

Grade 6 – Year 1: MYP Music (One Semester)

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content and Knowledge
Elements of Music	Aesthetics	Composition Structure	Personal and Cultural Expression	Aesthetics are structured in musical composition to express beauty.	A B	<u>Communication</u> A1-Communication skills Exchanging thoughts, messages and information effectively through interaction <u>Self-Management</u> C1-Plan short- and long-term assignments; meet deadlines	MU:Cr2.1.6b Use standard and/or iconic notation and/or audio/ video recording to document personal simple rhythmic phrases , melodic phrases , and two chord harmonic musical ideas . MU:Cr3.1.6a Evaluate their own work, applying teacher-provided criteria such as <i>application of selected elements of music, and use of sound sources</i> . MU:Pr4.2.6b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics .
The Rockin' 60's	Identity	Genre Expression	Identities and relationships	Genre is the musical expression of cultural identity.	A C	<u>Social</u> B5-Take responsibility for one's own actions <u>Self-Management</u> C2-Create plans to prepare for summative assessments (examinations and performances)	MU:Re7.1.6a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. MU:Re8.1.6a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent. MU:Cn10.0.6a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when

							creating, performing, and responding to music.
Protest Music of the 1960's	Communication	Narrative Interpretation	Orientation in space and time	Musical narratives can be interpreted to communicate social issues.	C D	<u>Social</u> B6-Manage and resolve conflict, and work collaboratively in teams <u>Self-Management</u> C2.13-Practice "bouncing back" after adversity	MU:Pr4.2.6c Identify how cultural and historical context inform performances. MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces. MU:Re9.1.6a Apply teacher-provided criteria to evaluate musical works or performances.

Grade 7 – Year 2: MYP Music (One Semester)

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content and Knowledge
Feeling the Beat	Aesthetics	Composition Structure	Personal and Cultural Expression	Composition and structure compliment music aesthetics to convey intent.	A B	<u>Communication</u> A6-Interpret and use effectively modes of non-verbal communication <u>Social</u> B13-Give and receive meaningful feedback	MU:Cr2.1.7b Use standard and/or iconic notation and/or audio/video recording to document personal simple rhythmic phrases, melodic phrases, and harmonic sequences. MU:Cr3.1.7a Evaluate their own work, applying selected criteria such as appropriate application of elements of music including style, form, and use of sound sources. MU:Pr4.2.7b When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch,

							articulation, dynamics, tempo, and form.
New Wave	Identity	Genre Expression	Identities and relationships	Cultural identity is expressed as different musical genres.	A C	<u>Social</u> B9-Listen actively to other perspectives and ideas <u>Self-Management</u> C2.1-Practice focus and concentration	MU:Re7.1.7a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose. MU:Re8.1.7a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities, within genres and cultural and historical context, convey expressive intent. MU:Cn10.0.7a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Hip Hop	Communication	Narrative Interpretation	Orientation in space and time	Hip Hop narratives can be interpreted to communicate social issues.	C D	<u>Self-Management</u> C3.6-Consider ATL skills development <u>Critical Thinking</u> E7-Draw reasonable conclusions and generalizations	MU:Pr4.2.6c Identify how cultural and historical context inform performances. MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces. MU:Re9.1.6a Apply <i>teacher-provided</i> criteria to evaluate musical works or performances.

Grade 8– Year 3: MYP Music

Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP (Criterion) Objectives	ATL Skills	Content and Knowledge
Express our feelings	Aesthetics	Composition Structure	Personal and Cultural Expression	Aesthetics are structured in musical composition to express feelings and experiences.	A B	<u>Communication</u> A2-Use intercultural understanding to interpret communication <u>Social</u> B11-Encourage others to contribute	<p>MU:Cr2.1.8b Use standard and/or iconic notation and/or audio/ video recording to document personal rhythmic phrases, melodic phrases, and harmonic sequences.</p> <p>MU:Cr3.1.8a Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.</p> <p>MU:Pr4.2.8b When analyzing selected music, sight-read in treble or bass clef simple rhythmic, melodic, and/or harmonic notation.</p>
World Music	Identity	Genre Expression	Identities and relationships	Cultural identity can be explored through genres and musical expression.	A C	<u>Communication</u> A7-Negotiate ideas and knowledge with peers and teachers <u>Social</u>	<p>MU:Re7.1.8a Select or choose music to listen to and explain the connections to specific interests or experiences for a specific purpose.</p> <p>MU:Re8.1.8a Describe a personal interpretation of how creators' and performers' application of the elements of music and expressive qualities,</p>

						B2-Practice empathy	within genres and cultural and historical context, convey expressive intent. MU:Cr10.0.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Music with a Message	Communication	Narrative Interpretation	Orientation in space and time	We can communicate our interpretations of the world through musical narrative.	C D	<u>Self-Management</u> C2.5-Demonstrate persistence and perseverance <u>Critical Thinking</u> E3-Recognize unstated assumptions and bias	MU: Pr4.2.6c Identify how cultural and historical context inform performances. MU:Re7.2.6a Describe how the elements of music and expressive qualities relate to the structure of the pieces. MU:Re9.1.6a Apply <i>teacher-provided</i> criteria to evaluate musical works or performances.