

Visual Arts

		Unit 1	Unit 2	Unit 3	
Year 1	Unit Title	Personal Print Portfolio	Georgia O’Keeffe Flowers	In the Style of	
	Topics	Creating, Responding	Creating, Connecting, Responding	Creating, Connecting, Responding	
	Key & Related Concepts	Key: Identity Related: Presentation	Key: Aesthetics Related: Composition, Genre	Key: Change Related: Representation, Genre	
	Global Context & Exploration	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>	
	Statement of Inquiry	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.	
	Inquiry Questions	F: What is the difference between personal efficacy and agency? C: How can we creatively identify (presentation) our personal belongings? D: Does lettering style affect the message the artwork expresses? Explain.	F: Where did Georgia O’Keeffe get her inspiration? C: How does a light source affect shading of a form? D: Can we incorporate what we know about creating form in other artworks? Where? How?	F: How do you represent different genres? C: How does adaptation affect a genre? D: If you adapt a work, does it create a new genre? Explain.	
	Approaches to Learning	Organization Skills: select and use technology effectively and productively Communication Skills: interpret and use effectively modes of non-verbal communication	Reflection skills: focus on the process of creating by imitating the work of others Information Literacy Skills: access information to be informed and inform others	Information Literacy Skills: process data and report results Creative Thinking Skills: create original works and ideas, use existing works and ideas in new ways	
	Culminating Task	Personal Portfolios – Name emphasis, with reflection	Georgia O’Keeffe inspired pastel flower	Night at the Museum Project	
MYP Criteria	A iii, B ii, Ci, ii, D iii	A ii, B ii, C ii, D ii	Ai, ii, iii, B i, ii		
Year 2		Unit 1	Unit 2	Unit 3	Unit 4
	Unit Title	Personalios	Pastel Landscape	Hand Built Earthenware	Radial Symmetry
	Topics	Connecting, Creating, Responding	Connecting, Creating	Connecting, Creating, Responding	Connecting, Creating, Responding
	Key & Related Concepts	Key: Identity Related: Composition, Interpretation	Key: Time, place and space Related: Representation	Key: Change Related: Visual Culture, Boundaries	Key: Aesthetics Related: Innovation
	Global Context & Exploration	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>
Statement of Inquiry	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.	

