

## Subject Group Overview

## Music (MYP 1)

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP1 Music 2020/ 21 Unit 1: NOTATION	Communication	Expression, Structure	Orientation in space and time  Turning points and “big history”, Evolution	MUSIC IS A UNIVERSAL FORM OF COMMUNICATION AND EXPRESSION WHICH IS BASED ON SPECIFIC RULES AND STRUCTURES.	<p><b>A: Knowing and understanding</b></p> <p>i. demonstrate awareness of the art form studied, including the use of appropriate language</p> <p>iii. demonstrate awareness of the links between the knowledge acquired and artwork created</p> <p><b>B: Developing skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p><b>C: Thinking creatively</b></p> <p>i. identify an artistic intention</p> <p>ii. identify alternatives and perspectives</p> <p>iii. demonstrate the exploration of ideas</p> <p><b>D: Responding</b></p> <p>iii. evaluate certain elements or principles of artwork</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Communication:</b></p> <p>Students will be receiving constant feedback in both the theory and practical part of the unit. For the theory part each chapter is structured with questions to answer at the end and a review of the unit before the test will be done through flash cards and formative assessments.</p> <p>For the practical part students will perform during class throughout the weeks as to receive advice and help from both the teacher and other classmates.</p> <p><b>Self-management:</b></p> <p>Students must bring all their material to class in order to work well and keep an organized process journal of their notes and exercises done. They will learn that playing an instrument requires lots</p>	<ul style="list-style-type: none"> <li>- The characteristics of the sound</li> <li>- Music notes and finding them on the piano</li> <li>-Evolution of music notation</li> <li>-The pitch: treble and bass clef one octave.</li> <li>- The duration of the notes and rests: semibreve, minima, semiminima</li> <li>- Dotted note and tie</li> <li>- Music structure ( time signature, measures, bar lines and double bar lines). How to create a music piece on the staff.</li> </ul>

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MYP1 Music 2020/ 21 Unit 2: CREATIVE CREATION	Identity	Composition, Interpretation	Personal and cultural expression  Creation, Beauty	The creation of a music piece is a combination of composition skills and our identity which is expressed and interpreted in a personal way.	<b>A: Knowing and understanding</b> iii. demonstrate awareness of the links between the knowledge acquired and artwork created <b>C: Thinking creatively</b> i. identify an artistic intention ii. identify alternatives and perspectives iii. demonstrate the exploration of ideas	of different skills that are useful also in other subjects and life.  <b>Self-management</b> • III. Organization skills • Managing time and tasks effectively • Bring necessary equipment and supplies to class  <b>Approaches to Learning</b> Description <b>Thinking</b> • IX. Creative thinking skills • Generating novel ideas and considering new perspectives • Create original works and ideas; use existing works and ideas in new ways	
MYP1 Music 2020/ 21 Unit 3: INSTRUMENTS OF AN ORCHESTRA	Change	Style, Play	Identities and relationships  Teams, Identity formation	A wide variety of instruments playing together and guided by a leader can create a perfect identity and express the beauty of music in every musical style.	<b>A: Knowing and understanding</b> i. demonstrate awareness of the art form studied, including the use of appropriate language <b>B: Developing skills</b> ii. demonstrate the application of skills and techniques to create, perform and/or present art <b>C: Thinking creatively</b> i. identify an artistic	Description  <b>Research</b> • VI. Information literacy skills • Finding, interpreting, judging and creating information • Access information to be informed and inform others	How does an orchestra work( conductor, rehearsals, instrument families and their role)  The string section  The woodwind section  The brass section  The percussion section  The voices

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intention  
**D: Responding**  
 ii. recognize that the world contains inspiration or influence for art  
 iii. evaluate certain elements or principles of artwork

