Music							
Topic	**Key Concepts**	**Related Concepts**	**Theme**	**ATL skills**	**Lines of Inquiry**	**Summative Assessments**	**Assessment Objectives**
Exploring the percussion family. Playing the xylophone. (Stand Alone)	Change Connection Perspective	xylophone technique, traditional notation, structure, notes reading, rhythm, beat, singing, pitch, and music history connected to the xylophone piece.	Different instruments can require different skills. Introduction to the xylophone technique. Performing simple songs on the xylophone.	Self-management, Communication, Social Skills	-Music theory review -Notes reading and notation. -Rhythm (How useful is rhythm when performing a musical instrument) -Intro to the xylophone. Getting familiar with the xylophone technique . -Finding connections between the xylophone and other instruments performed in previous year. - Performring simple melodies on the xylophone using the correct xylophone technique.	Assessment A: Students will complete a worksheet where they will identify and write the name of the notes in treble clef. Students will answer different questions to demonstrate understanding of the topic: Assessment B: Students will perform a full piece on the xylophone showing understanding of key elements of music needed to successfully play a musical instrument. Students will be able to explain the process of learning a piece. Students will be able to talk about the piece period and why the music in that period had specific characteristics.	Students will be able to play using the appropiate instrument technique . Students will be able to play a full song memorising the notes . Students will sing and play simultaneously. Students will demonstrate the ability to sing to pitch with increasingly complex songs. Students will demonstrate the ability to sing solo or in groups exploring different musical genres and consolidating vocal techniques.
Music as part of the planet (UOI Music and water)	Causation Responsibility Change	making music using water (water glasses experiement), composing, elements of music (tempo, dynamics and pitch)	Music as part of the planet (UOI Music and water)	Research skills Social Skills Creative thinking	Exploring the connection between music and water. How can we create sound using water?	Two weeks project: Students will compose a song with water glasses. They should be able to write the notes of their song and then try to produce the correct sounds by adding water to different glasses. Students will record a video of themselves playing the song at home and share it with the teacher.	Students will explore different ways of composing music. Students will use water and glasses to produce different sounds (pitch) Students will apply their previous lesson knowledge about the elements of music to create short melodies. Students will inquiry about how can we produce different sounds using water? Students will compose and name a simple melodie using water glasses.

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Young musicians can be composers (UOI Connection)	Change Connection Perspective	composing, music notation , Expression, performance, dynamics, form, pitch, rhythm	Young musicians can be composers (UOI Connection)	Communication Skills Exchanging-information skills (listening, interpreting, speaking) ICT skills (using technology to gather, investigate and communicate information) Creative thinking skills.	An inquiry into the world of making music using technology. How can we create a simple melody using a website (Chrome Music Lab).How stories connect to people: create the music for their fairy tale story (UOI Connection)	Assessment: Create a melody of 12 to 16 bars in 2/4 or 4/4 time signature for the fairytale story that you wrote in class. Use chrome music lab to compose your song and screen record it. Upload it to your Seesaw portfolio.	Students will l earn how to compose using chrome music Lab. Studetns will create a melody for their fairytale story using Chrome Music Lab. Students will use the elements of music into their composition . Students will name their composition with the same name as their class story. Students will be able to explain the process of creating a short musical piece.
Understanding Music (Stand alone)	Function Causation Responsibility	Solfa notes, form (binary, ternary and rondo) time values (rhythm)	Understanding Music (Stand alone)	Communication Skills Self Management	An inquiry to the musical world. Exploring form in music. Looking into different types of form and their structure. Understanding a new music notation (solfa notes). Review of time values (Rhythm) .	Assessment: Create a rondo composition using Chrome Music Lab with the rondo form structure. Use your creaitivity to combine different notes and make a beautiful melody. Screen record it and upload it to Seesaw.	Students will understand how a musical structure works (binary, ternary and rondo form) Students will be able to listen to a musical piece and write down the structure of what they hear. Students will use Chrome music lab to create a rondo form following the rondo structure (ABCADAEA) Students will learn a new music notation system called Solfa notes. Students will write note names using the solfa note system. Students will review the time values learned in the previous year and get introduced to new time values (rhythm) Students will be able to explain and name the different parts of a rondo.
Understanding Music (Stand alone) Continuum	Form Causation Change	solfa notes, rhythm boomewhackers, beat, singing.	Understanding Music (Stand alone) Continuum	Communication skills Social Skills Self management Skills	An inquiry to the musical world. Exploring rhythm. Playing boom whackers. Sight reading traditional and non traditional notation (solfa notes). Review of time values (rhythm). Why is it beat important in music? Elements of music. Singing.	Seesaw Portfolio. Performance: Students will play 2 or 3 songs as a group with boom whackers.	Students will be able to read music using different notations andf terminologies . Students will identify the name of the solfa notes. Students will sing and move to music. Students will sing on tune keeping a steady beat. Students will play percussion instruments. Students will work as a part of a team and perform simple melodies on the boomwhackers. Students will read notes, sing and play boomwhackers simultaneously.

Music and Technology (Garageband Unit)	Form Perspective Connection	Garageband app, Melody, piano notes, singing	Music and Technology (Garageband Unit)	ICT Skills Communication Self Management Creative thinking.	An inquiry into how to use garageband and create a song with different channels. Connecting to the UAE values by learning how to play the UAE National Anthem on Garageband. Learning how to use different tools on the app.	Assessment: Garageband Project 1-Learn how to play the UAE national anthem on the piano in garage band. 2-Use the app to record and add the lyrics of the Anthem. 3- Record your work on submit it to Seesaw.	Students will explore the garageband app Students will learn the name of the notes on the piano Students will play the UAE national anthem melody using the piano in garageband. Students will practice the song to memorise it and add the voice using the mic tool on the app. Students will either screen record or record on their app depending on their learning abilities. Students will submit the project to their music portfolio on Seesaw.

Taking Action

Taking action is one of the five essential elements of the PYP and an intricate part of the inquiry cycle which could be interpreted as a "conclusion" to learning. When taking action, students make connections to new knowledge they have acquired and apply their skills in everyday life.

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