

# Visual Arts

		Unit 1	Unit 2	Unit 3	
<b>Year 1</b>	<b>Unit Title</b>	Personal Print Portfolio	Georgia O’Keeffe Flowers	In the Style of	
	<b>Topics</b>	Creating, Responding	Creating, Connecting, Responding	Creating, Connecting, Responding	
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Identity <b>Related:</b> Presentation	<b>Key:</b> Aesthetics <b>Related:</b> Composition, Genre	<b>Key:</b> Change <b>Related:</b> Representation, Genre	
	<b>Global Context &amp; Exploration</b>	Identities and Relationships <i>- Personal efficacy and agency</i>	Personal and Cultural Expression <i>- Artistry, craft, creation, beauty</i>	Orientation in Time and Space <i>- Evolution, constraints, adaptation</i>	
	<b>Statement of Inquiry</b>	Presenting an identity is influenced by personal efficacy and agency.	The artistry in a composition determines the aesthetics of a genre.	Representation of a genre changes with adaptation.	
	<b>Inquiry Questions</b>	<b>F:</b> What is the difference between personal efficacy and agency? <b>C:</b> How can we creatively identify (presentation) our personal belongings? <b>D:</b> Does lettering style affect the message the artwork expresses? Explain.	<b>F:</b> Where did Georgia O’Keeffe get her inspiration? <b>C:</b> How does a light source affect shading of a form? <b>D:</b> Can we incorporate what we know about creating form in other artworks? Where? How?	<b>F:</b> How do you represent different genres? <b>C:</b> How does adaptation affect a genre? <b>D:</b> If you adapt a work, does it create a new genre? Explain.	
	<b>Approaches to Learning</b>	<b>Organization Skills:</b> select and use technology effectively and productively <b>Communication Skills:</b> interpret and use effectively modes of non-verbal communication	<b>Reflection skills:</b> focus on the process of creating by imitating the work of others <b>Information Literacy Skills:</b> access information to be informed and inform others	<b>Information Literacy Skills:</b> process data and report results <b>Creative Thinking Skills:</b> create original works and ideas, use existing works and ideas in new ways	
	<b>Culminating Task</b>	Personal Portfolios – Name emphasis, with reflection	Georgia O’Keeffe inspired pastel flower	Night at the Museum Project	
<b>MYP Criteria</b>	A iii, B ii, Ci, ii, D iii	A ii, B ii, C ii, D ii	Ai, ii, iii, B i, ii		
<b>Year 2</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
	<b>Unit Title</b>	Personalios	Pastel Landscape	Hand Built Earthenware	Radial Symmetry
	<b>Topics</b>	Connecting, Creating, Responding	Connecting, Creating	Connecting, Creating, Responding	Connecting, Creating, Responding
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Identity <b>Related:</b> Composition, Interpretation	<b>Key:</b> Time, place and space <b>Related:</b> Representation	<b>Key:</b> Change <b>Related:</b> Visual Culture, Boundaries	<b>Key:</b> Aesthetics <b>Related:</b> Innovation
	<b>Global Context &amp; Exploration</b>	Identities and Relationships <i>– Identity Formation</i>	Orientation in Time and Space <i>– Natural and human landscapes and resources</i>	Personal and Cultural Expression <i>- Artistry, craft, creation, beauty</i>	Scientific and Technical Innovation <i>- Products, processes and solutions</i>
<b>Statement of Inquiry</b>	Through creative composition the formation of identities can be interpreted.	The representation of space in a natural landscape includes rules of visual perspective.	Boundaries change the creation of visual cultures.	Innovative process creates aesthetics.	

	<b>Inquiry Questions</b>	<b>F:</b> What aspects about who I am (identity formation) would I like people to know? <b>C:</b> How can you creatively arrange a composition about yourself? <b>D:</b> How is what I like different that who I am (identity)? Explain.	<b>F:</b> What are the differences between a natural and human landscapes? <b>C:</b> In what ways do the parts of a landscape change in different parts of the world (time, place and space)? <b>D:</b> Natural landscapes are changed through human interaction, are resources and human landscapes or preservation of natural landscapes more important? Explain.	<b>F:</b> What is a visual culture? <b>C:</b> How do boundaries affect the process? <b>D:</b> Do boundaries affect the creation of visual culture? Explain.	<b>F:</b> What are types of innovation? <b>C:</b> How is the process affected by innovation? <b>D:</b> Does ingenuity help or hinder aesthetics? Explain your thinking.
	<b>Approaches to Learning</b>	<b>Organization Skills:</b> create plans to prepare for summative assessment <b>Communication Skills:</b> interpret and use effectively modes of non-verbal communication	<b>Organization Skills:</b> select and use technology effectively and productively <b>Transfer Skills:</b> combine knowledge, understanding and skills to create products or solutions	<b>Organization skills:</b> plan strategies and take action to achieve personal and academic goals <b>Critical Thinking Skills:</b> practice observing carefully in order to recognize problems	<b>Creative Thinking Skills:</b> make unexpected or unusual connections <b>Affective Skills:</b> mindfulness – practice focus and concentration
	<b>Culminating Task</b>	Personalio	Pastel Landscape	Pinch pot	Radial Symmetry Design
	<b>MYP Criteria</b>	A(ii), B(ii), C(i,ii), D(iii)	A(ii), B(i), C(iii)	A(i,ii,iii), B(i,ii), C(i,ii,iii), D(i)	A(i,iii), B(i,ii)
<b>Year 3</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	
	<b>Unit Title</b>	Expressing a Stance	Cityscape	Slabbox	
	<b>Topics</b>	Connecting, Creating, Responding	Connecting, Creating, Responding	Connecting, Creating, Responding	
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Communication <b>Related :</b> Expression, Composition	<b>Key:</b> Aesthetics <b>Related:</b> Representation, Innovation	<b>Key:</b> Change <b>Related:</b> Boundaries, Play	
	<b>Global Context &amp; Exploration</b>	Personal and Cultural Expression – <i>Metacognition and abstract thinking</i>	Scientific and Technical Innovation – <i>Products, processes and solutions</i>	Identities and Relationships – <i>Attitudes, motivation, independence</i>	
	<b>Statement of Inquiry</b>	Expressing metacognition and abstract thinking through composition can be used to communicate.	Innovative processes and solutions can have aesthetic representation.	Motivation changes when playing with boundaries.	
	<b>Inquiry Questions</b>	<b>F:</b> What is metacognition and abstract thinking? <b>C:</b> How can we creatively express a stance regarding a social issue? <b>D:</b> When communicating a stance on a social issue, should the composition be pleasant? Explain your thinking.	<b>F:</b> What is innovation? <b>C:</b> How might innovation change processes and solutions? <b>D:</b> Has aesthetics been changed for better or worse with innovation? Explain your thinking.	<b>F:</b> What is the difference between natural boundaries and prescribed boundaries? <b>C:</b> How can I change what I already know to create something new? <b>D:</b> Do boundaries change the outcome of our motivation? Explain your thinking.	
	<b>Approaches to Learning</b>	<b>Organization skills:</b> create plans to prepare for summative assessment <b>Critical Thinking Skill:</b> Gather and organize relevant information to formulate an argument	<b>Creative Thinking Skills:</b> apply existing knowledge to generate new ideas, products or processes <b>Organization Skills:</b> select and use technology effectively and productively	<b>Organization Skills:</b> plan strategies and take action to achieve personal and academic goals <b>Transfer Skills:</b> transfer current knowledge to learning new technologies.	