**Music (MYP 2)**

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP2 Music 2020/21 Unit 1: ADVANCED MUSIC NOTATION	Communication	Composition, Play	Identities and relationships  Motivation	Developing further knowledge of music notation can motivate the students in becoming more independent readers of musical compositions and increase their ability in communication and playing an instrument.	<p><b>A: Knowing and understanding</b></p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>iii. use acquired knowledge to inform their artwork</p> <p><b>B: Developing skills</b></p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p><b>C: Thinking creatively</b></p> <p>i. outline a clear and feasible artistic intention</p> <p>ii. outline alternatives, perspectives, and imaginative solutions</p> <p>iii. demonstrate the exploration of ideas through the developmental process</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Social:</b></p> <p>Students will be able to help each other in understanding the content of the unit while completing all the worksheets given in class. They will have to work together with the keyboard as the piece given will be played in pairs.</p> <p><b>Self-management:</b></p> <p>Students will have lots of worksheets to paste in their process journal and complete.</p> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• III. Organization skills</li> <li>• Managing time and tasks effectively</li> <li>• Keep an organized and logical system of information files/ notebooks</li> </ul>	<p>- the treble and bass clef second octave</p> <p>- Ledger lines</p> <p>- semitone and tone</p> <p>- Croma note value and rest value</p> <p>- Alteration signs: sharp, flat and natural</p> <p>- enharmonic notes</p> <p>- Playing together</p>

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MYP2 Music 2020/ 21 Unit 2: The Baroque Period	Change	Audience, Role	Identities and relationships  Lifestyle choices, Status	The changes in the role of musicians and the identity of the audiences are deeply connected to the social, political and artistic trends of a specific time.	to a point of realization <b>D: Responding</b> iii. evaluate the artwork of self and others  <b>A: Knowing and understanding</b> i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. demonstrate knowledge of the role of the art form in original or displaced contexts <b>B: Developing skills</b> ii. demonstrate the application of skills and techniques to create, perform and/or present art i. demonstrate the acquisition and development of the skills and techniques of the art form studied <b>D: Responding</b> iii. evaluate the artwork of self and others	Description  <b>Communication</b> • I. Communication skills • Reading, writing and using language to gather and communicate information • Take effective notes in class	- the political situation of the Baroque Period  - society and art  - the role of the musician ( court and church musician)  - the main characteristics of Baroque music.  - the rise of opera  - the instruments of the Baroque period.  - Antonio Vivaldi and the performance on the keyboard of the piece " LA PRIMAVERA"  - Johann Sebastian Bach
MYP2 Music 2020/ 21 Unit 3: WOLFGANG AMADEUS MOZART	Identity	Genre, Innovation	Fairness and development  Difference and inclusion, Power and privilege	The identity of Wolfgang Amadeus Mozart and the innovations he brought in every musical genre are a clear example of the desire to break free of the past authority and explore more	<b>A: Knowing and understanding</b> i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language ii. demonstrate knowledge of the role of	Description  <b>Social</b> • II. Collaboration skills • Working effectively with others • Help others to succeed	The political, economic, artistic and cultural aspects of the classical period -  - Wolfgang Amadeus Mozart: the life and works  - research on child

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MYP2 Music 2020/ 21 Unit 4: OUR IDEAS BECOME SOUNDS: a mini personal project	Creativity	Composition, Representation	Personal and cultural expression  Creation, Beauty	The connection between the <b>composition</b> of music and the <b>representation</b> of an idea is a cornerstone to effectively communicate and <b>express</b> ourselves in a unique and <b>creative</b> way.	freedom of expression.  the art form in original or displaced contexts <b>B: Developing skills</b> i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art	Description  This project engages students in learning how to become better organized and especially teaches them how to plan long term deadlines. It's a project that requires different and specific steps to follow that students need to clearly show on their process journal. It is a long project that students need to plan ahead. During the planning part of the project students will be specifically asked to create a gantt chart to help them in setting their goals and respecting the deadlines but also they will be asked to keep a daily or weekly journal to show their work	prodigies around the world  For the summative task students will become both directors of their own commercial (choosing an existing or invented topic) and composers of the music( demonstrating their music skills both by performing their music on the keyboard and writing it on staff paper).  In order to understand the tight connection between sounds and ideas students will have to keep a process journal and work through their project following the steps of a personal project: Investigating, planning, taking action and reflecting.  CONTENT:

during every phase of its realization. Students will create a to do list to better help them in understanding how to manage their time effectively. Students throughout the project become better aware of their strengths and limits and it makes them better understand how creating music, learning how to play a piece and putting together a commercial requires time and dedication. At the beginning of the project they will be given a list of all parts that must be included in their process journal that they can use as a reminder throughout the project and tick the boxes they have completed.

Students will be asked weekly to tell the teacher what they have done and show their work. The teacher will give the students feedback at every lesson in an oral way. Examples of gantt charts and rubrics will be included in the resource part of the unit and shown to the students.

