

Subject Group Overview

MYP Music
 Grade 6

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills and Learner Profile	Content and Service Learning	Summative Assessment & MYP Objectives
Unit 1 Ukulele instrument 11 weeks	Change	Composition	Orientation in Space and Time GC Explorations:	The composition and development of a Ukulele instrument help us understand the functions of rhythm.	Research – Media Literacy Skills: <ul style="list-style-type: none"> Communicate information and ideas effectively to multiple audiences using a variety of media and formats Communication - Communication Skills <ul style="list-style-type: none"> Interpret and use effectively modes of non-verbal communication Use and interpret a range of discipline-specific terms and symbols	Exploring chords and rhythms To become more aware of the importance of Ukulele chords and strumming. To become more open-minded to the songs from around the world. To study the rhythm, and history of Ukulele music instruments through research, listening analysis, composition, and performance. Students will learn to play major and minor chords, using the correct techniques. They will also learn how to read, play music, and continue to develop their singing skills. Students will also be given the opportunity to try writing their own songs/re-arranging existing songs using the chords they have learned.	A, C Group Performance
Unit 2 The Orchestral Families 5 weeks	Aesthetics	Interpretation/ Structure	Personal and Cultural Expression GC Explorations:	How do musical instruments function as an ensemble?	Research – Media Literacy Skills: <ul style="list-style-type: none"> Communicate information and ideas effectively to multiple audiences using a variety of media and formats Thinking - Transfer Skills <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions 	Structure and role of the instrumental families Identifying and distinguishing orchestral families and instruments within the families. Features of music Understanding the elements in orchestral instruments through the prototype creation task. Building research and referencing skills. Presenting to the class Process journal work for keyboard progress	A, D Quiz, Presentation and prototype of an orchestral instrument
Unit 3 Melody Writing 6 weeks	Identity	Composition/ Structure	Identities and Relationships GC Explorations:	Structure and boundaries help orient us in time while we explore the expressive powers of rhythm, meter, and tempo	Thinking - Creative Thinking Skills: <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art Create original works and ideas; use existing works and ideas in new ways Communication – Communication skills: <ul style="list-style-type: none"> Interpret and use effectively modes of non-verbal communication 	How can the use of structure help me to compose? Learning how to compose melodies within a given structure. Building knowledge of time and simple key signatures including 2/4, 3/4, 4/4 and C major, G major, D major and A minor. Building a portfolio of original work. Improving solo performance skills.	B,C Composition portfolio and process journal. Performance of best composition.

Unit 4 Music History 5 weeks	Change	Role/Genre	Orientation in Space and Time GC Explorations:	Craftsmanship, media, and tools must change along with the times to stay relevant in society	Self-management - Organization Skills: <ul style="list-style-type: none"> Set goals that are challenging and realistic Thinking - Transfer Skills: <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions 	How has music evolved over time (notation, instruments, style etc..) Building knowledge of various musical eras including medieval, renaissance, baroque, classical, romantic and contemporary styles. Developing listening skills to identify instruments, style and features. To apply melody writing skills in more complex situations by composing a melody to a given historical style.	A,D Research and composition project
Unit 5 Music Literacy 6 weeks	Communication	Boundaries/Expression	Personal and Cultural Expression GC Explorations:	Music can break down the barriers of communication	Communication - Communication skills: <ul style="list-style-type: none"> Use and interpret a range of discipline-specific terms and symbols Thinking: Creative Thinking Skills: <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes Apply newly acquired skills to create, perform and/or present art.	How can we communicate through music? Theory: Note reading, beats and rests from quaver to semibreve, dynamics, tempo, basic articulation. Performance: Keyboard sight-reading and technique using the 4 colour system. Listening skills: Identifying and distinguishing instruments, differences.	A, B Performance based on a creative storyline.