			<b>Critical Thinking Skills:</b> Practice observing carefully in order to recognize problems		
	<b>Culminating Task</b>	Artistic expression communicating a strong stance toward a social issue, with reflection	One-point perspective of a 3D cityscape	Clay slabbox	
	<b>MYP Criteria</b>	A(ii,iii), B(ii), C(i,ii,iii), D(i,ii,iii)	A(i,iii), B(i,ii), C(ii,iii), D(ii)	A(i,iii), B(i,ii), C(i,ii,iii), D(i,iii)	

# Performing Arts - Band

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Unit Title</b>	Balancing Act	Notes to You	Beat It!	Do You Hear What I Hear? (Intervals)	Spring Concert	Picking up where we left off
<b>Topics</b>	Tone	Notes	Rhythm	Notes	Performance	Rhythm
<b>Key &amp; Related Concepts</b>	<b>Key:</b> Identity <b>Related:</b> Interpretation	<b>Key:</b> Communication <b>Related:</b> Interpretation	<b>Key:</b> Change <b>Related:</b> Structure	<b>Key:</b> Form <b>Related:</b> Structure	<b>Key:</b> Communication <b>Related:</b> Audience	<b>Key:</b> Communication <b>Related:</b> Structure
<b>Global Context &amp; Exploration</b>	Personal and Cultural Expression - <i>artistry craft creation, beauty</i>	Personal and Cultural Expression - <i>critical literacy, languages and linguistic systems</i>	Orientation in time and space - <i>scale, duration, frequency and variation</i>	Scientific and technical innovation - <i>systems, models, methods</i>	Personal & Cultural Expression - <i>artistry, craft, creation, beauty</i>	Personal and Cultural Expression - <i>critical literacy, languages and linguistic systems</i>
<b>Statement of Inquiry</b>	A group balance can be achieved with individual identities intact.	Correct interpretation leads to more effective communication.	Durations may change based on structure (time signatures).	Larger forms have smaller building blocks as the foundation.	Performing music live to an audience draws both parties into an aesthetic communication.	Using developing skills and structures, you can communicate with more immediacy.
<b>Year 1</b>	<b>F:</b> Which instruments stick out more than others in volume? Why do certain instruments stick out? <b>C:</b> How can the different tones blend? What is balance in a musical group? <b>D:</b> Can you have a balanced band sound with uneven instrumentation? Explain.	<b>F:</b> What are the notes on the staff? How is the knowledge of notes used to find fingerings? <b>C:</b> How would you visualize notes that aren't on the staff? How do other cultures communicate through notational symbols? <b>D:</b> Can a musician communicate effectively without being a good reader?	<b>F:</b> What structures change (transform) duration? What's a duration? <b>C:</b> How can you identify a pulse just by listening? <b>D:</b> Does everything in nature have a rhythm?	<b>F:</b> How does identifying the intervals on the staff help to hear them better? How can I train my ear to recognize intervals? <b>C:</b> How are small units used in composition? <b>D:</b> Can you sing better with knowledge of intervals?	<b>F:</b> In what ways does the performance affect an audience? What musical skills are on display in a band concert? <b>C:</b> Is one's cultural ideas of "good music" different from others? <b>D:</b> Can an audience enjoy a concert without familiar cultural norms? Explain.	<b>F:</b> How can I draw on past knowledge and experiences to help with new challenges? What ways are rhythms grouped to help your eye classify and convert them quicker? <b>C:</b> How do beams of flags for groups of notes help or hinder your reading of rhythms? <b>D:</b> Could you ever be able to play by ear and not learn to read and be as successful? How far into advanced rhythms could you go?
<b>Approaches to Learning</b>	<b>Communication Skills:</b> interpret and use effectively modes of non-verbal communication <b>Critical Thinking Skills:</b> revise understanding based on new ideas and evidence	<b>Communication Skills:</b> Interpret and use effectively modes of non-verbal communication, read critically for comprehension, use and interpret a range of discipline specific terms	<b>Reflection Skills:</b> develop new skills, techniques and strategies for effective learning <b>Creative Thinking Skills:</b> create novel solutions to authentic problems.	<b>Communication Skills:</b> give and receive meaningful feedback <b>Critical Thinking Skills:</b> interpret data, use models and simulations to explore complex systems and issues	<b>Collaboration Skills:</b> exercise leadership and take on a variety of roles within groups, give and receive meaningful feedback.	<b>Communication Skills:</b> use and interpret a range of discipline-specific terms and symbols <b>Critical Thinking Skills:</b> interpret data
<b>Culminating Task</b>	Students produce a characteristic tone in	The student will show they can read notes	The students will create rhythms that show understanding.	Ear test, peer-to-peer interval test	Public Concert	The student will sight read graded material.