### **Self-management**

For criterion Aiii students need to learn how to organize and structure their process journal to include all steps of the personal project and document everything. Their knowledge of how to do mind maps, how to brainstorm ideas and research information will be reinforced. Their organizational skills will also be reinforced by learning how to create gantt charts and rubrics. All the actual creation of their commercial needs to be informed by using their process journal. Their final project needs to be clearly connected to all the ideas and planning done on the mini personal project process journal. Students will become familiar with the terms investigating, planning and taking action.

For criterion Bi,ii students will be reinforced in their knowledge of music notation skills and keyboard skills. Examples of how to write a music piece in 4/4, 3/4 and 2/4 and using correct fingering on the keyboard will be

- III. Organization skills
  - Managing time and tasks effectively
  - Plan short- and long-term assignments; meet deadlines
- revised. Note values of semicrome will be added to give studnets a wider range of music knowledge to use. Students will learn the difference between major and minor to help them in finding the mood for their ideas.Their final music piece will have to be performed on the keyboard and written on staff paper.

For criterion Ci,ii,iii students will have to demonstrate a tight connection between all their ideas and the final product. Evidence of this criterion will come from both the process journal and the final outcome.

For criterion Diii students will have to write a self evaluation of their final work . To help them they will be asked, as part of the fourth step of their project, to write a reflection on their process journal in which also at! skills and ib learner characteristics are pointed out and to judge if they have followed all steps correctly and if the final product shows a

connection between their ideas and the music chosen. To help them in evaluating their work students will look at examples from the past years and they will be given a questionnaire to help them in evaluating their final work.

### CONCEPTS:

Prior to beginning the unit students will be shown different examples of mini personal projects that are included in the resources of the unit . A class discussion will take place where students can express their opinion on the commercials shown focusing on the connection between the ideas represented and the music background.

Students will also be asked to think of a topic and in 20 minutes create a short tune on their keyboard. After that the teacher will show them how some moods are better expressed with minor scales and others with major and how the choice of the rhythm can also influence the mood of a piece.



### SKILLS:

In order to reach criterion A strand iii students will need to investigate topics and ideas. They will use their electronic devices to research all information needed and particular importance will be given to the sources that must be cited in their process journal. Students will learn, if they haven't already in myp1, to make mind maps, brainstorm ideas, plan through creating gantt charts, to create to do lists and rubrics for evaluating their work once it's finished.

In order to reach criterion B strand i,ii students must perform on their keyboard and know the basic music notation learned in myp 1 and in unit one of myp2 (all the notes of the treble and bass clef of their four octave keyboards, alteration signs, 2/4 3/4 and 4/4 time signature, semibreve-minima-semiminima-croma and semicroma note values).

In order to reach criterion C i,ii,iii students will learn how

to plan their work and follow the four steps of a personal project. They will learn how meeting deadlines and keeping track of all the ideas, changes in ideas and realization of the project is essential. They will understand that not only the final product is important but especially all the work that is done prior to its finish and that must all be documented on their process journal.

In order to reach strand Diii students will be helped by having them answer questions on their process journal therefore giving them the opportunity to reflect on their ongoing work. A check list will be handed out to help them throughout their project. A rubric will be created by the students to help them in their final self evaluation of their work. They will be asked to choose 4 criteria /specifications for evaluating their work ( one will be the music) and to create a rubric for assessing each criterion chosen. Students need to show independent working skills, research

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skills, creative thinking skills as they work on this project.

