative-thinking behaviours</p> <p>iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization.</p>	<p>present art</p> <p>Communication – Communication skills:</p> <ul style="list-style-type: none"> Interpret and use effectively modes of non-verbal communication 	<p>Students will focus on relative keys and modulation as part of this project.</p>	
<p>Unit 3</p> <p>Assessment unit: E-portfolio</p>	<p>Change</p>	<p>Composition, Interpretation</p>	<p>Globalisation and Sustainability</p> <p>Focus Exploration Diversity and interconnection</p>	<p>Music demonstrates the impact of human activity on local/global environment</p>	<p>Objective A: Knowing and understanding</p> <p>i. demonstrate an understanding of the role of the art form in original or displaced contexts</p> <p>ii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p>Objective B: Developing skills</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art.</p> <p>Objective D: Responding</p> <p>i. construct meaning and transfer learning to new settings</p> <p>ii. create an artistic response that intends to reflect or impact on the world</p>	<p>Thinking - Creative Thinking Skills</p> <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. <p>Apply newly acquired skills to create, perform and/or present art</p> <p>Communication – Communication skills: Interpret and use effectively modes of non-verbal communication</p>	<p>Exploring the elements of music through aural skills</p> <p>The E-portfolio tasks challenges students to think critically and creatively through a research paper, an original composition, video and audio recording and a final review of their process. This will all be based on the global context of Globalization and sustainability which gives them many avenues to explore. This unit will allow them to apply all of the skills they have learned during the course.</p>	<p>A, B, D</p> <p>E-portfolio tasks (4)</p>

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<p>Unit 4</p> <p>World</p> <p>fusion</p>	<p>Communication</p>	<p>Narrative, Role</p>	<p>Identities and Relationships</p> <p>Focus Exploration</p> <p>Roles and role models</p>	<p>The narrative and role of music helps us to form the identity of musical cultures around the world</p>	<p>Objective A: Knowing and understanding</p> <p>i. demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology</p> <p>ii. demonstrate an understanding of the role of the art form in original or displaced contexts</p> <p>iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork.</p> <p>Objective D: Responding</p> <p>i. construct meaning and transfer learning to new settings</p> <p>ii. create an artistic response that intends to</p>	<p>Self-management Organizationl Skills:</p> <ul style="list-style-type: none"> Set goals that are challenging and realistic <p>Thinking – Transfer skills:</p> <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions 	<p>Making connections across cultures</p> <p>This unit will help students to prepare for DP Music focusing on TOK links and the upcoming portfolio composition and listening tasks.</p>	<p>A, D</p> <p>Presentation and collaborative composition</p>
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					reflect or impact on the world around them iii. critique the artwork of self and others.			
Unit 5 DP Preparation	Change	Boundaries, Genre	Personal and Cultural Expression Focus Exploration • Critical literacy,	How does the genre of music change the boundaries of expression?	Objective A: Knowing and understanding Objective B: Developing skills i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art. Objective C: Thinking creatively i. develop a feasible, clear, imaginative and coherent artistic intention ii. demonstrate a range and depth of creative-thinking behaviours	Thinking - Creative Thinking Skills: • Apply existing knowledge to generate new ideas, products or processes • Apply newly acquired skills to create, perform and/or present art Communication - Communication Skills • Use and interpret a range of discipline- specific terms and symbols	This unit will help students to prepare for DP Music for listening and performance work.	A, B,C Listening exam and final performance