		an authentic performance.	on staff and find fingerings.				
	<b>MYP Criteria</b>	Aii, Bii, Cii	Ai, Bii, Cii	Aiii, Bii, Cii, Diii	Aiii, Bii, Ciii, Diii	Aiii, Bi	Aiii, Bii, Diii
<b>Year 2</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
	<b>Unit Title</b>	Understanding Musical Notation	Follow the Leader	Building Blocks	Put it in the Blender	Fall Concert	New Music and the Beat
	<b>Topics</b>	Notes	Ensemble	Notes	Tone	Performance	Rhythm
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Communication <b>Related:</b> Interpretation	<b>Key:</b> Communication <b>Related:</b> Interpretation	<b>Key:</b> Connection <b>Related:</b> Structure	<b>Key:</b> Identity <b>Related:</b> Interpretation	<b>Key:</b> Aesthetics <b>Related:</b> Audience	<b>Key:</b> Time, space & place <b>Related:</b> Structure
	<b>Global Context &amp; Exploration</b>	Personal and Cultural Expression - <i>critical literacy, languages and linguistic systems</i>	Scientific and Technical Innovation - <i>artistry, craft, creation, beauty</i>	Scientific and Technical Innovation - <i>systems, models, methods; products, processes, solutions</i>	Personal and Cultural Expression - <i>artistry, craft, creation, beauty</i>	Personal and Cultural Expression - <i>artistry, craft, aesthetics</i>	Scientific and Technical Innovation - <i>mathematical puzzles, principles and discovery</i>
	<b>Statement of Inquiry</b>	Correct interpretation leads to more effective communication.	Nonverbal communication can effectively enhance and affect a deeper understanding.	Smaller building blocks connect to form a larger structure.	Knowing your individual identity makes for a stronger, balanced group.	Aesthetics can foster an mutually innovative communication between peoples and cultures	Building on foundational skills a person can approach new challenges and execute quicker solutions.
	<b>Inquiry Questions</b>	<b>F:</b> How do flats, sharps, and naturals alter a note on the grand staff? How do time signatures help you to group values of rhythms? <b>C:</b> How does the size of an instrument affect the pitch? <b>D:</b> Can a musician communicate effectively without being a good reader?	<b>F:</b> What are the gestures and what do they mean? How are time signatures and fractions demonstrated in the air? <b>C:</b> How would conducting differ in other countries? How would it be the same? <b>D:</b> Would there ever be a group of musicians who don't need a conductor?	<b>F:</b> Which intervals occur most often in songs you know? <b>C:</b> How can I hear something before I play it with this skill? <b>D:</b> Can you be as musically successful without interval skills? Justify your position	<b>F:</b> What are the key components of balance? <b>C:</b> How do I integrate my individual identity? <b>D:</b> Can aesthetic of balance change across cultures?	<b>F:</b> In what ways does an audience affect communication with musicians (or artists)? <b>C:</b> How would a weak performance impact communication? <b>D:</b> Do all performers know when the music is "right"? Can one audience member experience a different aesthetic than another?	<b>F:</b> How do I use prior knowledge to improve rhythmic reading? Are there patterns that are repetitive? <b>C:</b> If I get on a particular rhythm, what can I do that doesn't throw the beat off? <b>D:</b> Can you perform just as well without reading patterns exactly?
	<b>Approaches to Learning</b>	<b>Communication Skills:</b> use and interpret a range of discipline-specific terms and symbols <b>Affective Skills:</b> mindfulness – practice focus and concentration <b>Critical Thinking Skills:</b> interpret data	<b>Communication Skills:</b> interpret and use effectively modes of non-verbal communication <b>Affective Skills:</b> mindfulness - Practice being aware of body–mind connections	<b>Information Literacy Skills:</b> Make connections between various sources of information, understand the use of technology systems <b>Critical Thinking Skills:</b> Analyse complex concepts into their constituent parts and synthesize them to create new understanding	<b>Critical Thinking Skills:</b> Identify obstacles and challenges <b>Transfer Skills:</b> combine knowledge, understanding and skills to create solutions	<b>Communication Skills:</b> use intercultural understanding to interpret communication, interpret and use effective non-verbal communication <b>Collaboration Skills:</b> listen actively to other perspectives and ideas	<b>Information Literacy Skills:</b> use memory techniques to develop long term memory <b>Critical Thinking Skills:</b> Identify obstacles and challenges