MYP

Grade 7

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content and service learning	Assessment
Unit 1 Evolution of Rock/Pop 11 weeks	Aesthetics	Style	Orientation in space and time GC Explorations:	Information can be transformed through different processes	Communication - Communication Skills: <ul style="list-style-type: none"> Use and interpret a range of discipline-specific terms and symbols Social – Collaboration skills: <ul style="list-style-type: none"> Listen actively to the perspectives of others 	Evolution of pop and rock music Building a deeper understanding of pop and rock music through analysis, listening tasks, composition tasks and performance. Focusing on well-known bands and artists. Students will learn about the development of these styles and how they have progressed over time. Students will compare these with artists from today's pop and rock scene to build their critical thinking skills.	A, D Presentation, Listening quiz, performance.
Unit 2 Performance and Theory 4 weeks	Identity	Expression, Presentation	Personal and Cultural Expression GC Explorations:	Performance practice leads to a creative and expressive presentation of our progress	Thinking - Creative Thinking Skills: <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art Create novel solutions to authentic problems Thinking - Transfer Skills: <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions 	Developing musicianship skills through a routine of practice Building sight-reading skills through keyboard, guitar, and ukulele. Maintaining a detailed process journal of the challenges and successes your solo performance skills. Applying dynamics, articulation, and tempo into practical work. Offering and receiving critical feedback effectively.	B, D Solo performance and log journal
Unit 3 Film Music 6 weeks	Communication	Audience, Role	Orientation in Space and Time GC Explorations:	To spark a subconscious emotion through media technology relies upon the partnership of communicating those feelings through image and composition effect	Thinking - Creative Thinking Skills: <ul style="list-style-type: none"> Create original works and ideas; use existing works and ideas in new ways Create novel solutions to authentic problems Thinking - Transfer Skills: <ul style="list-style-type: none"> Apply skills and knowledge in unfamiliar situations Combine knowledge, understanding and skills to create products or solutions 	How much does music impact the emotions of the audience? Understanding the relevance of music and how it used in daily life. Researching the impact and role of music in film and TV.on the development of plots, characters and its impact on the audience. Building listening analysis skills to identify instrumentation, features, sound effects etc. Creating a soundtrack to a movie scene of choice using instruments, vocals, and music technology. Developing video and audio editing skills.	C, D Composition of a movie scene soundtrack

<p>Unit 4</p> <p>Song Writing</p> <p>6 weeks</p>	<p>Creativity</p>	<p>Structure, Composition</p>	<p>Personal and Cultural Expression</p> <p>GC Explorations:</p>	<p>Music is a series of organised patterns and sequences</p>	<p>Thinking - Creative Thinking Skills:</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products or processes. • Apply newly acquired skills to create, perform and/or present art • Create original works and ideas; use existing works and ideas in new ways 	<p>How does chaos become structure?</p> <p>Theory: Note reading, beats and rests from quaver to semibreve, dynamics, tempo, basic articulation.</p> <p>Performance: Keyboard sight-reading and technique using the 4 color system</p> <p>Composition revision: structure, time signatures, key signatures, chords Song structure (verse/chorus/bridge) Chordal patterns Playing as part of an ensemble (aural skills)</p>	<p>B, C</p> <p>Composition of song, performance of song and group process journal.</p>
<p>Unit 5</p> <p>Influence of the Blues</p> <p>4 weeks</p>	<p>Communication</p>	<p>Expression, Boundaries</p>	<p>Fairness and development</p> <p>GC Explorations:</p>	<p>The development of the Blues changed the course of music history</p>	<p>Thinking - Creative Thinking skills</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products or processes. • Apply newly acquired skills to create, perform and/or present art • Create novel solutions to authentic problems <p>Thinking - Transfer Skills</p> <ul style="list-style-type: none"> • Apply skills and knowledge in unfamiliar situations 	<p>Influence of blues on other styles of music</p> <p>Students will study the 12 bar blues pattern on keyboard/guitar. They will research the origins of the Blues and explore the genres and artists they have inspired today. This unit is all about applying the skills they have learned this year into practical work.</p>	<p>B, C</p> <p>Composition, process journal</p>

