

IB Subject Group Overview

Content :									Band			Grade: 6- 8		
Unit Title	MYP Key Concept	MYP Related Concepts	MYP Global Context	Statement of Inquiry	MYP Objectives	ATL Skills	Content (topics, knowledge, skills, and outcomes)	Assessment						
Diggin' In Music Below the Surface	Communication	Arts Composition Structure	Personal and Cultural Expression	Ideas are communicated through the use of specific structures and composition in order to demonstrate craft and creativity.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> • i. <p>B: Developing skills</p> <ul style="list-style-type: none"> • i. • ii. <p>C: Thinking creatively</p> <ul style="list-style-type: none"> • iii. <p>D: Responding</p> <ul style="list-style-type: none"> • iii. 	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> • i. <p>B: Developing skills</p> <ul style="list-style-type: none"> • i. • ii. <p>C: Thinking creatively</p> <ul style="list-style-type: none"> • iii. <p>Communication</p> <p>I. Communication skills</p> <ul style="list-style-type: none"> • Use intercultural understanding to interpret communication • Use appropriate forms of writing for different purposes and audiences • Interpret and use effectively modes of non-verbal communication • Read critically and for comprehension • Make inferences and draw conclusions • Write for different purposes 	<p>MUSIC.1.1A 2.1A 3.1A</p> <p>MUSIC.1.1B 2.1B 3.1B</p> <p>MUSIC.1.1C 2.1C 3.1C</p> <p>MUSIC.1.2A 2.2A 3.2A</p> <p>MUSIC 1.2.B 2.2B 3.2B</p> <p>MUSIC 1.2.D 2.2D</p> <p>3.2DMUSIC 1.3.A 2.3A 3.3A</p> <p>MUSIC 1.3.B 2.3B 3.3B</p> <p>MUSIC 1.3.C 2.3C 3.3C</p>	<p>Evidence of Understanding</p> <p>The summative assessment will allow the students to use the specific structures of music to form a composition that communicates musical ideas.</p>						



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IB Subject Group Overview

<p>Symbols</p>	<p>Change, Communication, Communities, Systems, Time, place and space</p>	<p>Expression, Interpretation</p>	<p>Orientat ion in space and time</p>	<p>People can convey meaning of text, mood, emotion, intent, and expression by using systems of notation to communicate with one another.</p>	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> • i. • ii. <p>B: Developing skills</p> <ul style="list-style-type: none"> • i. • ii. <p>D: Responding</p> <ul style="list-style-type: none"> • i. • ii. • iii. 	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> • i. demonstrate knowledge of the art forms <p>Communication</p> <p>I. Communication skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Interpret and use effectively modes of non-verbal communication • Negotiate ideas and knowledge with peers and teachers • Make inferences and draw conclusions • Take effective notes in class • Make effective summary notes for studying • Organize and depict information logically <p>Learning Experiences:</p> <p>Questioning and cueing, concept attainment, active participation, checking for understanding, process journal, testing, Eastman music system to dictate music note reading, discussion, advance organizers, non-linguistic representations</p>	<p>The student describes and analyzes music and musical sound and demonstrates musical artistry. The student reads and writes music notation using an established system. The student demonstrates musical artistry by singing alone and in groups. The student relates music to history, culture, and the world. The student listens to, responds to, and evaluates music and musical</p>	<p>People can convey meaning of text, mood, emotion, intent, and expression by using systems of notation to communicate with one another.</p> <p>benchmark testing, use of the daily Method, debatable mnemonics</p>
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IB Subject Group Overview

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Pick Up the Pieces	Communication	Interpretation, Play	Identities and relationships	Successfully communicating an idea is based on correctly interpreting what to play.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> • i. • ii. • iii. <p>C: Thinking creatively</p> <ul style="list-style-type: none"> • iii. <p>D: Responding</p> <ul style="list-style-type: none"> • ii. • iii. 	<p>Arts</p> <p>C: Thinking creatively</p> <ul style="list-style-type: none"> • iii. demonstrate the exploration of ideas through the developmental process to a point of realization. <p>D: Responding</p> <ul style="list-style-type: none"> • iii. evaluate the artwork of self and others. <p> Communication</p> <p>I. Communication skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use appropriate forms of writing for different purposes and audiences • Collaborate with peers and experts using a variety of digital environments and media • Write for different purposes • Organize and depict information logically 	8.1.1 (B) 8.2.2 (B) 8.2.2 (C)	Evidence of Understanding Students will communicate their own musical ideas through the interpretation of instrumental music.
That's My Song	Identity	Expression, Interpretation	Identities and relationships	Identity is determined by interpretation of concepts and the expression of those ideas in	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> • i. • iii. <p>B: Developing</p>	<p>Arts</p> <p>A: Knowing and understanding</p> <ul style="list-style-type: none"> • i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language <p>C: Thinking creatively</p> <ul style="list-style-type: none"> • i. outline a clear and feasible artistic intention <p> Communication</p> <p>I. Communication skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback 	8.1.1 (B) 8.1.1 (C) 8.2.2 (B) 8.2.2 (C) 6.2.1, 7.2.1, 8.2.1 6.2.2, 7.2.2, 8.2.2	Music students will expressively perform an original song that will be based on their identity. Band students will express the identity of a song through

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IB Subject Group Overview

				one's own terms.	<p>skills</p> <ul style="list-style-type: none"> • ii. <p>C: Thinking creatively</p> <ul style="list-style-type: none"> • i. <p>D: Responding</p> <ul style="list-style-type: none"> • iii. 	<ul style="list-style-type: none"> • Negotiate ideas and knowledge with peers and teachers • Collaborate with peers and experts using a variety of digital environments and media • Read critically and for comprehension • Use and interpret a range of discipline-specific terms and symbols • Write for different purposes • Organize and depict information logically 		their own interpretation.
It's Showtime	Aesthetics	Audience, Play	Personal and cultural expression	The aesthetics of a performance improve when performers use personal and cultural expression to play to the audience.	<p>A: Knowing and understanding</p> <ul style="list-style-type: none"> • i. <p>B: Developing skills</p> <ul style="list-style-type: none"> • ii. <p>C: Thinking creatively</p> <ul style="list-style-type: none"> • iii. <p>D: Responding</p>	<p>Arts</p> <p>B: Developing skills</p> <ul style="list-style-type: none"> • ii. demonstrate the application of skills and techniques to create, perform and/or present art. <p>C: Thinking creatively</p> <ul style="list-style-type: none"> • iii. demonstrate the exploration of ideas through the developmental process to a point of realization. <p> Communication</p> <p>I. Communication skills</p> <ul style="list-style-type: none"> • Give and receive meaningful feedback • Use a variety of speaking techniques to communicate with a variety of audiences • Collaborate with peers and experts using a variety of digital environments and media 	8.1.1 (B) 8.1.1 (C) 8.2.2 (B) 8.2.2 (C)	Through individual, small-group, and large ensemble rehearsals, the students work to interpret the mood of the music and create an exemplar presentation.

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IB Subject Group Overview

					<ul style="list-style-type: none"> • i. • iii. 			
How to Be a Player (Art of the Instrumentalist)	Aesthetics	Interpretation, Presentation	Personal and cultural expression	Aesthetics represent personal & cultural experiences through the presentation of various interpretations.				

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