	<b>Culminating Task</b>	Students find new notes and teach to class.	Perform Movement & eye demonstrations.	Ear test	Proper (and improper) balance demonstration	Public Fall Concert	Sight read new material
	<b>MYP Criteria</b>	Aiii, Bi, Diii	Ci, Diii	Aii, Bii, Di	Bi, Diii	Aiii, Bii	Cii, Di
<b>Year 3</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>	<b>Unit 6</b>
	<b>Unit Title</b>	A-Count-Ability	Time for a change (signatures)	Fall Concert	The Air that you Breathe	New Music & the Rhythm	Spring Concert
	<b>Topics</b>	Rhythm	Notes	Performance	Ensemble	Rhythm	Performance
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Communication <b>Related:</b> Structure	<b>Key:</b> Change <b>Related:</b> Structure	<b>Key:</b> Aesthetics <b>Related:</b> Audience	<b>Key:</b> Change <b>Related:</b> Environment	<b>Key:</b> Communication <b>Related:</b> Interpretation	<b>Key:</b> Aesthetics <b>Related:</b> Interpretation
	<b>Global Context &amp; Exploration</b>	Personal and Cultural Expression - <i>critical Literacy, languages and linguistic systems</i>	Orientation in Time and Space - <i>scale, duration, frequency, variability</i>	Personal and cultural expression - <i>artistry, craft, creation, beauty</i>	Identities and Relationships - <i>health and well-being</i>	Orientation in Time and Space - <i>scale, duration, frequency, variability</i>	Personal and cultural expression - <i>artistry, craft, creation, beauty</i>
	<b>Statement of Inquiry</b>	Correct interpretation of a form of art increases literacy and effective communication.	Systems can transform and change structure.	Performing music live to an audience draws both performer and consumer into an aesthetic communication.	Health and well-being in your environment are affected by cleanliness and hygiene.	Prior knowledge and experience aids in better interpretation improved communication.	Artistic creation is communicated when interpretation and artistry of craft are culturally melded aesthetically
	<b>Inquiry Questions</b>	<b>F:</b> What are the basic notational symbols, both artistic and foreign language and their definitions? How does the specialized knowledge of musical notation transfer to performance? <b>C:</b> Can you make up new notational symbols as an artist? <b>D:</b> Can a musician communicate effectively without being a good reader?	<b>F:</b> How do I decipher more challenging key signatures? How do I play the transformed notes? <b>C:</b> Can you tell what key you are in just by hearing? Just by seeing? <b>D:</b> Can you write music without a key signature or tonal base?	<b>F:</b> What musical conventions or elements can be identified as specific to a genre? What skills are the 8 <sup>th</sup> grade bands demonstrating in this concert? <b>C:</b> What is the relationship between arts and audiences? <b>D:</b> When is process more important than product? How is this 'dangerous'?	<b>F:</b> Why do I need to learn about instrument maintenance? How does cleaning procedure change from horn to horn? <b>C:</b> In what ways is the band environment dangerous to our health? <b>D:</b> Can you stay healthy with bad cleaning habits?	<b>F:</b> How do I use prior knowledge to improve rhythmic reading? Are there patterns that are repetitive? <b>C:</b> If I get on a particular rhythm what can I do that doesn't throw the beat off? <b>D:</b> Can you perform just as well without reading patterns exactly?	<b>F:</b> What musical conventions or elements can be identified as specific to a genre? What skills are the 8 <sup>th</sup> grade band demonstrating in this concert? <b>C:</b> What is the relationship between arts and audiences? <b>D:</b> When is process more important than product? How could these important concepts be 'out of synch'?
	<b>Approaches to Learning</b>	<b>Communication Skills:</b> Interpret and use effectively modes of non-verbal communication <b>Critical Thinking Skills:</b> interpret data, identify obstacles and challenges	<b>Critical Thinking Skills:</b> analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding <b>Transfer Skills:</b> apply skills and knowledge in unfamiliar situations	<b>Communication Skills:</b> use intercultural understanding to interpret communication, interpret and use effective non-verbal communication <b>Collaborative Skills:</b> Listen actively to other perspectives and ideas	<b>Transfer Skills:</b> inquire in different contexts to gain a different perspective <b>Critical Thinking Skills:</b> draw reasonable conclusions and generalizations	<b>Critical Thinking Skills:</b> Identify obstacles and challenges <b>Information Literacy Skills:</b> use memory techniques to develop long term memory, make connections between various sources of information	<b>Organization Skills:</b> plan short- and long-term assignments: meet deadlines <b>Reflection Skills:</b> consider ATL skills development, What can I already do? How can I share my skills to help peers who need more practice? What will I work on next?

	<b>Culminating Task</b>	Notational symbols skills demonstration	Demonstrate how to transform notes into different pitches, on paper and playing	Performance of diverse repertoire covering all strands of development	Illness report resulting from bad hygiene, unique to instrument	Synthesis of prior skill sets to strengthen rhythm sight reading	Performance of diverse repertoire covering all strands of development, including new emphasis on reflection
	<b>MYP Criteria</b>	Aiii, Bii	Aii, Bii, Ci	Aiii, Bi, ii, Ci, iii, Dii	Cii, Di	Bi, Cii, Di	Aiii, Bii, Diii

# Performing Arts – Chorus

		Unit 1	Unit 2	Unit 3	Unit 4	
<b>Year 1</b>	<b>Unit Title</b>	Personal Soundtrack	Winter concert, Interconnection	Musical	What's Changed About me?	
	<b>Topics</b>	Literacy, rehearsal skills	Literacy, Solfege, Performance, Rehearsal Skills, Technique	Performance, Rehearsal Skills	Independent Performance, Rehearsal Skills	
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Change <b>Related:</b> Interpretation	<b>Key:</b> Communication <b>Related:</b> Presentation	<b>Key:</b> Change <b>Related:</b> Play, Role	<b>Key:</b> Identity <b>Related:</b> Presentation, Structure	
	<b>Global Context &amp; Exploration</b>	Personal and Culture Expression - <i>appreciation of the aesthetic</i>	Identities and Relationships - <i>diversity and interconnection</i>	Identities and Relationships - <i>teams, affiliation, and leadership</i>	Personal and Cultural Expression - <i>artistry</i>	
	<b>Statement of Inquiry</b>	Personal changes may affect one's interpretation of aesthetics.	Diversity and interconnection can be communicated to an audience through specific choice of presentation.	One's leadership role within a team may affect the transformation {change} and outcome of a particular presentation {performance piece/play}.	Self-discovery occurs through greater understanding of presentation and structure, which may affect artistry.	
	<b>Inquiry Questions</b>	<b>F:</b> What are aesthetics? What are some principles of aesthetics? <b>C:</b> How might personal changes effect one's interpretation of aesthetics? <b>D:</b> What is the most pleasing principle of aesthetics?	<b>F:</b> What are different types of presentation mediums? <b>C:</b> How can diversity and interconnection can be communicated to an audience? <b>D:</b> Which presentation medium is the best? Do "bad" rehearsals affect the outcome of performances?	<b>F:</b> What are some different types of teams? What are some roles within each different type of team? <b>C:</b> How might my leadership role or affiliation within a team affect the transformation and outcome of a particular presentation? <b>D:</b> To what extent can a team function without a leader?	<b>F:</b> What structures are in place during a large-group presentation {performance}? What structures are no longer in place when the presentation {performance} is by yourself or a much smaller group? <b>C:</b> How might self-discovery occur? How might a greater understanding of presentation and structure, affect artistry? How might self-discovery occur through greater understanding of presentation and structure, which may affect artistry? <b>D:</b> Do we need such specific structure at the concerts? Why or why not?	
	<b>Approaches to Learning</b>	<b>Communication Skills:</b> Use a variety of media to communicate with a range of audiences <b>Organization Skills:</b> Bring necessary equipment and supplies to class, Select and use technology effectively and productively	<b>Communication Skills:</b> Use a variety of speaking techniques to communicate with a variety of audiences, Interpret and use effectively modes of non-verbal communication <b>Transfer Skills:</b> Apply skills and knowledge in unfamiliar situations, Make connections between subject groups and disciplines	<b>Communication Skills:</b> Negotiate ideas and knowledge with peers and teachers <b>Creative Thinking Skills:</b> Consider multiple alternatives, including those that might be unlikely or impossible, Create original works and ideas; use existing works and ideas in new ways	<b>Organization Skills:</b> create plans to prepare for summative assessments <b>Critical Thinking Skills:</b> evaluate and manage risk	