MYP

Grade 8

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content	Assessment
Unit 1 Music Technology 6 weeks	Aesthetics	Audience, Innovation	Scientific and Technical Innovation GC Explorations: Innovative ideas, notating music digitally, experimentation	The aesthetics of digital sound questions technological and scientific innovation	Communication – Communication skills: <ul style="list-style-type: none"> Use and interpret a range of discipline-specific terms and symbols Interpret and use effectively modes of non-verbal communication Thinking: Creative Thinking Skills Create original works and ideas; use existing works and ideas in new ways	This unit builds knowledge and skills using music software and audio editing software. Students will learn how to compose their own music through GarageBand and music maker jam. They will be able to create accompaniments and harmonies and hear them without the use of an instrument. Students will learn how to edit audio tracks with special effects and to create their own backing tracks using software such as Audacity.	A, C Create a backing track/ Process journal
Unit 2 Popular Music Culture 11 weeks	Identity	Expression	Orientation in Space and Time GC Explorations: Creation, Artistry.	Composing one's own work within defined boundaries is a stimulus for creativity and promotes personal expression.	Thinking - Creative Thinking skills <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art Create novel solutions to authentic problems Thinking – Transfer skills: Apply skills and knowledge in unfamiliar situations.	In this unit, students will perform and write their own original song. Collaborative skills will be implemented in this unit, wherein students will work in ensemble.	B, C Composition and process journal
Unit 3 Media and Music 4 weeks	Communication	Composition, Interpretation	Scientific and Technical Innovation GC Explorations: How much influence does the music in media have on society?	Media takes many forms and requires a relevant style of communication to engage an audience.	Thinking - Creative Thinking skills <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art Create novel solutions to authentic problems Communication – Communication skills:	Students will look at one of the main ways music is used in daily life: the media. They will analyse how music is used in advertising and media on radio, T.V., social media and Youtube. They will learn how to create their own advertising jingles. Their summative task includes video and audio editing. This unit will improve their creative thinking and peer feedback skills.	B, C, D Advertisement video and process journal

					Interpret and use effectively modes of non-verbal communication.		
Unit 4 World Music 6 weeks	Identity	Play, Role	Globalization and sustainability GC Explorations: Commonality, Diversity and interconnection	Our surroundings influence the play and role of music in shaping our identity and our connections with others	Research – Media Literacy skills: <ul style="list-style-type: none"> Communicate information and ideas effectively to multiple audiences using a variety of media and formats Thinking - Creative Thinking Skills: <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art <u>Learner Profile</u> Open-Minded	Do our surroundings influence the sound of our music? Students will gain a deeper understanding of the role of music in cultures around the world. They will develop their aural skills to distinguish instruments, features and styles used around the world. They will work collaboratively to recreate the sounds of their chosen culture using appropriate instruments, features and creativity.	A,B Research presentation and performance
Unit 5 Solo Performance 6 weeks	Communication	Composition	Personal and Cultural Expression GC Explorations: Creative outlets for emotions, feelings	Creativity helps us to communicate our emotions and identity	Thinking - Creative Thinking Skills: <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art Thinking -Transfer Skills <ul style="list-style-type: none"> Apply skills and knowledge in unfamiliar situations Combine knowledge, understanding and skills to create products or solutions 	This unit is a culmination of everything they have learned in MYP Music. In this unit, they will challenge themselves to prepare for a solo performance of two contrasting pieces which will be performed as part of a concert. Dynamics, tempo and technique will all have to be incorporated into the performance.	B,C,D Composition and performance (Log journal)

