



## Subject Overview MYP 2: GRADE 7 Performing Arts

Unit Title	Key Concept	Related Concept	Global Context	Statement of Inquiry	Assessment	ATL Skills and learner profile	Content (topic, knowledge, skills)
Music Literacy	communication	Boundaries/ Expression	Personal and Cultural Expression	<b>Music can break down the barriers of communication</b>	A B	communication - Communication skills: Use and interpret a range of discipline-specific terms and symbols. Thinking: Creative Thinking Skills: Apply existing knowledge to generate new ideas, products or processes Apply newly acquired skills to create, perform and/or present art	How can we communicate through music? Theory: Note reading, beats and rests from quaver to semibreve, dynamics, tempo, basic articulation. Performance: Keyboard sight-reading and technique using the 4-color system. Listening skills: Identifying and distinguishing instruments, differences.
Music from time and place	Identity	Expression presentation	Fairness and development	<b>Performance practice leads to a creative and expressive presentation of our progress</b>	A, D	thinking - Creative Thinking Skills: Apply existing knowledge to generate new ideas, products or processes. Apply newly acquired skills to create, perform and/or present art Create novel solutions to authentic problems. Thinking - Transfer Skills: Combine knowledge, understanding and skills to create products or solutions	Developing our musicianship skills through a routine of practice Building sight-reading skills through keyboard, guitar, and ukulele. Maintaining a detailed process journal of the challenges and successes of your solo performance skills. Applying dynamics, articulation, and tempo into practical work. Offering and receiving critical feedback effectively.
Interdisciplinary unit	Aesthetics	interpretation/ Structure	<b>Identities and relationship</b>	<b>How do musical instruments function as an ensemble?</b>	B C	Research – Media Literacy Skills: Communicate information and ideas effectively to multiple audiences using a variety of media and formats. Thinking - Transfer Skills Combine knowledge, understanding and skills to create products or solutions	structure and role of the instrumental families Identifying and distinguishing orchestral families and instruments within the families. Features of music Understanding the elements in orchestral instruments through the prototype creation task. Building research and referencing skills. Presenting to the class Process journal work for keyboard progress



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<b>Music Literacy</b>	communication	Boundaries/ Expression	personal and Cultural Expression	<b>Music can break down the barriers of communication</b>	A B  C  D	Communication skills Information literacy skills Creative thinking skills Transfer skills	<p>How can we communicate through music? Theory: Note reading, beats and rests from quaver to semibreve, dynamics, tempo, basic articulation. Performance: Keyboard sight-reading and technique using the 4-colour system. Listening skills: Identifying and distinguishing instruments, differences.</p> <ul style="list-style-type: none"> <li>Fundamentals of Music Theory: <ul style="list-style-type: none"> <li>Pitch (notes, scales, intervals)</li> <li>Rhythm (note values, time signatures, rhythmic patterns)</li> <li>Harmony (chords, chord progressions)</li> <li>Dynamics (volume)</li> <li>Timbre (tone colour)</li> <li>Texture (monophony, homophony, polyphony)</li> </ul> </li> <li>Musical Analysis: <ul style="list-style-type: none"> <li>Listening exercises to analyze various genres/styles of music</li> <li>Deconstruction of musical elements within pieces (melody, harmony, rhythm, form)</li> <li>Understanding musical forms (sonata form, ternary form, etc.)</li> </ul> </li> <li>Music Notation: <ul style="list-style-type: none"> <li>Introduction to standard music notation (staff, clefs, notes, rests)</li> <li>Practice reading and interpreting musical scores</li> <li>Transcribing melodies and rhythms</li> </ul> </li> <li>Performance Skills: <ul style="list-style-type: none"> <li>Basic instrumental techniques (if applicable)</li> <li>Vocal techniques (if applicable)</li> <li>Ensemble skills (listening, blending, following a conductor)</li> </ul> </li> </ul>
<b>Does music have a story to tell?</b>	Identity	Interpretation, narrative	personal and Cultural Expression	<b>Identifying</b> the <b>cultural</b> context or features of a <b>narrative</b> helps us interpret and experience the stories of others.	C  D		<p><b>Criterion D:</b> Students construct meaning through evaluating and contrasting the music of two artists. They regularly transfer learning from outside contexts to interpret new ones.</p> <p>Skills assessed: Musical reflection with notation, active listening, analysis with a purpose to present, examples of planning, score annotation, peer evaluation.</p> <p><b>Criterion C:</b> Students develop a clear, imaginative, and creative series of experiments, sketches and performances that explore the connection between narration and musical interpretation. Students present music either notated or live, with or without technology, to showcase their artistic intention.</p> <p>Skills assessed: Evidence of planning, melody writing, phrase-based harmony, thematic development, application of compositional techniques, sketches in audio, sketches in performance, notation.</p>



<b>Ukulele</b>	Aesthetics	Composition	<b>Identities and relationship</b>	the transcendent melody that intertwines identity and relationship, weaving an aesthetic tapestry that resonates within the soul	A, B, C, D,	Self Management Research	Understanding how chords are constructed and how they relate to scales. The relationship between different chords and how they form chord progressions. Concepts of beat, tempo, and rhythm. How different strumming patterns fit into various time signatures. How the vibration of strings produces sound. The role of the body of the ukulele in amplifying sound. Dynamics (loudness and softness) and how they affect the mood of a piece. The impact of different strumming techniques and fingerpicking styles on the overall sound.
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### Subject Overview: MYP 4: GRADE 9 Performing Art