		<b>Information Literacy Skills:</b> Collect, record and verify data				
	<b>Culminating Task</b>	Personal soundtrack	Winter concert	Musical performance	Talent Show	
	<b>MYP Criteria</b>	A i, B ii, Ci, iii, Di.	A iii, B i, C ii, D iii	Ai, ii, iii: Bi, ii: Ci, ii, iii: Di, ii, iii	A ii, iii: B i, ii, C i,ii, D i	
<b>Year 2</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
	<b>Unit Title</b>	Identity and Inspiration Famous Musician Research	Presentation Prep: Self to World Connections	What Have I Learned So Far?	Personal expression and interpretation	How have I grown?
	<b>Topics</b>	Performance, Responding	Technique, Performance, Rehearsal Skills	Literacy, Solfege, Responding	Technique, Performance, Rehearsal Skills	Performance, Technique
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Identity <b>Related:</b> Innovation, Role	<b>Key:</b> Communication <b>Related:</b> Expression, Presentation	<b>Key:</b> Connections <b>Related:</b> Structure	<b>Key:</b> Identity <b>Related:</b> Expression, Interpretation	<b>Key:</b> Change <b>Related:</b> Audience, Interpretation
	<b>Global Context &amp; Exploration</b>	Identities and Relationships <i>- roles and role models</i>	Personal and Cultural Expression <i>- systems, products, processes</i>	Personal and Cultural Expression <i>- critical literacy, languages and linguistic systems</i>	Globalization and Sustainability <i>- commonality diversity and interconnection</i>	Personal and Cultural Expression <i>- artistry, craft, creation, beauty</i>
	<b>Statement of Inquiry</b>	Exploring others' identities {role models} may inspire an innovative role crafted in digital life.	Planning products to use during a presentation may lead to expressive communication.	Exploring structure through critical literacy may lead to connections between content areas.	Exploring diversity and interconnection encourages expression through identity (genre/style) during a presentation.	As change occurs, one's distinctive personal version (interpretation) of their craft might affect what they present to an audience.
	<b>Inquiry Questions</b>	<b>F:</b> What is innovation? What are some aspects of identity? <b>C:</b> How might others' identities inspire me? How might exploring others' identities inspire a personally innovative role crafted in digital life? {What might I create to elevate my performance and my role within the performance? How is this different from how I normally portrait myself?} <b>D:</b> To what extent can role- models inspire others and/or myself?	<b>F:</b> What are examples of products that can be used during a presentation? What are some different types of communication? <b>C:</b> How might planning products to use during a presentation may lead to expressive communication? <b>D:</b> To what extent does expression affect communication?	<b>F:</b> What is critical literacy? What are some examples of critical literacy from 1st semester? <b>C:</b> How might exploring structure through critical literacy lead to connections between content areas? <b>D:</b> To what extent is structure dependent on critical literacy?	<b>F:</b> How do we express ourselves during a concert? <b>C:</b> How do we communicate diversity and interconnectedness during a performance? How can exploring expression affect our identity as a performer? <b>D:</b> Is it more important to perform well or to understand the background information of a piece of music? Why?	<b>F:</b> What are some aspects of change that affect adolescents? <b>C:</b> How have I changed? As change occurs, how might one's distinctive personal version (interpretation) of their craft affect what they present to an audience? <b>D:</b> To what extent has my growth (change) this year affected what I presented to my classmates (audience?)