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

			Critical Thinking Skills: Practice observing carefully in order to recognize problems		
	Culminating Task	Artistic expression communicating a strong stance toward a social issue, with reflection	One-point perspective of a 3D cityscape	Clay slabbox	
	MYP Criteria	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
Unit Title	Balancing Act	Notes to You	Beat It!	Do You Hear What I Hear? (Intervals)	Spring Concert	Picking up where we left off
Topics	Tone	Notes	Rhythm	Notes	Performance	Rhythm
Key & Related Concepts	Key: Identity Related: Interpretation	Key: Communication Related: Interpretation	Key: Change Related: Structure	Key: Form Related: Structure	Key: Communication Related: Audience	Key: Communication Related: Structure
Global Context & Exploration	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>
Statement of Inquiry	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.
Year 1	F: Which instruments stick out more than others in volume? Why do certain instruments stick out? C: How can the different tones blend? What is balance in a musical group? D: Can you have a balanced band sound with uneven instrumentation? Explain.	F: What are the notes on the staff? How is the knowledge of notes used to find fingerings? C: How would you visualize notes that aren't on the staff? How do other cultures communicate through notational symbols? D: Can a musician communicate effectively without being a good reader?	F: What structures change (transform) duration? What's a duration? C: How can you identify a pulse just by listening? D: Does everything in nature have a rhythm?	F: How does identifying the intervals on the staff help to hear them better? How can I train my ear to recognize intervals? C: How are small units used in composition? D: Can you sing better with knowledge of intervals?	F: In what ways does the performance affect an audience? What musical skills are on display in a band concert? C: Is one's cultural ideas of "good music" different from others? D: Can an audience enjoy a concert without familiar cultural norms? Explain.	F: 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? C: How do beams of flags for groups of notes help or hinder your reading of rhythms? D: 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?
Approaches to Learning	Communication Skills: interpret and use effectively modes of non-verbal communication Critical Thinking Skills: revise understanding based on new ideas and evidence	Communication Skills: Interpret and use effectively modes of non-verbal communication, read critically for comprehension, use and interpret a range of discipline specific terms	Reflection Skills: develop new skills, techniques and strategies for effective learning Creative Thinking Skills: create novel solutions to authentic problems.	Communication Skills: give and receive meaningful feedback Critical Thinking Skills: interpret data, use models and simulations to explore complex systems and issues	Collaboration Skills: exercise leadership and take on a variety of roles within groups, give and receive meaningful feedback.	Communication Skills: use and interpret a range of discipline-specific terms and symbols Critical Thinking Skills: interpret data
Culminating Task	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.				
	MYP Criteria	Aii, Bii, Cii	Ai, Bii, Cii	Aiii, Bii, Cii, Diii	Aiii, Bii, Ciii, Diii	Aiii, Bi	Aiii, Bii, Diii
Year 2		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Unit Title	Understanding Musical Notation	Follow the Leader	Building Blocks	Put it in the Blender	Fall Concert	New Music and the Beat
	Topics	Notes	Ensemble	Notes	Tone	Performance	Rhythm
	Key & Related Concepts	Key: Communication Related: Interpretation	Key: Communication Related: Interpretation	Key: Connection Related: Structure	Key: Identity Related: Interpretation	Key: Aesthetics Related: Audience	Key: Time, space & place Related: Structure
	Global Context & Exploration	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>
	Statement of Inquiry	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.
	Inquiry Questions	F: How do flats, sharps, and naturals alter a note on the grand staff? How do time signatures help you to group values of rhythms? C: How does the size of an instrument affect the pitch? D: Can a musician communicate effectively without being a good reader?	F: What are the gestures and what do they mean? How are time signatures and fractions demonstrated in the air? C: How would conducting differ in other countries? How would it be the same? D: Would there ever be a group of musicians who don't need a conductor?	F: Which intervals occur most often in songs you know? C: How can I hear something before I play it with this skill? D: Can you be as musically successful without interval skills? Justify your position	F: What are the key components of balance? C: How do I integrate my individual identity? D: Can aesthetic of balance change across cultures?	F: In what ways does an audience affect communication with musicians (or artists)? C: How would a weak performance impact communication? D: Do all performers know when the music is "right"? Can one audience member experience a different aesthetic than another?	F: How do I use prior knowledge to improve rhythmic reading? Are there patterns that are repetitive? C: If I get on a particular rhythm, what can I do that doesn't throw the beat off? D: Can you perform just as well without reading patterns exactly?
	Approaches to Learning	Communication Skills: use and interpret a range of discipline-specific terms and symbols Affective Skills: mindfulness – practice focus and concentration Critical Thinking Skills: interpret data	Communication Skills: interpret and use effectively modes of non-verbal communication Affective Skills: mindfulness - Practice being aware of body–mind connections	Information Literacy Skills: Make connections between various sources of information, understand the use of technology systems Critical Thinking Skills: Analyse complex concepts into their constituent parts and synthesize them to create new understanding	Critical Thinking Skills: Identify obstacles and challenges Transfer Skills: combine knowledge, understanding and skills to create solutions	Communication Skills: use intercultural understanding to interpret communication, interpret and use effective non-verbal communication Collaboration Skills: listen actively to other perspectives and ideas	Information Literacy Skills: use memory techniques to develop long term memory Critical Thinking Skills: Identify obstacles and challenges