MYP

Grade 9

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content	Assessment
Unit 1 Breaking Convention 6 weeks	Change	Innovation, Genre	Identities and Relationships GC Explorations:	Breaking the rules of composition has evolved the role of music in society	Social – Collaboration skills <ul style="list-style-type: none"> Listen actively to the perspectives of others Research - Media Literacy Skills <ul style="list-style-type: none"> Communicate information and ideas effectively to multiple audiences using a variety of media and formats Learner Profile Risk-taker	How can music make a difference in society? Students will learn how to debate and argue their case against others. They will look at how music has raised awareness of global and social issues such as climate change, racism, mental health, and war. Students will look at composers and artists from the past and present who have broken convention. Students will improve their research and listening analysis skills. They will learn that they will have to be open-minded in the study of Music. They will become more confident in discussions. Students will compose and perform a piece of music based on a global issue that they are passionate about.	A, D Research presentation and debate
Unit 2 Western Classical Music 6 weeks	Aesthetics	Interpretation, Structure	Orientation in space and time GC Explorations:	Past influences play a main role in the way style has changed and continues to be created	Thinking – Transfer skills: <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions Apply skills and knowledge in unfamiliar situations Thinking - Creative Thinking Skills: <ul style="list-style-type: none"> Create novel solutions to authentic problems Create original works and ideas; use existing works and ideas in new ways Learner Profile Knowledgeable	Analysing the structure and style of classical music Students will build on their knowledge of classical music. They will study The William Tell Overture in depth focusing on instrumentation, instrumental, melodic and rhythmic features as well as the musical elements. They will compose a piece of music collaboratively based on the features of classical music. They will also prepare for a listening exam which will build their aural skills. Students will show understanding of form, key relationships and texture in orchestral music.	C, D Listening analysis, classical composition and classical performance
Unit 3 Performance Improvisation 6 weeks	Change	Expression, Play	Personal and Cultural Expression GC Explorations:	The process of artistic creation can lead to self-discovery	Thinking - Creative Thinking Skills: <ul style="list-style-type: none"> Create original works and ideas; use existing works and ideas in new ways Apply existing knowledge to generate new ideas, products or processes. 	Exploring themes through creative expression Students will develop their musicianship in this unit by learning how to improvise solo and as part of an ensemble. Based on using themes, images, video and mood board inspirations, students will have to create music that they feel describes the inspiration given to them. Rather than using traditional notation, this unit will allow students to use improvisation to create their final summative composition using a	B, C Composition and process journal

					<ul style="list-style-type: none"> Apply newly acquired skills to create, perform and/or present art <p>Communication – Communication skills:</p> <ul style="list-style-type: none"> Interpret and use effectively modes of non-verbal communication <p><u>Learner Profile</u> Thinkers</p>	mood board they have created using quotes, images and what they hold dear to them.	
Unit 4 Musical Theatre 6 weeks	Identity	Style	Personal and Cultural Expression GC Explorations:	Stylistic aesthetics presents a debate of social and cultural expectance in the goal of perceived taste.	<p>Communication - Communication Skills:</p> <ul style="list-style-type: none"> Use and interpret a range of discipline-specific terms and symbols <p>Thinking – Transfer skills:</p> <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions <p><u>Learner Profile</u> Reflective</p>	<p>Classifying performance, observation of technique, connection with audience, themes</p> <p>Students will work collaboratively on a musical theatre scene including music, dance, and drama. They will analyse scenes critically and creatively including use of set and costume design. They will focus on two musicals in particular, Les Miserables and Wicked. They must review a professional performance as part of this unit to improve critical writing through reviews, self and peer feedback.</p>	A, D Review AND performance
Unit 5 Music Through the Ages 6 weeks	Change	Structure, Expression	Orientation in space and time GC Explorations:	Styles and genres influence and inspire one another	<p>Research - Media Literacy Skills</p> <ul style="list-style-type: none"> Communicate information and ideas effectively to multiple audiences using a variety of media and formats <p>Thinking - Creative Thinking Skills:</p> <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art <p><u>Learner Profile</u> Knowledgeable</p>	<p>Exploring genre/style/form</p> <p>Students will become more familiar with the different historical eras of music including medieval, renaissance and baroque. They will build on their aural and analysis skills using sheet music extracts and listening extracts. This will help to prepare them for next year.</p>	A, B Research project