	<b>Approaches to Learning</b>	<b>Communication Skills:</b> Organize and depict information logically <b>Information Literacy Skills:</b> understand and use technology systems <b>Transfer Skills:</b> change the context of an inquiry to gain different perspectives	<b>Communication Skills:</b> use a variety of media to communicate with a range of audiences, interpret and use effectively modes of non-verbal communication <b>Collaboration Skills:</b> manage and resolve conflict and work collaboratively in teams	<b>Communication Skills:</b> negotiate ideas and knowledge with peers and teachers <b>Creative Thinking Skills:</b> make guesses, ask “what if” questions and generate testable hypotheses	<b>Organization Skills:</b> set goals that are challenging and realistic <b>Information Literacy Skills:</b> present information in a variety of formats and platforms <b>Media Literacy Skills:</b> communicate information and ideas effectively to multiple audiences using a variety of media and formats	<b>Affective Skills:</b> perseverance – demonstrate persistence and perseverance <b>Critical Thinking Skills:</b> evaluate and manage risk <b>Transfer Skills:</b> combine knowledge, understanding and skills to create products or solutions
	<b>Culminating Task</b>	Digital Poster	Winter Concert	Game/Quiz	Spring Concert	Talent Show
	<b>MYP Criteria</b>	A i, ii, iii: Bi, ii: Ci, ii, iii: Di, iii	A i, ii, iii; Bi, ii: Ci, ii, iii; Di, iii	A i, iii, C i, iii, D iii	A ii, B ii, C i, D i	Bii, Ciii, Di
<b>Year 3 (Chorus)</b>		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
	<b>Unit Title</b>	Vocal Health	Concert Performance Prep: Structure of Music	Music Show Off	Putting on the Finishing Touches	How Have I Grown?
	<b>Topics</b>	Technique, Rehearsal Skills, Performance	Performance, Intonation, Rehearsal Skills	Literacy, Solfege, Rehearsal Skills	Performance, Intonation, Rehearsal Skills, Responding	Technique, Performance, Rehearsal Skills
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Identity <b>Related:</b> Structure	<b>Key:</b> Communication <b>Related:</b> Presentation	<b>Key:</b> Change <b>Related:</b> Innovation	<b>Key:</b> Communication <b>Related:</b> Interpretation, Style	<b>Key:</b> Change <b>Related:</b> Presentation, Structure
	<b>Global Context</b>	Identities and Relationships <i>- health and well-being</i>	Globalization and Sustainability <i>- commonality, diversity and interconnection</i>	Personal and Cultural Expression <i>- metacognition and abstract thinking</i>	Personal and Cultural Expression <i>- products, systems and institutions</i>	Personal and Cultural Expression <i>- artistry, craft, creation, beauty</i>
	<b>Statement of Inquiry</b>	Exploring one's own {vocal} health and well-being may help determine key features in one's own practice.	Diversity and interconnection can be communicated through specific choice of presentation.	Use of metacognition and abstract thinking to influence innovation may lead to a change in the way a topic is viewed, perceived, or understood.	Products used to communicate may be affected by expression and structure.	Change occurs through greater understanding of presentation and structure, which affect artistry and craft.
	<b>Inquiry Questions</b>	<b>F:</b> What is vocal health? <b>C:</b> How can exploring one's own vocal health and well-being determine key features in their practice? <b>D:</b> What makes a great performer?	<b>F:</b> What are different types of presentation mediums? <b>C:</b> How can diversity and interconnection can be communicated to an audience? <b>D:</b> Which presentation medium is the best? Do "bad" rehearsals affect the outcome of performances?	<b>F:</b> What is innovation? What is metacognition? <b>C:</b> How might use of metacognition and abstract thinking to influence innovation lead to a change in the way a topic is viewed, perceived, or understood? How does being metacognitive influence me as a student? <b>D:</b> To what extent does creativity influence innovation?	<b>F:</b> What are different types of communication? What is structure? <b>C:</b> How might different types of products communicate? How might a product be used to express oneself? A group? <b>D:</b> Is it more effective to communicate verbally or non-verbally? To what extent is structure needed to communicate?	<b>F:</b> What are some types of presentations? W <b>C:</b> How can my experience with different types of presentations affect my artistry and craft? How does change occurs through greater understanding of presentation and structure, which affect artistry and craft? <b>D:</b> What types of presentations are the best to demonstrate artistry and craft?
	<b>Approaches to Learning</b>	<b>Communication Skills:</b> negotiate ideas and knowledge with peers and teachers, find information	<b>Communication Skills:</b> use intercultural understanding to interpret communication	<b>Organization Skills:</b> plan short- and long-term assignments; meet deadlines, bring	<b>Communication Skills:</b> use appropriate forms of writing for different purposes and audiences, negotiate ideas and	<b>Organization Skills:</b> set goals that are challenging and realistic

		for disciplinary and interdisciplinary inquiries, using a variety of media <b>Information Literacy Skills:</b> collect, record and verify data <b>Media Literacy Skills:</b> seek a range of perspectives from multiple and varied sources	<b>Collaboration Skills:</b> give and receive meaningful feedback <b>Affective Skills:</b> mindfulness – practice strategies to overcome distractions, mindfulness – practice being aware of body-mind connections	necessary equipment and supplies to class <b>Reflection Skills:</b> identify strengths and weaknesses of personal learning strategies (self-assessment) <b>Creative Thinking Skills:</b> create original works and ideas, use existing works and ideas in new ways	knowledge with peers and teachers <b>Transfer Skills:</b> combine knowledge, understanding and skills to create products or solutions	<b>Reflection Skills:</b> focus on the process of creating by imitating the work of others <b>Creative Thinking Skills:</b> Apply existing knowledge to generate new ideas, products or processes
	<b>Culminating Task</b>	Vocal Health “Fair” Exhibit	Winter Concert	Develop a GAME	Spring Concert	Talent Show
	<b>MYP Criteria</b>	A i, ii, iii B i, C iii, D i	A i, B i, ii, C i, D iii	A i, ii, iii; B i; C i, ii, iii; D i, ii, iii	A i, ii, iii; B i, ii; C i, ii, iii; D ii, iii	A ii, iii, B i, C i, D i, ii
		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>	<b>Unit 5</b>
<b>Year 3 (Music Appreciation)</b>	<b>Unit Title</b>	Into to MA and LPA	Basic Music theory	Circle drumming and composition	PSA	Planning and teaching your own music unit
	<b>Topics</b>	Classroom expectations and relationships to LPA	Literacy, Rehearsal Skills, Composition	Performance, Literacy, Working with a small group	Program music	Presentation, Literacy, Technique
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Identity <b>Related:</b> Interpretation, Narrative	<b>Key:</b> Aesthetics <b>Related:</b> Composition, Structure	<b>Key:</b> Identity <b>Related:</b> Innovation, Structure	<b>Key:</b> Communication <b>Related:</b> Audience, Narrative	<b>Key:</b> Communication <b>Related:</b> Audience, Interpretation
	<b>Global Context</b>	Identities and Relationships - <i>role and role model</i>	Personal and cultural expression - <i>critical literacy, languages and linguistic systems</i>	Orientation in Time and Space - <i>evolution constraints and adaptation</i>	Scientifics and Technical Innovation - <i>consequences and responsibilities</i>	Globalization and Sustainability - <i>commonality, diversity, interconnection</i>
	<b>Statement of Inquiry</b>	Interpretation of a role model's identity may lead to a persuasive narrative.	The use of critical literacy to define the structure of a composition may lead to an appreciation of its aesthetic nature.	Geographical identity may lead to innovative adaptation and constraints of structure.	The development of a narrative may allow for communications of consequences and responsibilities regarding topics students face daily.	Understanding the commonality with your audience often allows for purposeful interpretation while communicating.
	<b>Inquiry Questions</b>	<b>F:</b> What is a narrative? What are some different types of narratives? What are some aspects of identity? What are some examples of narratives that communicate identity? <b>C:</b> How do you know the identity of a role-model? How might interpretation of a role model's identity lead to the development of a persuasive narrative? <b>D:</b> To what extent can famous musicians be good role models? To what extent can my peers influence my identity and who I choose as a role model?	<b>B</b> What is the critical literacy needed? What are the basic elements of the structure being studied? <b>C:</b> How can the use of critical literacy to define the structure of a composition lead to an appreciation of its aesthetic nature? <b>D:</b> What's the most important element of structure?	<b>F:</b> What is geographical identity? <b>C:</b> How might geographical identity may lead to innovative adaptation of structure? <b>D:</b> To what extent does the choice of instrument affect the performance?	<b>F:</b> What are various types of communication? What types of issues do students face on a daily basis? <b>C:</b> How might the development of a narrative allow for communications of consequences and responsibility regarding topics students face daily? <b>D:</b> To what extent is it important to communicate potential consequences and responsibilities? Do people listen?	<b>F:</b> What are some different types of interpretation? <b>C:</b> How might understanding your commonality with your audience allow for purposeful interpretation while communicating? <b>D:</b> To what extent can younger students communicate with an audience as effectively as adolescent students?