Unit Title	Key Concept	Related Concept	Global Context	Statement of Inquiry	Assessment	ATL Skills and learner profile	Content (Topic, knowledge, skills)
<b>Music Literacy</b>	communication	Boundaries/Expression	personal and Cultural Expression	<b>Music can break down the barriers of communication</b>	A B	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> <li>Reflection skills</li> <li>Media literacy skills</li> </ul>	How can we communicate through music? Theory: Note reading, beats and rests from quaver to semibreve, dynamics, tempo, basic articulation. Performance: Keyboard sight-reading and technique using the 4-colour system. Listening skills: Identifying and distinguishing instruments, differences.
<b>Does music have boundaries</b>	Identity	Boundaries, Innovation	<b>Globalization and sustainability</b>	<b>Innovations</b> can test the <b>boundaries</b> of traditions and cultures, producing new <b>identities</b> and ideas.	B, C	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> <li>Organization skills</li> <li>Reflection skills</li> <li>Creative thinking skills</li> </ul>	<p><b>Criterion B:</b> Students demonstrate the transfer of graphic and traditional notation into a piece that is modelled on the textures of model works. They show the clear application of active listening, sketching, working with motifs and experimenting with instrumental techniques.</p> <p>Skills assessed: Traditional notation, graphic notation, melody writing, phrase-based harmony, sound-source decisions (colour), texture choices, curation of composition techniques.</p> <p><b>Criterion C:</b> Students develop a clear roadmap of ideas that include a range of creative thinking examples and notations. They outline the features of the model work with experiments, both to extend and develop its musical characteristics (and focus).</p> <p>Skills assessed: Melody-writing, motivic development, harmonic development, texture choices, identification of compositional techniques, notation sketches with audio.</p>
<b>Karaoke</b>	Communication	Expression, play	<b>Personal and cultural expression</b>	Karaoke facilitates dynamic communication by enabling individuals to express their identities and bridging personal and cultural experiences across diverse contexts.	A, B, C, D	<ul style="list-style-type: none"> <li>Collaboration skills</li> <li>Organization skills</li> <li>Affective skills</li> <li>Reflection skills</li> <li>Transfer skills</li> </ul>	Begin with lessons on the history of karaoke and its global cultural significance, providing students with the factual knowledge needed to understand its role as a form of communication and expression. Guide students through the process of selecting songs that resonate with their personal or cultural identities. Encourage them to analyze lyrics and music to understand how these elements convey meaning, tapping into both their conceptual and procedural knowledge.



							Facilitate workshops on effective performance techniques, including vocal practice, stage presence, and audience engagement. This will help students gain procedural knowledge in preparing for their karaoke performances. After performances, hold reflective sessions where students discuss how their song choices and performances communicated their identities and cultural values. Encourage critical reflection on how karaoke can bridge personal and collective experiences, reinforcing their conceptual understanding.
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**Subject Overview: MYP 5: GRADE 10 Performing Arts**

Unit Title	Key Concept	Related Concept	Global Context	Statement of Inquiry	Assessment	ATL Skills and learner profile	Content (topic, knowledge, skills)
Music Literacy	communication	Boundaries/ Expression	personal and Cultural Expression	Music can break down the barriers of communication	A B	<ul style="list-style-type: none"> <li>Communication skills</li> <li>Collaboration skills</li> <li>Organization skills</li> <li>Reflection skills</li> </ul>	How can we communicate through music? Theory: Note reading, beats and rests from quaver to semibreve, dynamics, tempo, basic articulation. Performance: Keyboard sight-reading and technique using the 4-colour system. Listening skills: Identifying and distinguishing instruments, differences.
The baroque Era	Aesthetics	Interpretation, Play	Identity and relationship	Deconstructing the <b>relationships</b> between ideas in the music of others allows us to reframe our own <b>aesthetic interpretations</b> .	D, C	<ul style="list-style-type: none"> <li>Organization skills</li> <li>Information literacy skills</li> <li>Critical thinking skills</li> <li>Creative thinking skills</li> <li>Transfer skills</li> </ul>	<p><b>Criterion D:</b> Students construct a response that clearly demonstrates a process of investigation, inquiry and research, annotating evidence that reflects their transfer of learning to new settings and contexts. Any experiments, creations or demonstrations show review and critique from themselves and their peers. Skills assessed: Analysis following IDEA, musical comparison and reflection, application of technology, citation, live demonstration of techniques, portfolio evaluation, peer evaluation.</p> <p><b>Criterion C:</b> Students develop a clear intention and contrafact roadmap through analysis and a range of creative experiments – with or without technology. They outline the exploration of ideas, drafts, notations, recordings, successes and challenges to create their version of a contrafact.</p> <p>Skills assessed: Notating ideas, crafting phrases, analyzing harmony, deconstructing texture and colour, working with motivic development, idiomatic notation, graphic notation, notation sketches with audio, exploring technology to create, presenting with technology.</p>
<b>KARAOKE</b>	Communication	Expression, play	<b>Personal and cultural expression</b>	Karaoke facilitates dynamic communication by enabling individuals to express their identities and bridging personal and cultural experiences across diverse contexts.	A, B, C, D	<ul style="list-style-type: none"> <li>Collaboration skills</li> <li>Organization skills</li> <li>Affective skills</li> <li>Reflection skills</li> <li>Transfer skills</li> </ul>	Begin with lessons on the history of karaoke and its global cultural significance, providing students with the factual knowledge needed to understand its role as a form of communication and expression. Guide students through the process of selecting songs that resonate with their personal or cultural identities. Encourage them to analyze lyrics and music to understand how these elements convey meaning, tapping into both their conceptual and procedural knowledge. Facilitate workshops on effective performance techniques, including vocal practice, stage presence, and audience engagement. This will help students gain procedural knowledge in preparing for their karaoke



							performances. After performances, hold reflective sessions where students discuss how their song choices and performances communicated their identities and cultural values. Encourage critical reflection on how karaoke can bridge personal and collective experiences, reinforcing their conceptual understanding.
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