

Music

Topic	Key Concepts	Related Concepts	Theme	ATL skills	Lines of Inquiry	Summative Assessments	Assessment Objectives
Singing and Music Notation (Stand Alone)	Perspective Connection	Singing, Sight-reading, writing the notes name on the staff,	Singing and Music Notation (Review)	Social Skills, Management skills, thinking skills	-Melodies can be communicated through notation . -Our voice is the first musical instrument. -Music notation and sight reading review. - How music notes can help us to express ourselves?	Assessment A: Option 1 Singing (Performance) Students will choose a song learned in class and will perform solo. Option 2 Singing (Performance) Students will perform in groups a selected song. Assessment B: 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: Question samples: Why is the note G named G ? What is the difference between Middle C and the C that is located one octave higher?	Students will review the knowledge acquired in previous years about notation and sight reading. Students will be able to sight-read simple melodies. Students will read notes in treble clef ; identify them on the lines and spaces. Students will be able to analyze and answer questions related to music theory. Students will successfully use their critical thinking skills to explain why the same note can have different pitches.
Music and structure(Form). Singing. UOI Connection (Form)	Form Function Change	Singing, Form, Tempo, Composing, Listening, Aural Training, Rondo form Structure.	Music and structure(Form). Singing.	Thinking skills Communciation skills	Understanding and analysing the meaning of form in music. Rondo form structure. Why is form important in a musical piece or a song? Singing as a medium of expression. Looking into how form and function are present in a musical piece.	Assessment A: Listen to a musical piece and write down the structure of the piece that you can hear Assessment B: Create a simple melody that follows the rondo form structure on Musiclab. Be as creative as possible and remeber that the structure of the rondo form to follow is ABACADA.	Students will demonstrate an understanding of form in music. Students will find a connection between the key concept form and form in music. Students will be able to explain the rondo form structure. Students will be able to identify different parts of a rondo when listening to the musical piece. == Students will be able to create a melody using the rondo form structure on the MusicLab website.



Understanding Music and its history	Function Responsibility Connection	Solfa notes, singing, rhythm, form, beat, pitch, melody, composing simple melodies, music history and famous composers,	Understanding Music and their history,	Communication Skills, ICT Skills	Students will sing alone and in groups. Keep learning about form in music. Compose simple melodies applying the elements of music learned in previous years. Explore the baroque era in music and learn about Johan Sebastian Bach.	Seesaw Portfolio	Students will sing and move to the music. Students will add sound effects to a song. Students will compose and perform melody patterns. Students will read music using different notations and terminologies. Students will describe Binary form and ternary form. Students will inquire into the life of Johan Sebastian Bach.
Understanding Music (2) Continuum of previous Unit	Form Change Responsibility	Beat, rhythm, form, time values, instrument families, singing.	Understanding Music (2) Continuum of previous Unit.	Communication skills Research skills Thinking skills	An inquiry into the musical world. Understanding multiple musical concepts and how they are connected.	Seesaw Portfolio	Students will keep applying their knowledge about the beat. Students will use rhythm to express their feelings and mood while performing simple patterns with percussion instruments. Students will use time values to create a short rhythm composition. Students will recap the name of the instruments that belong to different families. Students will keep learning and analysing forms in music. Students will sing on pitch alone or in unison.
Understanding Music (3) Contiuum of previous Unit	Form Change Responsibility	Beat, rhythm, form, time values, instrument families, singing, treble clef notes reading the review.	Understanding Music (3) Continuum of previous Unit	Communication skills Research skills Thinking skills	An inquiry into the musical world. Understanding multiple musical concepts and how they are connected.	Seesaw Portfolio	Students will keep applying their knowledge about the beat. Students will use rhythm to express their feelings and mood while performing simple patterns with percussion instruments. Students will use time values to create a short rhythm composition. Students will recap the name of the instruments that belong to different families. Students will keep learning and analysing forms in music. Students will sing on pitch alone or in unison. Students will review music reading in treble clef.



Learning the recorder	Form Change Causation	Music notation and sight reading, recorder playing technique, elements of music (tempo, dynamics, melody)	Students will learn how to play simple melodies on the recorder.	Self management.	An inquiry into a wind instrument is mostly used in the classroom to build confidence and create awareness of the importance of ensemble performances. Learn the instrument playing technique as well as playing simple and well-known melodies solo or in groups. Using their breathing to create longer or short sounds and applying all music notation knowledge learnt in previous years: time values and note names in treble clef.	Performance. Students will perform in groups and solo 3 songs learnt in music class.	Students will learn how to play simple melodies on the recorder. Students will learn the playing technique. Students will learn how to produce sound with the instrument using their breathing. Students will play well-known songs in groups or solo. Students will apply their musical knowledge to perform simple pieces.
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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.