	<b>Approaches to Learning</b>	<p><b>Communication Skills:</b> give and receive meaningful feedback, collaborate with peers and experts using a variety of digital environments and media</p> <p><b>Information Literacy Skills:</b> access information to be informed and inform others, identify primary and secondary sources</p>	<p><b>Communication Skills:</b> use appropriate forms of writing for different purposes and audiences</p> <p><b>Organization Skills:</b> Create plans to prepare for summative assessments (examinations and performances)</p>	<p><b>Collaboration Skills:</b> encourage others to contribute</p> <p><b>Information Literacy Skills:</b> Evaluate and select information sources and digital tools based on their appropriateness to specific tasks</p> <p><b>Transfer Skills:</b> Combine knowledge, understanding and skills to create products or solutions</p>	<p><b>Communication Skills:</b> Negotiate ideas and knowledge with peers and teachers, Share ideas with multiple audiences using a variety of digital environments and media</p> <p><b>Collaboration Skills:</b> Give and receive meaningful feedback</p> <p><b>Reflection Skills:</b> Focus on the process of creating by imitating the work of others, Consider ethical, cultural and environmental implications</p> <p><b>Information Literacy Skills:</b> Make connections between various sources of information, Use critical literacy skills to analyse and interpret media communications</p>	<p><b>Communication Skills:</b> Organize and depict information logically</p> <p><b>Organization Skills:</b> Plan short- and long-term assignments; meet deadlines</p> <p><b>Transfer Skills:</b> Apply skills and knowledge in unfamiliar situations</p>
	<b>Culminating Task</b>	Learner Profile Attribute posters	6-measure rhythms	Polyrhythmic composition with a small group	PSA announcement with program music included	Teach a lesson to elementary students on a topic of your choice
	<b>MYP Criteria</b>	Aiii; Bii; Ci, I, iii; Di, ii, iii	Ai, iii; Bi, ii; Diii	Ai, ii, iii; Bi, ii; Ci, ii, iii; Di, ii, iii	Ai, ii, iii; Bii; Ci, ii, iii; Di, ii	Ai, ii, ii; Bii; Cii, iii; Di

# Performing Arts – Orchestra

		Unit 1	Unit 2	Unit 3	Unit 4
<b>Year 1</b>	<b>Unit Title</b>	Music Literacy	Winter Performance	Solo and Ensemble	Aesthetics of performance
	<b>Topics</b>	Performance, Articulation, Intonation, Rhythm	Performance, Ensemble	Performance, Intonation, Articulation, Rhythm	Performance
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Composition <b>Related:</b> Structure, Change	<b>Key:</b> Identity <b>Related:</b> Expression, Interpretation	<b>Key:</b> Communication <b>Related:</b> Audience, Presentation	<b>Key:</b> Aesthetics <b>Related:</b> Audience, Role
	<b>Global Context &amp; Exploration</b>	Personal and Cultural Expression	Personal and Cultural Expression <i>- artistry, craft, creation, beauty</i>	Personal and Cultural Expression <i>- entrepreneurship, practice and competency</i>	Identities and Relationships
	<b>Statement of Inquiry</b>	The methods one uses to interpret structure and composition may change the final product.	One's identity can affect the outcome of how a work is expressed and interpreted.	To communicate with one's audience most effectively, one must practice and perfect their performance.	The role of the artist is to create an aesthetically pleasing product for their audience.
	<b>Inquiry Questions</b>	<b>F:</b> What are some types of structure? What are some methods of composition? <b>C:</b> How might the methods one uses to interpret structure change the product? How might the methods one uses to interpret composition change the product? <b>D:</b> To what extent do certain methods produce a better product?	<b>F:</b> What is expression? <b>C:</b> How might ones identity lead to a different interpretation? <b>D:</b> How much does identity actually affect a performance?	<b>F:</b> What does it mean to be competent? <b>C:</b> How might practice effect a performance? How might competency effect a product? <b>D:</b> At what point has one practiced enough? At one point is one considered competent?	<b>F:</b> What are different roles in an ensemble? <b>C:</b> How does your role effect the larger group? <b>D:</b> Is the individual or the group more important to the audience?
	<b>Approaches to Learning</b>	<b>Communication Skills:</b> give and receive meaningful feedback, use and interpret a wide range of discipline-specific terms and symbols, organize and depict information logically <b>Organization Skills:</b> create plans to prepare for summative assessments	<b>Communication Skills:</b> interpret and use effectively modes of nonverbal communication, make inferences and draw conclusions, use and interpret a range of discipline-specific terms and symbols	<b>Communication Skills:</b> negotiate ideas and knowledge with peers and teacher, use and interpret a range of discipline-specific terms and symbols <b>Collaboration Skills:</b> practice empathy	<b>Communication Skills:</b> use a variety of media to communicate with a range of audiences, negotiate ideas and knowledge with peers and teacher <b>Collaboration Skills:</b> help others to succeed
	<b>Culminating Task</b>	A lesson plan teaching a beginner class how to pluck open D and A, as well as read notes on the D and A string.	Winter Concert/etiquette handbook	Solo and Ensemble	Spring Concert/full 4 chaptered book
	<b>MYP Criteria</b>	Ai, Aii, Aiii, Bi, Ci, Cii, Ciii, Di, Dii, Diii	Ai, Aiii, Bi, Bii, Ci, Ciii, Dii, Diii	Ci, Cii	Ci, Cii

