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| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **MYP subject group objectives** | **ATL skills** | **Content (topics, knowledge, skills)** |
| The Language of Music I.  preMYP | Communication | Structure  Boundaries | Orientation in space and time | Structure and boundaries help orient us in time while we explore  the powers of rhythm, meter and melody | A: i  B: i  C: iii  D: i | Social  Communication  Self-management | Basic Theory - Rhythm, Meter  and Melody.  Sight Reading and Dictation.  Performing On Instruments. |
| The Art of Singing  preMYP | Aesthetics | Expression | Personal and cultural expression | We can express more by singing than by words | A: ii, iii  B: ii  C: i, ii  D: ii, iii | Communication  Research  Thinking | Vocal technique.  Song rehearsal and performance.  Process Journal. |
| The Language of Music II.  MYP1 | Communication | Structure  Boundaries | Identities and  Relationships | Explore the relationships betweenpitches, dynamics and tempo to perform music. | A: i  B: i  C: iii  D: i | Social  Communication  Self-management | Music Theory - Dynamics, Tempo, Harmony and Texture.  Sight Reading and Dictation.  Instrument Training and Performance. |
| Singing with Accompaniment I.  MYP1 | Change | Presentation Interpretation | Personal and cultural expression | Finding the connections betweenmelodies and harmonies helps us express ourselvesand reinterpreting the music of others | A: ii, iii  B: ii  C: ii  D: ii, iii | Communication  Social  Research  Thinking | Triads and Chord Progressions.  Performing On Instruments.  Melodic/Harmonic Ear Training.  Developing vocal technique.  Song rehearsal and performance.  Process Journal. |
| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **MYP subject group objectives** | **ATL skills** | **Content (topics, knowledge, skills)** |
| Mystery stories music  Interdisciplinary with English  MYP1 | Creativity | Narrative Audience | Personal and cultural expression | Via composing music students express their cultural  and personal values to accompany stories full of mystery. | B: ii  C: i  D: i, iii | Creative thinking skills  Communication skills | Musical accompaniment to Mystery story reading. |
| History and Recent Epoch music styles and genres I.: Prehistory, Ancient, The Middle Ages  MYP2 | Aesthetics | Composition  Presentation | Personal and cultural expression | Many cultures consider balance  and harmony found in nature  to be the cornerstones of  aesthetics. | A: i, ii  B: ii  C: iii  D: iii | Communication  Research  Thinking | World music.  Computer music production -Ethno Atmosphere.    Presentations about music cultures. |
| Singing with Accompaniment II.  MYP2 | Change | Genre  Innovation | Personal and cultural expression | One way to express oneself is to  reinterpret and change music  made within a certain genre. | A: iii  B: i  C: i, ii  D: i, ii | Self-management Research  Thinking | Personal preference re-arrangement.  Genre study.  Instrument training.  Song rehearsal and performance.  Process Journal. |
| History and Recent Epoch music styles and genres II.:  Renaissance, The Baroque and Classical Period  MYP3 | Aesthetics | Audience  Interpretation | Orientation in space and  time | Symbols and conventions usedto convey meaning to audiences are influenced by time and space. | A: i  B: i  C: iii  D: iii | Self-management Research  Thinking | Knowledge and understanding about music 16th, 17th and 18th century.  Poster of influential composers.  Ability to play music styles from this unit. |
| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **MYP subject group objectives** | **ATL skills** | **Content (topics, knowledge, skills)** |
| Music Band I.  MYP3 | Identity | Play  Role | Identities and  Relationships | The identities of instrument or voice is expressed and communicated through choices  in the creative process. | A: ii, iii  B: ii  C: i, ii  D: i, ii, iii | Social  Research  Thinking | Group arranging, rehearsal and performance music.  Writing an appraisal of art practices used in the performed music - Process Journal. |
| Latin Dance Music  Interdisciplinary with Physical education  MYP 3 | Form | Structure | Personal and cultural expression | Via playing on musical instruments students can experience the feeling of Latin dances. | B: ii  C: i D: iii | Creative thinking skills  Communication skills | Musical accompaniment to Latin dances. |
| Approaches to Meaning in Music  MYP4 | Aesthetics | Narrative  Expression | Personal and cultural expression | Via analyzing music students express their cultural  and personal values to understand the contents of music. | A: i  C: ii  D: ii | Creative thinking skills  Research  Self-management | Listening and Responding to Music - writing ideas, stories, poetry and painting images.  A listener's interpretation and analysis of music.  Music Essay |
| History and Recent Epoch music styles and genres III.: The Romantic Period, The Twentieth Century  MYP4 | Communication | Interpretation  Presentation | Orientation in space and  time | Symbols and conventions usedto convey meaning to audiencesare influenced by time and space. | A: ii  B: i  D: iii | Research  Thinking  Communication skills | Knowledge and understanding about music 19th and 20th century.  Ability to play music styles from this unit. |
| **Unit title** | **Key concept** | **Related concepts** | **Global context** | **Statement of inquiry** | **MYP subject group objectives** | **ATL skills** | **Content (topics, knowledge, skills)** |
| Composing  MYP4 | Development | Composition  Boundaries | Personal and cultural expression | Composing one’s own work within defined boundaries is a stimulant for creativity  and promotes personal expression. | A: iii  B: ii  C: i, ii, iii  D: i, iii | Communication  Self-management  Creative thinking skills | Composing a short music piece and performing it.  Melodic and harmonic practices in compositional process. |
| Music Band II.  MYP 5 | Communication | Structure  Play | Identities and  Relationships | The identities and relationships between instruments or voices is expressed through choices in the creative process. | A: ii, iii  B: i, ii  C: iii  D: i, iii | Social  Research  Thinking | Group composing, arranging, rehearsal and performance music.  Writing an appraisal and analysis of art practices used in the performed music - Process Journal. |
| Performance on the Final Fare.  MYP5 | Identity | Audience  Role | Identities and  Relationships | Quest for identities and relationships in a music band is way to unrepeatable experiences. | B: i  C: i  D: ii | Social  Self-management h  Thinking | School event - Set up, support and realization of the Performance on the Final Fare. |
| Arranging “Pop” Song  MYP5 | Change | Genre  Innovation | Personal and cultural expression | One way to express oneself is to reinterpret and change music  made within a certain genre. | A: i, ii  B: i, ii  C: ii  D: iii | Self-management Research  Thinking | Personal preference re-arrangement.  Genre study.  Instrument and voice training. |