

Music

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
Different instruments can require different techniques. Percussion Family: Boowhackers technique. Singing. (Stand Alone)	Form Perspective Function	Beat, Rhythm, Composition, Non-traditional notation, structure, singing, performance, ensemble, pitched percussion instruments.	Different instruments can require different techniques. Percussion Family: Boowhackers technique. Singing. (Stand Alone)	Self-management, Communication, Social Skills	Getting familiar with the ukelele technique. Ukelele chord positions (Chords G, C, D) Reading and notation review Being able to play and sing a full song. Learning appropriate techniques to play the guitar	Assessment A: Performance. Students will be assessed on their ability to play the boom whackers in a group and solo. Assessment B: Music Notation. Students will be assessed on their ability to read music while playing an instrument. Assessment C: Elements of Music. Students will be assessed on demonstrating understanding of the elements of music studied previously and how they apply them while performing a musical instrument.	-Students will demonstrate understanding of being part of an ensemble. -Students will apply their team work skills to successfully work as a part of an ensemble. -Students will show an understanding of Rhythm. -Students will be able to read notes and play them with pitched percussion instruments alone or in groups.
How the world works(UOI connection)	Form Change Responsibility	Musical instruments	Materials can be changed and used in different ways. Create musical instruments with recycled materials.	Creative Thinking Social skills Communication Research Skills	Manipulating materials to affect change. Handling materials responsibly. Using recycled materials to build musical instruments. Using their instruments to make music.	Students will complete a project. in a 2 weeks time frame. Instructions: Create a musical instrument using recycled materials. You can build shakers, drums, ukelele, guitars, anything you want. When the instrument is finished take a picture or your instrument and post it on your google classroom portfolio.	Students will use recycled materials in a new way. Students will inquiry about ways to use recycled materials in music. Students will create a musical instrument using recycled materials. Students will explain the process of making their instruments. Students will play something with their instruments and make sure they produce sound. Students will explain why is it a positive move to use recycled materials to create musical instruments.



Music History and Form (Stand Alone)	Perspective Form Causation	Listening, responding, form, Eras in Music elements of music (tempo, dynamics) Percussion and woodwind family	Music History (Classical era) . Form (Theme and Variations)	Communication Skills Exchanging-information skills (listening, interpreting, speaking) ICT skills (using technology to gather, investigate and communicate information)	Inquiring about the classical era and their composers with a focus on Ludwig Van Beethoven. Looking at the structure of a new form (Theme and Variations- Harry Potter Music) Analysing the elements of music in a theme and variation piece.	Complete different activities: 1- A listening activity to analyse a Theme and Variation Form 2- Personal questionnaire about Beethoven's life 3- A listening activity to describe how is the melody in a classical piece.	Students will inquire into the life of L. V. Beethoven. Students will find connections between Beethoven's life and his music. Students will develop their listening skills. Students will explain what is a Theme and Variations form. Students will define and use tempo terms in Music. Students will differentiate between Major and Minor key signatures. Students will define and use dynamic terms in Music. Students will listen and describe how is the melody in a musical piece.
Blues and Jazz History (Stand Alone)	Causation Function Responsibility	Musical genres(blues and jazz) Listening and aural training.	Blues and Jazz History (Stand Alone)	Research Skills ICT skills Communication Skills	Inquiring into the history of blues and jazz. Learning about the connection between both genres and their famous composers. Listening and analysing blues and jazz pieces. Looking at how these genres influence music in general.	Research Project: Students will choose a blues musician and do research about their musician's life and musical legacy. Students will create a google slide presentation where they will make sure to have interesting facts about their musician's life. Students will present their projects in the classroom allowing their classmates to ask questions and have peer reflections.	Students will understand the difference and similarities between blues and jazz. Students will describe how the music of the famous blues and jazz musicians was linked to their lives. Students will research a blues musician and inquiry into their music and life. Students will listen to the songs of a blues musician and describe if they find connections between their music and their personal life. Students will collaborate to learn more about the life of blues musicians and create a research project. Students will gain confidence through the research project process and be able to share with their classmates their findings. Students will answer questions confidently related to their chosen musician.
Exhibition	Form, Change, Connection, Perspective Responsibility	Composing, Form, Performance, Instruments, Singing	Sharing the Planet	All ATL Skills	-Expressing themselves by composing a song. -GarageBand project: Students will create a song on garageband that aligns with their exhibition topics. They will use multiple instruments and apply their knowledge of the elements of music acquired in previous school years. - Students will explore and establish connections	Assessment A: Performance: Students will perform the song composed in class as a band. Assessment B: Students will create a GarageBand composition using multiple instruments. The composition will connect to their Exhibition Topics.	-Students will be able to explain what was their song about and why they choose the title and lyrics. - Students will create a song within their exhibition group. -Students will choose their song title having considered their exhibition topic. -Students will perform the song at their exhibition.



					<p>between music and their exhibition topics.</p> <p>Students should be able to discuss why they choose the song title and what message they are trying to share with the song lyrics.</p>		
Exploring Rhythm (different types of values and how to use them to compose simple or complex rhythmical pieces)	Form Change Connection	Time Values, Tempo, Rhythmical patterns, Steady Beat	Exploring Rhythm (different types of values and how to use them to compose simple or complex rhythmical pieces)	Communication Creative Thinking	<p>UOI Connection:</p> <p>Healthy lifestyles can be achieved by making personal choices (Connecting music with healthy lifestyles)</p> <p>Mindfulness activity.</p> <p>How much can help us to concentrate and get ready for learning or any other type of activity</p> <p>Steady Beat</p> <p>Change in Music</p> <p>Music and Technology</p>		

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.