		Unit 1	Unit 2	Unit 3	Unit 4
<b>Year 2</b>	<b>Unit Title</b>	Keys to the kingdom	Role Model	How to Practice(Solo and Ensemble)	Putting it all together
	<b>Topics</b>	Performance	Performance, Intonation, Articulation, Rhythm	Performance, Intonation, Articulation, Rhythm	Performance, Intonation, Articulation, Rhythm
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Form <b>Related:</b> Interpretation, Expression	<b>Key:</b> Aesthetics <b>Related:</b> Play, Presentation	<b>Key:</b> Development <b>Related:</b> Expression, Presentation	<b>Key:</b> Connections <b>Related:</b> Audience, Innovations
	<b>Global Context &amp; Exploration</b>	Personal and Cultural Expression <i>- social constructions of reality; philosophies and ways of life; believe systems; rituals and play</i>	Orientation in time and Space <i>- peoples, boundaries, exchange, interactions</i>	Personal and Cultural Expression <i>- products, systems and institutions</i>	
	<b>Statement of Inquiry</b>	Form and expression can change an observer's interpretation of a product.	Playing with aesthetics can change the effect of a presentation.	To develop a strong presentation of artistry and craft, one must first know what one wishes to express.	Being innovative will help ones audience to make connections.
	<b>Inquiry Questions</b>	<b>F:</b> What is form? <b>C:</b> How are different forms used to express different ideas? <b>D:</b> Specific forms are better than others to express specific ideas.	<b>F:</b> What are aesthetics? <b>C:</b> How does play affect aesthetics? <b>D:</b> How far can one alter a product through play, and still have it be the same product?	<b>F:</b> What components of your craft are essential to develop a successful presentation? <b>C:</b> How can one vary a presentation in order to express different ideas? <b>D:</b> Are some ways of preparing for a performance better than others? Why? Is there a correct way in which to present and therefore express ones craft?	<b>F:</b> What does innovation mean? <b>C:</b> How can one be innovative? <b>D:</b> Innovation leads to stronger connection than following the norm.
	<b>Approaches to Learning</b>	<b>Information Literacy Skills:</b> access information to be informed and inform others	<b>Communication Skills:</b> give and receive meaningful feedback, negotiate ideas and knowledge with peers and teacher		
	<b>Culminating Task</b>	Make 2 PSA's and put background music to it.	Performance using aspects of your role model	Solo and Ensemble Practice Journal	Design and implement one aspect of the Spring Concert.
	<b>MYP Criteria</b>	Ai, Aii, Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii	Ai, Aii, Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii	Ai, Aii, Aiii, Bi, Bii, Biii, Ci, Cii, Ciii, Di, Dii, Diii	Ci, Cii

Year 3		<b>Unit 1</b>	<b>Unit 2</b>	<b>Unit 3</b>	<b>Unit 4</b>
	<b>Unit Title</b>	Into the Stratosphere	Music is Giving	Genre	Reflection
	<b>Topics</b>				
	<b>Key &amp; Related Concepts</b>	<b>Key:</b> Development <b>Related:</b> Boundaries, Expression	<b>Key:</b> Role <b>Related:</b> Audience, Communities	<b>Key:</b> System <b>Related:</b> Presentation, Genre	<b>Key:</b> Identity, Global Interaction <b>Related:</b> Expression
	<b>Global Context &amp; Exploration</b>	Personal and Cultural Expression -	Identities and Relationships -	Personal and Cultural Expression -	Personal and Cultural Expression
	<b>Statement of Inquiry</b>	Creativity can result when one understands rules and boundaries of composition, allowing for understanding of larger, more global relationships.	Knowing ones role and audience will lead to building stronger communities.	Varied systems and genres allow for more dynamic presentations.	When identity is clear, one can express themselves and interact with the global community.
	<b>Inquiry Questions</b>	<b>F:</b> What are the boundaries of your trade? <b>C:</b> How does a greater vocabulary increase expressive potential? <b>D:</b> Does a greater vocabulary increase the development of a product?	<b>F:</b> Who is the audience? <b>C:</b> What role do you serve? <b>D:</b> Is the role of the group or the individual more important within a community?	<b>F:</b> What factors contribute to a good performance? <b>C:</b> What are some genres used in your trade? <b>D:</b> Can having a wide range of genres present in one's presentation helps to relate to more people? Why or why not?	<b>F:</b> What is an identity? <b>C:</b> What is a global interaction? <b>D:</b> How much does identity actually effect one's ability to interact with the global community?
	<b>Approaches to Learning</b>	Thinking viii. Creative Thinking ix. Critical Thinking Self-management		Communication Social ii. Collaboration	Communication Social ii. Collaboration
	<b>Culminating Task</b>	Demonstrate proficiency to shift and play instrument in higher positions	Playing in a community venue	Planning a spring concert	Ways in which skills will be used outside of school
<b>MYP Criteria</b>	Ai, Aii, Aiii, Bi, Bii, Di, Dii, Diii	Ai, Aiii	Ai, Aii, Aiii, Bii, Ci, Cii, Ciii, Di, Dii, Diii	Bi, Bii, Ci, Cii	