

# Performing Arts: Ensembles - Band, Choir, & Orchestra

## Subject Group Overview

Year 1:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content
<b>Unit 1: Becoming a Musician</b>	Communication Identity Identities and Relationships & Personal and Cultural Expression	People can communicate and express sounds through the language of musical notation. By becoming fluent in this language we can fulfill our individual roles and become part of a team.	<p>Factual- What is solfege? Where is an Eb on the treble clef? What are the notes of the alto clef? How do you count rhythms? What is an eighth rest? What should you do when the conductor is standing on the podium? What do I need to do for the concert? How do I hold my instrument? How do I breathe correctly?</p> <p>Conceptual-What does it mean to be on a team? How can we work together better? How do we capture music so it's accessible? What are practices of a good ensemble?</p> <p>Debatable-Do we need musical notation? Why or why not? Are live performances better or recordings?</p>	<p>Communication skills</p> <p>Social Skills</p> <p>Self-management</p> <p>Collaboration skills</p>	<p>A. Summative Packet</p> <p>B. Concert Recording Portfolio</p>	<p>A. Knowing and Understanding</p> <p>B. Developing skills</p>	<ol style="list-style-type: none"> <li>1. Understanding one's place in a musical group.               <ol style="list-style-type: none"> <li>a. What is your instrument?</li> <li>b. How do you fit in?</li> </ol> </li> <li>2. Understanding basic music vocabulary.</li> <li>3. Understanding how to read and notate musical notation.</li> <li>4. Understanding and demonstrate how to assemble and properly play an instrument.</li> <li>5. Play alone and in a group to demonstrate understanding of above skills/knowledge.</li> <li>6. Analyze the elements of music to create, improvise, and perform music through the instrument.</li> </ol>

<p><b>Unit 2: Music /Melody/Note Reading</b></p>	<p>Change &amp; Communication Composition, expression, structure personal and cultural expression - systems, language and linguistic systems, histories of ideas, practice and competency, literacy</p>	<p>People can communicate and express how sounds change through composition and structure, using the language of musical notation, and through practice we can become competent and literate in a musical linguistic system.</p>	<p>Factual- What are clefs? What is a staff? What are the letters of the staff? What is solfege? What are the Curwen hand signs?</p> <p>Conceptual- How can we become musically literate? How did different notation systems come about? How does notation help us communicate?</p> <p>Debatable- Is it necessary to have a musical notation system? Why does notation matter? Are there some notation systems better than others?</p>	<p>Thinking Skills Research Skills Communication skills</p>	<p>A - Labeling the staff, explaining different notation systems, being able to explain where the notation systems come from</p> <p>B-sight -reading, reading music with their instrument or voice. C- Composing a four measures symbol melody for voice or a melody instrument. Or create your own system of notation.</p> <p>D. Reflection- what helped them learn? What are some tricks that helped them how to learn it? What challenges did they face with becoming a fluent reader?</p>	<p>A - knowing and Understanding B - Developing Skills C - Creating D-Responding</p>	<p>1. Read and notate music using standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without the use of notation software. 1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts. 1. Compare and contrast connections among works in music, their purposes and their personal, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities. 2. analyze the meanings and functions of music. 1. Improvise, compose, or arrange a new musical composition using available technology to preserve the creation. 2. Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent.</p>
<p><b>Unit 3: Rhythm</b></p>	<p>Communication &amp; Logic Composition, expression, structure, patterns</p>	<p>People can communicate sound patterns using logic to create them.</p>	<p>Factual- What is a quarter note, tempo, steady beat? Complementary rhythm? How do you compose rhythm patterns? How can you use</p>	<p>Social Skills Self Management Thinking Skills, Research Skills</p>	<p>A- Identifying the different types of rhythmic notation.</p>	<p>A - Knowing and understanding B - Developing Skills</p>	<p>1. Read and notate music using standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without the use of notation software. 1. Analyze the elements of music</p>

	Scientific and technical innovation. Exploring physics of acoustics in music.		<p>structure to change patterns in your composition?</p> <p>Conceptual- What rhythm patterns can sound good together? How can you make your own percussion instrument? How can you use structure to change patterns in your composition?</p> <p>Debatable- Is it necessary to have a musical notation system? Why does rhythmic notation matter? Are there some notation systems better than others? Is it more valuable to notate rhythms or to have an improvised "jam session?" What makes a person "better" at improvising?</p>	Communication skills	<p>B- Read and play notation and different parts at the same time as other groups with different patterns</p> <p>C-Creating our own instruments, improvising, creating your own complementary rhythms</p> <p>D-How can I get better at improvising? What makes a good drum circle community?</p>	<p>C - Creating</p> <p>D-Responding</p>	including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts. 1. Compare and contrast connections among works in music, their purposes and their personal, cultural and historical contexts, including the contributions of Minnesota American Indian tribes and communities. 2. analyze the meanings and functions of music. 1. Improvise, compose, or arrange a new musical composition using available technology to preserve the creation. 2. Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent.
<b>Unit 4: Performance</b>	Identity Presentation Role Identities and Relationships	By studying music in a group setting, people may strengthen their appreciation of music and help build relationships.	<p>Factual- What are some things to keep in mind before we play this piece? Key Signature Notes Dynamics When working with groups, what are somethings that have helped you be successful?</p> <p>Conceptual-</p> <p>Debatable- What do you think we did well? How can we improve?</p>	Social Skills: Collaboration skills	Playing Test - Audio	<p>A - Knowing and understanding</p> <p>B - Developing Skills</p> <p>C - Creating</p> <p>D-Responding</p>	Heavier emphasis on reflection...

