

Music							
Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
Singing and Introduction to Music Notation (Stand Alone)	Form Function Change	Singing, Pitch, Music Notation, Tempo	Singing and Introduction to Music Notation (Stand Alone)	Self-management Social Skills Communication skills	People can communicate through music notation. Our voice is the first musical instrument.	Assessment A: Performance(Student will sing the songs learned in class solo or in groups) Assessment B: Music Notation: - Students will demonstrate understanding of the values of the notes learnt. - Students will recognize different time values and play them with unpitched percussion instruments. - Name and identify by listening to a variety of musical pieces the appropriate tempo vocabulary that goes with it.	-Students will demonstrate the ability to sing solo or in groups in tune -Students will explore different musical genres and consolidate their vocal technique. - Students will practice breathing while singing -Students will get introduced to music notation and sight reading. - Pupils will learn how to draw and play time values.
Mindfulness and Music (UOI Connection) Exploring the musical world (Standalone)	Form Function Responsibility	music and mindfulness, steady beat, music and change, music and technology, singing	Mindfulness and Music (UOI Connection) Exploring the musical world (Standalone)	Communication Skills Self management	UOI Connection: Healthy lifestyles can be achieved by making personal choices (Connecting music with healthy lifestyles) Mindfulness activity. How much can help us to concentrate and get ready for learning or any other type of activity Steady Beat Change in Music Music and Technology	Assessment: Clap the steady beat of the following musical piece. First, listen carefully to the speed of the song.	-Students will be able to use mindfulness music to help them get focused and relax. -Students will be able to keep a steady beat when listening to different rhythms or songs. -Students will be able to recognize when music changes -Students will be able to describe changes in music using technical words -Students will use the elements of music to describe differences between musical pieces.



Understanding music	Function, Causation	Instruments of the orchestra (brass and woodwind family) dynamics. Movement, structure, force in music, timbre.	Looking into different forces applied to perform musical instruments (UOI) Understanding musical concepts and structure. The orchestra.	Thinking skills Communication skills	How forces are related to Music. What force do we use to play musical instruments? What type of force do we use to play percussion instruments	Assessment: Complete activities that reinforce their listening skills. Identify multiple instruments when listening to a musical piece.	Students will find a connection between force and music (UOI) Students will learn what an orchestra is. Students will train their aural skills when listening to an orchestra Students will recognize different instruments and families of the orchestra based on the instrument sounds (timbre) Students will learn how to write and name some of the instruments of the orchestra.
Elements of Music and Solfa Notes Notation (Stand Alone)	Causation Responsibility Perspective	Beat, Rhythm, Movement, Solfa, Singing	Elements of Music and Solfa Notes Notation	Thinking skills, Communication Skills	Students will explore the connection between the different elements of music and analyse how important they are as a part of a musical piece. Students will inquire into another music notation system. Students will be able to recognise and name the notes using the solfa notes system.	Assessment: Create a small composition using solfa notes. Describe the elements of the music of a classical musical piece.	Students will be able to explain the concepts of some elements of music. Students will be able to describe the characteristics of the elements of music when listening to music from different styles and genres. Students will be able to name music notes using the new solfa note music notation. Students will be able to sing simple melodies using the solfa note notation.
Music Theory - Notes in treble clef lines and spaces (Stand Alone)	Causation Responsibility Perspective	Music reading, naming the notes on the staff (lines and spaces).	Music Theory - Notes in treble clef lines and spaces (Stand Alone)	Thinking skills Communication Skills	Learning how to read music. Notes in treble clef lines and spaces.	Assessment: Identify and name the notes on the staff in treble clef. Sing some of the notes with the help of a piano accompaniment.	Students will be able to recognise notes in treble clef. Students will be able to sight-read simple melodies. Students will be able to sing using the music notes vocabulary simple melodies. Students will get ready to perform simple melodies on musical instruments in the upcoming school year. Students will be able to name the notes on the lines and spaces in treble clef.



How We Express Ourselves through music		Singing, Playing, Performance.	How We Express Ourselves through music	Communication Self-management	<ul style="list-style-type: none"> - Different types of celebrations. What are celebrations? Why do we use music for celebrations? How does music make you feel if you are celebrating? - Celebrations connect to beliefs and values - Reasons people celebrate (Performances, Talent Show, Concerts) - How do we use music to communicate different feelings and moods. 	<p>Assessment:</p> <p>Explain how this music makes you feel.</p> <p>Explain why do you think music is an important part of celebrations.</p>	<p>Students will be able to establish clear connections between celebration and music.</p> <p>Students will be able to explain why music is part of celebrations.</p> <p>Students will be able to use music to describe ideas, feelings and moods.</p> <p>Students will use music as a profound medium of expression.</p> <p>Students will use their bodies to demonstrate how the music makes them feel.</p>
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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.

