

Arts_Music overview

Year 2 (Grade 7)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
MUS7-U1 Tools of the Trade	Communication Composition Expression	Orientation in space and time	The principles of music, as shown in the composition process, demonstrate ways of communicating ideas in various periods in the history of music.	-to be able to read notes in the treble clef and place them on a piano -to understand and read basic time signatures -to be able to perform basic rhythms in various instruments (percussion, piano) -to identify rhythms and time signatures in various genres of music -to reflect on the nature of music as a trade that needs specific tools to be successful	Communication (listen attentively and be familiarised with the language of music) Thinking skills (use and combine previous knowledge to build on and progress) Research (create group presentations and mini-performances of concepts learnt)	Bringing the group up to a unified level of music theory Explaining the idea of writing down sound pattern as basic to music notation and composition Handclapping exercises to solidify rhythmical notions Singing in canon etc. to strengthen aural and vocal awareness Call and response games to sharpen reflexes and attentiveness

Year 3 (Grade 8)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
MUS8-U1 “Do you like Brahms?”	Aesthetics Expression Genre	Personal and Cultural Expression	Individual taste dictates our personal means of cultural expression within a particular set of rules	-to be able to read notes on the grand staff and place them on a piano -to understand and read composite time signatures -to be able to perform advanced rhythms on	Communication (listen attentively and be familiarised with the language of music) Thinking skills (use and combine previous knowledge to build on and progress)	Introduction to the elements of music necessary to comprehend this area of interest Work on rhythmic patterns and their connections with

Arts_Music overview

				<p>various instruments (percussion, piano)</p> <p>-to identify characteristics of music from various periods</p> <p>-to reflect on the changing nature of the concept of beauty and begin to apply to their own attitude towards music</p>	<p>Research (create group presentations and mini-performances of concepts learnt)</p>	<p>what is perceived as “beautiful” or “ugly” music</p> <p>Introduction to various historical periods of music and their criteria for beauty</p> <p>Discussion and comparison to today’s criteria for beauty</p> <p>Introduction of appropriate language to be able to comment on music</p>
--	--	--	--	--	---	---

Year 4 (Grade 9)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
MUS9-U1 Life of an artist	Identity Expression Narrative	Identities and Relationships	A musician’s artistic identity is shaped by the need for self-expression and revealed by the persuasiveness of his/her narrative.	<p>-if a performer, to be able to play an instrument convincingly and with a sense of identity, regardless of level</p> <p>-if a composer, to be able to compose a musical story, creatively using material given</p> <p>-to work collaboratively to produce a music show with original material</p>	<p>Thinking skills (apply elements of music to real life storytelling)</p> <p>Research (find out about individual periods and the language of expression of each)</p> <p>Communication (be able to tell a story effectively capturing the audience’s attention)</p>	<p>Narrative in various musical cultures (opera recitative, rap, programme music)</p> <p>Investigating why a story can be told perhaps more convincingly with music</p> <p>Learning the tools (theory, planning, pacing, element of surprise)</p> <p>Why do artists feel the need to tell their story? How can it be made relevant to audiences of a different background?</p>

Arts_Music overview

<p>MUS9-U2</p> <p>Music and musicians: who came first?</p>	<p>Identity Interpretation Innovation</p>	<p>Orientation in space and time</p>	<p>What is the role of the individual musician in the long history of musical innovation?</p>	<p>-to understand, realise and express the relationship between personal contribution and historical challenges, using examples from the history of music -to continue learning about the elements of music, now put in historical context -to acquire a basic knowledge of the periods of music history and the main composers of their time</p>	<p>Communication (express their knowledge and opinion clearly) Research (find out about individual periods and the language of expression of each) Self-management (be able to produce a coherent presentation timely and meet deadlines)</p>	<p>The role of composer and performer in various musical periods (classical, romantic, contemporary) Researching the important innovations made by musicians and why they mattered Continue learning music theory basics (theory, playing an instrument)</p>
<p>MUS9-U3</p> <p>Form and function</p>	<p>Aesthetics Form Composition</p>	<p>Personal and cultural expression</p>	<p>The relationship between form and function has helped musicians develop new ways of expression in their art.</p>	<p>-to acquire a basic knowledge of the main musical forms and recognise them when hearing music -to be able to compose in a given form with given parameters -to work collaboratively to produce music with a specific form in mind and to be able to explain the process of this composition</p>	<p>Research (to find out about individual forms and the relationship with the music that was created) Self-management (to be able to meet deadlines and work within an organised frame) Communication (to be able to communicate effectively when delivering a presentation)</p>	<p>Basic knowledge about form in music (A-B-A, rondo, sonata, etc.) How form influences function in a musical context Continue learning the tools (theory, planning, execution of musical pieces) Place the question of form in a historical context (connect with previous unit)</p>

