

Performing Arts: Choir

Subject Group Overview

Years 1-3	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content
Unit 1: Becoming a Musician	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>Thinking Skills --How do we best memorize notation systems?</p> <p>Research Skills - Inquire into the history of music notation</p> <p>Communication skills -Solfege and music notation are some of the "languages" of music</p>	<p>A. Summative Packet/Rhythm/Music Reading Assessments/Vocabulary tests.</p> <p>B. Showing that we know how to read music by sight singing and learning the hand signs, being able to perform them and sing solfege scales and intervals (submit recordings, perform in-class)</p> <p>D. Arts Process Journal Entries - Responding to music performances</p>	<p>A. Knowing and Understanding</p> <p>B. Developing skills</p> <p>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>

Unit 2: Musical Identity (beginning choir only)	Systems Role Identities and Relationships	Voices are all different and make distinct sounds	<p>Factual- What are some different voice types? What are other ways to describe voices?</p> <p>Conceptual- Can someone change their voice? How can we develop our voices? What are ways to produce good tone? How should we feel about our own voices? How can we increase our ranges?</p> <p>Debatable- Do you like your voice? Why or why not? How can you develop your own singing voice and get "better tone?"</p>	Critical thinking Reflection	A. Vocabulary test, Kahoot challenge	A-Knowing and Understanding	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
Unit 3: Concert Preparation s	Aesthetics Role, Presentation Identities and Relationships	Through the development of skills and preparation for presentation, we create works of aesthetic value resulting in positive identity formation.	<p>Factual- What is proper singing/breathing technique?</p> <p>Conceptual- What are some well-researched rehearsal techniques? What are good warm-up strategies?</p> <p>Debatable- What is the best way to practice? What are the best types of songs to sing in choir? Should all students learn classical style music? Why or why not?</p>	Self-management (rehearsal skills)	A. Concert performance B. Submit recordings or perform in class to show they know they songs D. Concert reflection paper	D-Responding B-Developing Skills	6.1.1.3.1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts. 2. Sing alone and in a group (two- and three-part harmony)
Unit 4: Harmony/ A Capella Music (Years 2-3 only)	Role, Role, Canon, Presentation Identities and Relationships	By singing in harmony and exploring their roles singing different parts, students strengthen their individual and	<p>Factual- What is a canon? What is texture in music? What is harmony?</p> <p>Conceptual-What is our role as a member in an ensemble?</p>	Organization skills	A. Vocabulary Test B. Singing in harmony, sing in canon, hold your own part - also concert performances - submit recordings/performan	A.Knowledge B-Developing Skills C-Creating	6.1.1.3.1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts. 2. Sing alone and in a group (two- and three-part harmony) or play an instrument alone and in a group

		group musical skills.	How does our individual part contribute to the whole? Debatable- Which part is most important? How do we create balance in a piece? How can we improve this piece?		ces and in-class performing C. Create a short a capella song in a group, use harmony.		using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation. 1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.
Unit 5: Song Writing (Simplified for year 1 - years 2-3 more advanced)	Creativity Composition Expression Genre Artistry Craft Histories of ideas Development of the history of folk music	People can use music to communicate with others, communities, and try to bring about change in themselves, others, or society	Factual - What are the structures of pop and art songs? What are the genres we listen to? Conceptual - How do you express your feelings in a song? How do we convey mood when we create music? Why do people write songs? Debatable - Who is the best composer/songwriter and why? What are the most important factors when creating a song or expressing yourself creatively? How does it change when you are creating for an audience?	Creative Thinking	C. Create a song, you choose the genre and the structure	C. Creative Thinking D. Responding - create an artistic statement about your song	Analyze the meanings and functions of music.6.2.1.3.1 Improvise, compose or arrange a new musical composition using available technology to preserve the creation.6.2.1.3.2 Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent.6.2.1.3.3 Develop an artistic statement, including how audience and occasion influence creative choices.6.3.1.3.1 Develop an artistic intent, including how audience and occasion impact performance choices
Unit 6: Concert (spring)	Creativity Composition Identities and Relationships	By creating our own "mash-up" medley of song fragments, students use creativity and composition skills, working as a team to create a song that "makes	Factual- What is a transition? Conceptual- How do other groups perform medleys of songs? Debatable-Which songs should be in which order? What lines make sense and why?	Collaboration	C. Large group - mash-up file - shared in google docs with all members D. Reflection Paper	C-Thinking Creatively D - Responding	.6.2.1.3.2 Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent

		sense" to the listener.					
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Year 4-5:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Elements of Music	Change, Communication Composition, presentation, structure Identities and relationships	The elements of music work together to form patterns of sounds and silences people recognize as music.	<p>Factual- What are the elements of music and their definitions? (Melody, harmony, rhythm, tone color, dynamics, texture, form) How do the elements of music function in relation to each other?</p> <p>Conceptual- How do the elements of music function in relation to each other? How do melody and harmony work together?</p> <p>Debatable- Which element of music is most important? Does each genre appear to have different elements that seem more important than others? Does it matter if a song has no rhythm?</p>	<p>Thinking Skills -How do we best memorize notation systems?</p> <p>Communication skills -Solfege and music notation are some of the "languages" of music</p>	Presentation on the 7 elements of music	A Knowing and understanding	6.1.1.3.1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
Unit 2: Music Elements: Melody	Change & Communication Composition, Expression, structure	People can communicate and express how sounds change through composition and	Factual— What are clefs? What is a staff? What are the letters of the staff? What is solfege? What are the Curwen hand signs?	Research skills Thinking skills Communication skills	A - labeling the staff, explaining different notation systems, being able to explain where the notation systems come from	A - Knowing and Understanding	1. Read and notate music using standard notation such as dotted rhythms, clefs, mixed meters and multipart scores, with or without

	Personal and cultural expression	structure, using the language of musical notation, and through practice we can become competent and literate in a musical linguistic system.	<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>B- sight reading, reading music with their instrument or voice</p> <p>C- Composing a four measure 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>B - Developing Skills</p> <p>C - Creating</p> <p>D - Responding</p>	<p>the use of notation software.</p> <p>1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p> <p>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.</p> <p>2. analyze the meanings and functions of music.</p> <p>1. Improvise, compose, or arrange a new musical composition using available technology to preserve the creation.</p> <p>2. Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent.</p>
Unit 3: Concert Preparation	Aesthetics Role, Presentation Identities and Relationships	Through the development of skills and preparation for presentation, we create works of aesthetic value	<p>Factual- What is proper singing/breathing technique?</p> <p>Conceptual- What are some well-researched rehearsal techniques? What are good warm-up strategies?</p>	Self-management (rehearsal skills)	<p>A. Concert performance</p> <p>B. Submit recordings or perform in class to show they know they songs</p> <p>D. Concert reflection paper</p>	<p>D-Responding</p> <p>B-Developing Skills</p>	<p>6.1.1.3.1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.</p> <p>2. Sing alone and in a</p>

		resulting in positive identity formation.	Debatable- What is the best way to practice? What are the best types of songs to sing in choir? Should all students learn classical style music? Why or why not?				group (two- and three-part harmony)
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