**Music (MYP 3)**

Unit Title	Key Concepts	Related Concepts	Global Context & Explorations	Statement of Inquiry	Objectives	Approaches to Learning	Content
MYP3 Music 2020/ 21 Unit 1: From Classicism to Romanticism	Change	Innovation, Role	Orientation in space and time  Turning points and “big history”, Evolution	Changes in society and in the role of the musician from the classical to the romantic period can be understood by looking at the innovations brought by the life and works of Ludwig van Beethoven.	<p><b>A: Knowing and understanding</b></p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p>ii. demonstrate knowledge of the role of the art form in original or displaced contexts</p> <p><b>B: Developing skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p> <p>ii. demonstrate the application of skills and techniques to create, perform and/or present art</p> <p><b>D: Responding</b></p> <p>i. outline connections and transfer learning to new settings</p>	<p>Description</p> <p><b>Learning Experiences:</b></p> <p><b>Self-management:</b></p> <p>Students will have to learn a piece on the keyboard which is more challenging as it involves the use of chords in the left hand. When dealing with something new and more challenging students will be encouraged not to give up and to find different strategies in order to achieve their goals. Students are more independent in myp3 and must show their ability and their perseverance. Students will have videos to watch in order to perform the piece and they can make the left hand more suitable for them by using chord inversions. They will be listened to at every lesson and will be asked to write the feedback given in their process</p>	<p>- Changes from the classical period to the romantic period, why is Beethoven considered a pre romantic musician.</p> <p>- The life of Beethoven: his childhood and his life in Vienna</p> <p>- The testament of Heilingestadt</p> <p>- Compositions: definition of symphony, solo concerto and chamber music</p> <p>first movement of the fifth symphony</p> <p>first movement of the third symphony</p> <p>first movement of the sixth symphony</p> <p>fourth movement of the ninth symphony</p> <p>moonlight sonata first movement</p> <p>- extracts of the book " why Beethoven threw the stew"</p>

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MYP3 Music 2020/ 21 Unit 2: The Romantic period	Communication	Composition, Expression	Personal and cultural expression  Beauty	Musicians in the 19th century communicate and express their emotions in many new forms of compositions that are full of beauty.	<p><b>A: Knowing and understanding</b></p> <p>i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language</p> <p><b>B: Developing skills</b></p> <p>i. demonstrate the acquisition and development of the skills and techniques of the art form studied</p>	<p>journal. The teacher will observe them at every lesson and give them feedback on their approach and perseverance throughout the weeks. They will learn that the final result is important but also the effort and consistent determination which involves not only practicing but also finding the best strategy to perform the piece in a fluent way with a given interpretation.</p> <p><b>Self-management</b></p> <ul style="list-style-type: none"> <li>• IV. Affective skills</li> <li>• Managing state of mind</li> <li>• Perseverance</li> <li>• Demonstrate persistence and perseverance</li> <li>• Practise delaying gratification</li> </ul>	<p>- Chords: triade and chord inversion</p> <p>-Changes in society , in the role of the musician and where music is performed during the romantic period.</p> <p>- Frederich Chopin</p> <p>- The virtuoso performers: Franz Liszt and Nicolò Paganini</p> <p>- The ballet</p>

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MYP3 Music 2020/21 Unit 3: The twentieth century music	Identity	Audience, Innovation	Personal and cultural expression  Beauty	Innovations in styles , changes in the expression of beauty and audiences during the nineteenth century can be seen as a radical change in the identity of music and musicians.	ii. demonstrate the application of skills and techniques to create, perform and/or present art <b>D: Responding</b> iii. evaluate the artwork of self and others	because every student has a better and different way of learning and writing down content while learning is essential as other skills such as reading, repeating, visual and audio memory.  <b>Communication</b> <ul style="list-style-type: none"> <li>I. Communication skills</li> <li>Reading, writing and using language to gather and communicate information</li> <li>Take effective notes in class</li> </ul>	- Giuseppe Verdi - Richard Wagner and the changes in theatre.
					<b>A: Knowing and understanding</b> i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language <b>B: Developing skills</b> i. demonstrate the acquisition and development of the skills and techniques of the art form studied ii. demonstrate the application of skills and techniques to create, perform and/or present art <b>C: Thinking creatively</b> i. outline a clear and feasible artistic intention ii. outline alternatives,	Description  <b>Communication</b> <ul style="list-style-type: none"> <li>I. Communication skills</li> <li>Reading, writing and using language to gather and communicate information</li> <li>Take effective notes in class</li> </ul>	-The changes in society and in the role of the musician during the twentieth century - The political situation and the changes that occur in art, architecture and music - Where music is performed and how it evolves with technology. - Impressionism and Claude Debussy - The twelve tone system and Arnold Schoenberg - John Cage and the evolution of the piano.

perspectives, and  
imaginative solutions  
iii. demonstrate the  
exploration of ideas  
through the  
developmental process  
to a point of realization

**D: Responding**

i. outline connections  
and transfer learning to  
new settings  
iii. evaluate the artwork  
of self and others