

## Music

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
Different instruments can require different techniques. Ukelele technique.	Perspective	Form, Elements of Music, Strings Family, Ukelele technique.	Different instruments can require different techniques Ukelele technique	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: Final performance . Performing ukelele parts / chords. Performing a full song with the chords learned in class.  Assessment B: Students that mastered the class song will move into a more complex song using more chords.	- Students will be able to learn different chords positions -Students will be able to sing and play a full song - Students will accompany themselves keeping the correct instrument technique. - Students will demonstrate ownership of the instrument. - Students will work collaboratively in class to perform a class song.
Understanding the connection between sound and energy ( UOI Connection)	Form Perspective Function	Energy in music (UOI Connection) Other topics that will be revised in this Unit: dynamics, singing), and notes in treble clef.	Understanding the connection between sound and energy ( UOI Connection)	Reserach skills Communication skills	What is Sound? Sound and Energy connection looking to the Ukelele as an example. Which type of energy do we use to play the Ukelele? Looking at the fact of how much energy and what types of energies do we need to produce sound? How many types of energy do you know?	Assessment: Students will explain what type of energy do we use to create sound. Students will explain clearly how the sound is produced.	Students will inquire about the connection between sound and energy. Students will be able to conclude and explain what type of energy do we need to produce sound looking at the ukelele as an example. Students will use a well known instrument to produce sound and analyse the energy that they had to put into it to make it happened. Students will compare the energy used to play ukelele with other types of energy that they may need for other activities.



How can we express ourselves through music ( UOI connection)		Elements of Music ( dynamics, tempo , pitch , melody ) Music history ( famous composers)	How can we express ourselves through music.	Communication skills Thinking skills ICT skills Self management Organization skills (managing time and tasks effectively) Research skills	Musicians and composers express themselves differently. Inquiring into different ways of expressing yourself through music and dance. Creating a song to express their feelings. Exploring different types of Music from around the world ( culture connections) Comparing different musical periods and musical instruments. Expressing their opinion about specific music and justifying their opinion.	Google Classroom Portfolio	Students will demonstrate an understanding of different elements of music Students will explain the musical characteristics of the classical period and their composers. Students will use their body to express different feelings and moods while dancing. Students will use musical vocabulary to describe the importance of expressing through music and other performing arts disciplines. Students will analyze, listen and develop their aural skills . Students will be able to describe the elements of music in a classica music piece when listening to it.
Music History (Stand Alone )	Function Causation Form	Musical eras : Baroque and Classic, Analysing classical and baroque music, Analysing the elements of music in these musical periods.	Music History ( Analysing different musical eras and their famous composers' legacy )	Research Skills ICT skills Communication Skills	Musical eras: baroque and classic periods and their most famous composers. Students will inquire into the life features of famous composers and how their life influenced their musical compositions. Looking closely to the lives of Johan Sebastian Bach, L.V. Beethoven, W. A. Mozart, and many other relevant composers from both musical periods. Analysing the musical difference in baroque and classical periods. Looking at the Arts in general in both eras. Where do they connect?	Research Project: Students will choose a composer from one of these periods and do a research about the composer's life and music. Students will create a google slide presentation where they will make sure to have interesting facts about the composer'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 between the music in the classic and baroque periods. Students will describe how the music of the famous composers was linked to their lives. Students will research other composers from these periods and inquiry into their music and life. Students will listen to musical pieces and compare them with the general characteristics of these eras. Students will collaborate to learn more about these musical periods and composers. Students will gain confidence through the research project process and be able to share it with their classmates. Students will answer questions related to their chosen composer and the characteristics of the period that the composer belongs.



Musical genres in the 20th century ( Stand Alone )	Function Responsibility Change	Function Responsibility Change	Looking into important musical genres and how they changed the history of music. Music in the 20th century. Stand Alone	Research skills Communication Skills ICT skills Organisational Skills	Important genres from 20th century and their evolution. How do they influence music in general? Looking at the blues as the main genre of that century and it's influence in American music. How the music change after blues and other genres that came after and revolutionised music?	Research Project: Students will choose a blues musician and do research about their musician's life and music. Students will create a google slide presentation where they will make sure to have interesting facts about the musician's life. Students will present their projects in the classroom allowing their classmate to ask questions and have peer reflections and discussions.	Students will learn about the history of blues Students will listen to different blues musical samples. Students will analyse the blues samples and describe how the elements of music are in those songs. Students will research a blues musician and create a project. Students will explain why is it blues an important genre in the history of music.
Music and Technology ( Garage Band Project)	Form Connection Change	Garageband, Recording and creating using different instrument families, tonalities, key signatures and time signatures.	Music and Technology ( Garage Band Project)	Communication Skills ICT Skills Organisational Skills	An inquiry into how to use garageband and create a song with different channels. Adding at least 5 instruments to their projects and 20 maximum. Students will record on the app and create their own project with the music of Star Wars in 3 different tonalities.	Assessment: Garageband Project 1-Learn how to play the Star Wars theme on the piano in garage band in 3 different keys. 2-Use the app to create a project with different channels adding multiple instruments from different families. 3- Record their work on the app and submit on their Google Classroom Portfolio.	Students will explore the garageband app. Students will learn the name of the notes on the piano using the piano in garageband app. Students will play the Star wars melody in 3 different keys using the piano in garageband app. Students will practice the song to memorise it and add different instruments ( min 5 and max 20). Students will record their projects and explain how they make it. Students will submit the project to their music portfolio on Google Classroom.

## 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.