Arts_Music overview

Year 5 (Grade 10)

Unit title and teaching hours	Key concept Related concepts	Global context	Statement of inquiry	Objectives	ATL skills	Content
MUS10-U1 “Ladies and gentlemen, may we present...”	Creativity Audience Interpretation	Identities and Relationships	Reacting creatively to music heard and performed provides the artist with a powerful tool to reach across to his audience effectively.	-if a performer, to be able to play an instrument convincingly and with a sense of personal fulfilment, regardless of level -if a composer, to be able to compose using elements such as introduction, evolution, climax and conclusion -to produce a critique of a classmate’s performance of professional performance attended	Social (work collaboratively to assign roles in a group and respect the creativity of others) Communication (listen and respond to others’ musical ideas)	Preparing and presenting a performance using professional techniques from classical and non-classical professional areas Understanding the idea of practice and the role of a consistent relationship with music in order to achieve a good result Improvising musical ideas in the classroom to form an initial performance plan Assigning roles and writing down ideas Learning the terminology and process of composition in various genres Understanding how audience- performer’s rapport works Being able to express musical ideas through language

Arts_Music overview

<p>MUS10-U2</p> <p>Musicians and their times</p>	<p>Change Relationships</p> <p>Time, place and space</p>	<p>Orientation in space and time</p>	<p>Musicians both reflect and influence the historical period they live in; they are products of their time and they help shape its particular character.</p>	<p>-to learn the basic periods of music history and become familiarised with names and general characteristics</p> <p>-to reflect on the nature of the relationship between artists and their times</p> <p>-to project concepts learnt into today's music world and be able to place today's musicians in context with our times</p>	<p>Research (researching information and productively using available resources)</p> <p>Self- management (achieving the end result timely and organising their work responsibly)</p> <p>Communication (being able to present their findings to the class in an interesting and creative way)</p>	<p>Basic periods of music history and basic composers</p> <p>Historical information about each period; parallel lives of artists, philosophers, politicians etc.</p> <p>Research the periods through musicians' own words (journals, letters etc.)</p> <p>Beginning to understand particulars of each period and introduction to musical analysis</p>
<p>MUS10-U3</p> <p>Music and technology: friend or foe?</p>	<p>Identity Development Relationships</p>	<p>Scientific and technical innovation</p>	<p>The development of musical instruments has always been closely linked to the scientific progress and technical innovations of the times</p>	<p>-to learn the basic characteristics of instruments of various genres and be able to recognise them when listening to a piece of music</p> <p>-to realise that there was considerable technology involved even in the older stages of acoustic instruments</p> <p>-to research the contribution of today's technology in instrument making</p> <p>-to become familiarised with the workings of a recording studio</p>	<p>Thinking (reflect on the relationship between music and technology)</p> <p>Self-management (produce results in an organised sequence and meet deadlines)</p> <p>Communication (present reports successfully to the class)</p>	<p>-Much self-directed research on technology using students' own experience with electronic media</p> <p>-Introducing musical instrument innovation of the past and relevant information</p> <p>-Introducing the studio procedures and visiting a studio to record</p> <p>-invite professionals of the field to present their skills and answer questions</p>