## Performing Arts: Music Explorations
### Subject Group Overview

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<th>Year 1:</th>
<th>Key Concept Related Concept(s) and Global Context</th>
<th>Statement of Inquiry</th>
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<th>ATL Skill(s)</th>
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<td>Unit 1: Becoming a Musician</td>
<td>Communication Identity Identities and Relationships &amp; Personal and Cultural Expression</td>
<td>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.</td>
<td>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? 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? Debatable-Do we need musical notation? Why or why not? Are live performances better or recordings?</td>
<td>Thinking Skills --How do we best memorize notation systems? Research Skills - Inquire into the history of music notation Communication skills</td>
<td>A. Summative Packet/Rhythm/ Music Reading Assessments/Vocabulary tests. B. Showing that we know how to read music by playing written rhythms and melody notation</td>
<td>A. Knowing and Understanding B. Developing skills</td>
<td>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.</td>
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*Updated 1.29.19*
### Unit 2: Instruments and Classifications /History

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<th>Communication &amp; Logic</th>
<th>People can communicate with sound patterns by creating musical instruments.</th>
<th>Factual- What are the four instrument families? How are instruments classified? How are sounds made?</th>
<th>Research Skills</th>
<th>A - Knowing and understanding</th>
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<td>Composition, expression, structure, patterns</td>
<td>Scientific and technical innovation. Exploring physics of acoustics in music.</td>
<td>Conceptual- How can you make your own percussion instrument? How can you use structure to change patterns in your composition? How can we make our own instruments? How do we research instruments?</td>
<td>A - Create a Google Slides presentation about an instrument and its history, and present it to the class.</td>
<td>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.</td>
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<td>Debatable- Do you agree with the instrument families that are named in “western” music? How would you classify them? What are the best materials for creating your own drum?</td>
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<td>Research Skills</td>
<td>A - Knowing and understanding</td>
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### Unit 3: Harmony - Playing the Ukulele

| Systems, Culture, Presentation, Personal /Cultural Expression | Through learning the system of chord structure and reading TAB notation, people can play songs on fretted stringed instruments for an audience. | Factual - What is TAB notation? How is it used? Is it possible to learn how to play chords without it? | Self-management (practicing, developing a plan for learning a song). | B. Skills - submit a video of yourself performing your ukulele song, with yourself or another person singing. Some students chose to play in a recital. |
|                                                             |                                                                 | Conceptual - Why do we use notation? How did it develop? How are chords formed? What is the purpose of harmony? | Students research songs and find one that will be a “good fit” song for them. | B. Skill Development |
|                                                             |                                                                 | Debatable - why are certain chords used in certain songs? Is it bad to change the harmony of a well-known song and use your own chords? |
|                                                             |                                                                 |                                                                 |                                                              | .6.1.1.3.3 Describe the characteristics of a variety of genres and musical styles such as electronic, jazz, opera and gamelan.6.1.2.3.1 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.6.1.2.3.2 Sing alone and in a group (two- and three-part harmony) or play an instrument alone and in a group using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation. Rehearse and perform music from a variety of contexts and styles alone or within small or large |

**Updated 1.29.19**
### Unit 4: Film Music

**Aesthetics, creativity, Scientific and Technological innovation, Narrative, mood**

Through recording and technology, film makers can use sounds and music to narrate a story and create mood.

**Factual** - what is a foley artist? How do you record sounds and music? Conceptual - How do you convey mood? How can you use different sounds to create an experience for the listener? How does music change how the film can feel?

**Debatable** - Are sound effects necessary in every scene? Why or why not? Should every character have a special musical theme? (like Peter and the Wolf, Star Wars, etc.)

**Communication, collaboration.** Students collaborated to make a short film and then used music to communicate their artistic intent and try to convey a mood.

**C. Creative Thinking.** Create a film and add music.

**D. Respond** - develop an artistic statement and describe your choices and how you tried to convey mood.

**C. Thinking Creatively**

**D. Responding**

### Unit 5: Creating electronic music/Multi-track recording

**Creativity, Systems, genre, innovation, Social constructs**

Through recording and multi-track technology, people can create sounds to use as auditory signals (ringtone/belltones)

**Factual** - what is an alarm? What is a ringtone? What is their purpose?

**Conceptual** - Why do communities use sounds as signals? What other signals do communities use? Why are sounds so effective?

**Create a sound file using multi track recording that could be used as an alarm or ringtone**

**C.Thinking Creatively**

**D. Responding**

### Analyze the meanings and functions of music.

**Improvise, compose or arrange a new musical composition using available technology to preserve the creation.**

**Revise a musical composition, improvisation or arrangement based on the feedback of others, self-reflection and artistic intent.**

**Develop an artistic statement, including how audience and occasion influence creative choices.**

**Analyze and interpret a variety of musical works and performances using established criteria.**

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*Updated 1.29.19*
| Unit 6: Playing the Piano and Creating a Piano Song | 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. | Factual- What are clefs? What is a staff? What are the letters of the staff? What is the grand staff? Where is Middle C? What are the finger numbers in piano books? What are the letter names of the notes on the piano? What are the chord symbols for? How do we make chords on the piano? Conceptual- How can we become musically literate? How did different notation systems come about? How does notation help us communicate? What are the best ways to practice? How do we gain muscle memory? How can we reach notes that are a stretch for our hands? Why do we have chord symbols? Debatable- Is it necessary to have a musical notation system? Why does notation matter? Are there some notation systems better than others? | Thinking Skills Research Skills Communication skills | A - Labeling the staff, explaining different notation systems, being able to explain where the notation systems come from, inquiring about different types of pianos B-sight -reading, reading music with their instrument or voice. C- Composing a simple melody with chords on the piano D. Reflection - what helped them learn? What are some tricks that helped them how to learn it? What challenges did they face with A - knowing and Understanding B - Developing Skills C - Creating D-Responding | artistic statement, including how audience and occasion influence creative choices. Develop an artistic intent, including how audience and occasion impact performance choices. Analyze and interpret a variety of musical works and performances using established criteria. | 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. |
becoming a fluent reader?