<p><b>Unit 5: Pentatonic Composition (Orchestra only)</b></p>	<p>Communication Composition, Innovation, Play Personal and cultural expression</p>	<p>We can mix and combine basic notes and rhythms to create new melodies and harmonies on our instruments.</p>	<p>Factual- Why does the pentatonic scale consists of 5 repeating notes?</p> <p>Conceptual- How can an original composition be played and transmitted using simple notes, rhythms, and notation?b</p> <p>Debatable- Can beginners engage in meaningful composition on their instruments?</p>	<p>Communication skills</p> <p>Self Management skills</p>	<p>Process Journals, Performance</p>	<p>A - Knowing and understanding</p> <p>B - Developing Skills</p> <p>C - Creating</p> <p>D-Responding</p>	<p>Students will learn the initial bass line for a simple song. Once students master the ostinato style bass line, they will be encouraged to learn 2 rhythmically identical harmonizations of the same line. Once adequate layers are added, the students focus will be drawn to the pentatonic skeleton outlined in the melody.</p> <p>Once students are familiar with all of the notes outlined in the pentatonic mode (with possible 9th chord encouraged), students will use basic notation software (noteflight.com) to create a short 4-8 bar solo composed of only the pentatonic notes and rhythmic subdivision down to the 8th note. Students will submit their compositions and be graded on their variety and justification for their selection.</p> <p>Finally, students will perform the piece for an audience and be encouraged to either perform their solos or improvise for the event.</p> <p>After the concert, students will reflect on aspects of their performance and create journal entries that evaluate their performance and stage presence.</p>
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Year 2:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content
<b>Unit 1: Concert Cycle</b>	Aesthetics	The process of preparing for and executing a concert performance develops aesthetic understanding, technical and theoretical musical skills, and community-mindedness between the members of the ensemble.	<p>Factual- Why does the pentatonic scale consists of 5 repeating notes?</p> <p>Conceptual- How can an original composition be played and transmitted using simple notes, rhythms, and notation?</p> <p>Debatable- Can beginners engage in meaningful composition on their instruments?</p>	<p>Communication skills</p> <p>Self Management skills</p>	Process Journals, Performance	<p>A - Knowing and understanding</p> <p>B - Developing Skills</p> <p>C -</p> <p>D-Responding</p>	<p>A. In the Composer Paper, students will create a one page documents that investigates aspects of the composer relevant to the performance.</p> <p>B. Preparation and Analysis Videos will be congruent with process journal submissions. Videos will be used to assess criteria B. Over the course of several videos, students will demonstrate developing skills.</p> <p>C.</p> <p>D. In their process journals, the students will create videos. To match each video, the students will create a short, 1 paragraph critique that address issues in their playing. Here the student will explore ideas that they can apply to improve their playing in their practice time.</p>

<p><b>Unit 2: National Anthems</b></p>	<p>Identity</p>	<p>Why do people feel patriotic when we hear some types of music? National anthems often are imbued with a sense of patriotism and identity. These key concepts are transmitted through musical expression as well as historical context and poetic composition.</p>	<p>Factual— Countries around the world have different approaches to creating a national identity through song.</p> <p>Conceptual— Are some elements of anthems the same across all nations?</p> <p>Debatable— Does every nation strives to shape perception of identity through song?</p>	<p>Communication, Information Literacy, Transfer</p>	<p>National Anthem Paper</p>	<p>A - Knowing and understanding</p> <p>B - Developing Skills</p> <p>C -</p> <p>D-Responding</p>	<p>A. In this paper, the students will do background research about their assigned country. Students will apply this research in order to acquire historical and cultural context of the music. This context should influence their perspective of the art form.</p> <p>B. Students will present their piece to the other students in the class and address both the technical aspects of performance as well as the historical and cultural context of the music.</p> <p>D. In their process journals, students will assess their own playing and the playing of others. Students will also reflect on the cultural significance of the historical context of their own anthem and the anthems assigned to other students.</p>
<p><b>Unit 3: Concert Cycle</b></p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>
<p><b>Unit 4: Concert Cycle</b></p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>	<p>See Above</p>

<b>Unit 5: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
<b>Year 3:</b>	<b>Key Concept Related Concept(s) and Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>ATL Skill(s)</b>	<b>Summative Assessment</b>	<b>MYP Objective</b>	<b>Content</b>
<b>Unit 1: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
<b>Unit 2: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
<b>Unit 3: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
<b>Unit 4: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above

<b>Year 4:</b>	<b>Key Concept Related Concept(s) and Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>ATL Skill(s)</b>	<b>Summative Assessment</b>	<b>MYP Objective</b>	<b>Content</b>
<b>Unit 1: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
<b>Unit 2: Tonal Harmony Foundations</b>	Communication	In order to understand the structure of music in our culture, we use musical notation to communicate ideas.		Communication: Communication Skills  Thinking: Creative Thinking Skills	Score Study	A - Knowing and Understanding	A. In the score study, students will identify multiple foundational parts of music composition. They will recognize the building blocks of Western Classical Music and use and understand musical notation across a wide spectrum of music forms.
<b>Unit 3: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
<b>Unit 4: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above



<b>Unit 5: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
<b>Year 5:</b>	<b>Key Concept Related Concept(s) and Global Context</b>	<b>Statement of Inquiry</b>	<b>Inquiry Questions</b>	<b>ATL Skill(s)</b>	<b>Summative Assessment</b>	<b>MYP Objective</b>	<b>Content</b>
<b>Unit 1: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
<b>Unit 2: Tonal Harmony Foundations</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
<b>Unit 3: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
<b>Unit 4: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above

<b>Unit 5: Concert Cycle</b>	See Above	See Above	See Above	See Above	See Above	See Above	See Above
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