<p>Unit 6</p> <p>Individual Project: Event Management</p> <p>5 weeks</p>	<p>Communication</p>	<p>Audience</p>	<p>Personal and Cultural Expression</p> <p>GC Explorations:</p>	<p>Organizing an event showcases our talents and strengthens our skills</p>	<p>Self-management: Organization Skills:</p> <ul style="list-style-type: none"> • Set goals that are challenging and realistic <p>Thinking: Creative Thinking Skills</p> <ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products or processes. • Apply newly acquired skills to create, perform and/or present art • Create novel solutions to authentic problems <p><u>Learner Profile</u> Inquirers</p>	<p>Lights, sound, advertising, social media</p> <p>Students will learn how to use lights, sound and work as part of a backstage team for school events. They will organise a school concert amongst the younger grades.</p>	<p>A,B, D</p> <p>Event : PR, Advertising, Running Order, Sound, Lighting, Event</p>
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MYP

Grade 10

Unit title	Key Concept	Related concept(s)	Global context	Statement of Inquiry	ATL Skills & IB Learner Profile	Content	Assessment
Unit 1 Investigation and Performance 7 weeks	Aesthetics	Expression, Audience How can our expression impact the audience?	Personal and Cultural Expression	The aesthetics of music can help us to express emotion to the audience.	Thinking - Creative Thinking Skills <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art Create novel solutions to authentic problems Create original works and ideas; use existing works and ideas in new ways <u>Learner Profile</u> Reflective	How can our expression impact the audience? Students will build on their critical analysis of music by reviewing various styles and artists. They will focus on the artists that they find the most inspiring to help them with their own performance aesthetic and expression. Students will become more comfortable offering and receiving critical feedback from peers.	B, C, D Review, solo performance, and process journal
Unit 2 Analysis and Composition 7 weeks	Identity	Style, Genre	Identities and Relationships	Does our style and genre define us as musicians?	Thinking - Creative Thinking Skills <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art Communication – Communication skills: <ul style="list-style-type: none"> Interpret and use effectively modes of non-verbal communication <u>Learner Profile</u> Inquirers	Exploring how composition conveys our identity. Students will expand their composition skills by composing a personal piece that conveys an emotional experience they have had. This composition will help them to build identity and expression into their work. Students will focus on relative keys and modulation as part of this project.	B, C Essay, Composition, Process Journal
Unit 3 Assessment unit: E-portfolio 7 weeks	Change	Composition, Interpretation	Globalisation and Sustainability	Music demonstrates the impact of human activity on local/global environment	All <u>Learner Profile</u> Inquirers	Exploring the elements of music through aural skills The E-portfolio tasks challenges students to think critically and creatively through a research paper, an original composition, video and audio recording and a final review of their process. This will all be based on the global context of Globalisation and Sustainability	A, B, C, D E-portfolio tasks (4)

						which gives them many avenues to explore. This unit will allow them to apply all of the skills they have learned during the course.	
Unit 4 World Fusion 7 weeks	Communication	Narrative, Role	Identities and Relationships	The narrative and role of music helps us to form the identity of musical cultures around the world	<p>Self-management - Organizational Skills:</p> <ul style="list-style-type: none"> Set goals that are challenging and realistic <p>Thinking – Transfer skills:</p> <ul style="list-style-type: none"> Combine knowledge, understanding and skills to create products or solutions <p><u>Learner Profile</u> Caring</p>	<p>Making connections across cultures</p> <p>This unit will help students to prepare for DP Music focusing on TOK links and the upcoming portfolio composition and listening tasks.</p>	<p>A, D</p> <p>Presentation and collaborative composition</p>
Unit 5 DP Preparation 7 weeks	Change	Boundaries, Genre	Personal and Cultural Expression	How does the genre of music change the boundaries of expression?	<p>Thinking - Creative Thinking Skills:</p> <ul style="list-style-type: none"> Apply existing knowledge to generate new ideas, products or processes Apply newly acquired skills to create, perform and/or present art <p>Communication - Communication Skills</p> <ul style="list-style-type: none"> Use and interpret a range of discipline-specific terms and symbols <p><u>Learner Profile</u> Inquirers</p>	<p>This unit will help students to prepare for DP Music for listening and performance work.</p>	<p>A, B</p> <p>Listening exam and final performance</p>