

James Hogg Middle School - Subject Group Overview - 2018-2019

Arts

MYP Year	Subject Group	Unit Title	Key Concept	Related Concept(s)	Global Context	Statement of Inquiry	MYP Subject Group Objectives	Approaches to Learning Skills	Content (topic, knowledge, skills)
1,2,3	Art(visual arts)	Elements of Art-Principles of Design 36 Hours	Aesthetics	Composition, expression, visual culture	Identities & Relationships	Developing skills in non-verbal communication allow us to express ourselves more clearly, and to build relationships with others more easily.	Bii, Ciii	Communication	MS 1.C1b, MS 1.C1c
1	Arts (visual arts)	Retablos 12 Hours	Identity	Expression, Narrative	Identities & Relationships	The process of artistic creation can lead to self-discovery.	Bii, Ci	Self-management	MS 1.C1b
1,2,3	Arts (visual arts)	Visual Narratives 36 Hours	Communication	Narrative	Identities & Relationships	Communicating through the visual arts allows us to express ideas and beliefs that span language and cultural barriers.	Ciii	Communication	MS1.C1a
2	Arts (visual arts)	Who I am Whoville 15 Hours	Identity	Style, Narrative	Identities & Relationships	Community identity may be defined independently or within an interdependent society.	Bi	Social	MS 2.B1

2	Arts (visual arts)	Rodeo! 18 Hours	Identity	Narrative, Visual culture	Orientation in space and time	Cultural imagery can change with time and still maintain its historical narrative.	Aiii, Diii	Research	MS 2.B2a, MS2B1a
1	Arts (Performing, Orchestra)	Beginning Orchestra Initial position and pizzicato 15 Hours	Change	Audience, presentation	Orientation in space and time	Over time, improving our proper playing position can change understanding and lead to pleasing presentation for our audience using pizzicato.	Bi,ii, Diii	Social, Self-management, thinking	3B, 1A 1.1, 1.2, 1.3,1.4,2.1,2.2, 1B 1.1, 1.2, 1.3, 1.4
1,2,3	Arts (Performing, Orchestra)	Intermediate and Advanced Orchestra 3rd position introduction 12 Hours	Aesthetics	Audience	Identities & Relationships	Through physical development, a musical presentation that both hone skills and creates an aesthetically pleasing performance can be achieved.	Bi,ii, Diii	Self-management, Social, Thinking, communication	1B, 1C, 3A, 3B, 1A, 2.1, 2.2,2.3, 2A 1.3, 1.4, 2.1, 2.2, 2.3,2E 1.1, 1.2,1.3, 1.4, 1.5
1,2,3	Arts (Performing, Orchestra)	2 Parts and sight-seeing 27 Hours	Communication	Interpretation, structure, audience	Personal & Cultural expression	Through critical literacy, performers can express musical ideas using part independence that is both aesthetically pleasing and musically mature.	Aii, Bi,ii, Diii	Communication, social, self-management	1A, 1B, 1C,2B, 2D, 2E, 3A, 3C, 3D, 4A

1,2,3	Arts (Performing, Orchestra)	UIL Preparation- Chamber and Symphonic Orchestra 33 Hours	Aesthetics	Interpretation	Personal & Cultural expression	Through Artistry, craft, high aesthetic standards, and critical interpretation of musical scores performers can create high quality aesthetically pleasing musical performances.	Ai,iii,Bi,ii, Ci	Self-management	1A, 1B,1C,1D, 2C, 3A, 3D, 3E, 4D
1,2,3	Arts (Performing, Choir)	Intitial Choral music sight singing 15 Hours	Communication	Audience, structure	Personal & Cultural expression	By decoding the structure of musical symbols, one can communicate a composer's creative cultural wishes to an audience.	Bi, Diii	Communication, self-management, thinking	2A, 2E
1,2,3	Arts (Performing, Choir)	Choir Rhythm Literacy 10 Hours	Systems	Audience, structure	Scientific and technical innovation	Through the process of decoding, The structure of rhythm notation can convey specific patterns to an audience.	Bi,ii, Diii	Communication, self-management, thinking	2B, 3C

1	Arts (Performing, Band)	Basics of care and sound 10 Hours	Systems	Structure	Identities & Relationships	The foundational structure of embouchure, posture and air support build the identity of the instrumentalist sound creating the different tonal relationships within the ensemble.	Bi	Self-management	E. Explore health and wellness concepts related to musical practice... D. Read music notation using appropriate cognitive...
1	Arts (Performing, Band)	Creating the Round Note 12 Hours	Identity	Boundaries	Identities & Relationships	The development of instrumental identity through sound and technique shapes individual awareness, helping create the boundaries that allow small and large ensembles to function.	Bii	Self-management	A. demonstrate, alone and in groups, characteristics vocal or instrumental timbre B. Perform music alone and in

1	Arts (Performing, Band)	First Concert Performance 22 Hours	Communication	Audience, Presentation	Personal & Cultural expression	The presentation of seasonal music is influenced by the culture of the audience.	Bii	Communication	A. demonstrate, alone and in groups, characteristics vocal or instrumental timbre B. Perform music alone and in groups, demonstrating... F. interpret music symbols and terms referring to
1,2,3	Arts (Performing, Band)	Spring Concert Performance 25 Hours	Relationships	Role	Identities & Relationships	Collaborative, meaningful relationships are built when everyone knows their role in the organization and what is expected of them.	Bii, Diii	Social	B. identify criteria for listening to and evaluating musical performances, D. evaluate the quality and effectiveness of

2,3	Arts (Performing, Band)	Development of Sound and Balance 16 Hours	Aesthetics	Composition	Personal & Cultural expression	Balance, Blend, Intonation and Harmony are the cornerstones of the large ensemble aesthetic.	Bii, Diii	Communication, self-management	D. read music notation using appropriate cognitive... A. Model, alone and in groups... C. perform independently and expressively, with accurate intonation and rhythm...
2,3	Arts (Performing, Band)	Culture of Seasonal Music 36 Hours	Culture	Audience, presentation	Identities & Relationships	The presentation of seasonal music is influenced by the culture of the audience.	Bii, Diii	Social, Communication	D. Perform independently and expressively a varied repertoire of