	Culminating Task	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
	MYP Criteria	Aiii, Bi, Diii	Ci, Diii	Aii, Bii, Di	Bi, Diii	Aiii, Bii	Cii, Di
Year 3		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Unit Title	A-Count-Ability	Time for a change (signatures)	Fall Concert	The Air that you Breathe	New Music & the Rhythm	Spring Concert
	Topics	Rhythm	Notes	Performance	Ensemble	Rhythm	Performance
	Key & Related Concepts	Key: Communication Related: Structure	Key: Change Related: Structure	Key: Aesthetics Related: Audience	Key: Change Related: Environment	Key: Communication Related: Interpretation	Key: Aesthetics Related: Interpretation
	Global Context & Exploration	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>
	Statement of Inquiry	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
	Inquiry Questions	F: 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? C: Can you make up new notational symbols as an artist? D: Can a musician communicate effectively without being a good reader?	F: How do I decipher more challenging key signatures? How do I play the transformed notes? C: Can you tell what key you are in just by hearing? Just by seeing? D: Can you write music without a key signature or tonal base?	F: What musical conventions or elements can be identified as specific to a genre? What skills are the 8 th grade bands demonstrating in this concert? C: What is the relationship between arts and audiences? D: When is process more important than product? How is this 'dangerous'?	F: Why do I need to learn about instrument maintenance? How does cleaning procedure change from horn to horn? C: In what ways is the band environment dangerous to our health? D: Can you stay healthy with bad cleaning habits?	F: How do I use prior knowledge to improve rhythmic reading? Are there patterns that are repetitive? C: If I get on a particular rhythm what can I do that doesn't throw the beat off? D: Can you perform just as well without reading patterns exactly?	F: What musical conventions or elements can be identified as specific to a genre? What skills are the 8 th grade band demonstrating in this concert? C: What is the relationship between arts and audiences? D: When is process more important than product? How could these important concepts be 'out of synch'?
	Approaches to Learning	Communication Skills: Interpret and use effectively modes of non-verbal communication Critical Thinking Skills: interpret data, identify obstacles and challenges	Critical Thinking Skills: analyze complex concepts and projects into their constituent parts and synthesize them to create new understanding Transfer Skills: apply skills and knowledge in unfamiliar situations	Communication Skills: use intercultural understanding to interpret communication, interpret and use effective non-verbal communication Collaborative Skills: Listen actively to other perspectives and ideas	Transfer Skills: inquire in different contexts to gain a different perspective Critical Thinking Skills: draw reasonable conclusions and generalizations	Critical Thinking Skills: Identify obstacles and challenges Information Literacy Skills: use memory techniques to develop long term memory, make connections between various sources of information	Organization Skills: plan short- and long-term assignments: meet deadlines Reflection Skills: 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?

	Culminating Task	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
	MYP Criteria	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	
Year 1	Unit Title	Personal Soundtrack	Winter concert, Interconnection	Musical	What's Changed About me?	
	Topics	Literacy, rehearsal skills	Literacy, Solfege, Performance, Rehearsal Skills, Technique	Performance, Rehearsal Skills	Independent Performance, Rehearsal Skills	
	Key & Related Concepts	Key: Change Related: Interpretation	Key: Communication Related: Presentation	Key: Change Related: Play, Role	Key: Identity Related: Presentation, Structure	
	Global Context & Exploration	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>	
	Statement of Inquiry	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.	
	Inquiry Questions	F: What are aesthetics? What are some principles of aesthetics? C: How might personal changes effect one's interpretation of aesthetics? D: What is the most pleasing principle of aesthetics?	F: What are different types of presentation mediums? C: How can diversity and interconnection can be communicated to an audience? D: Which presentation medium is the best? Do "bad" rehearsals affect the outcome of performances?	F: What are some different types of teams? What are some roles within each different type of team? C: How might my leadership role or affiliation within a team affect the transformation and outcome of a particular presentation? D: To what extent can a team function without a leader?	F: 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? C: 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? D: Do we need such specific structure at the concerts? Why or why not?	
	Approaches to Learning	Communication Skills: Use a variety of media to communicate with a range of audiences Organization Skills: Bring necessary equipment and supplies to class, Select and use technology effectively and productively	Communication Skills: Use a variety of speaking techniques to communicate with a variety of audiences, Interpret and use effectively modes of non-verbal communication Transfer Skills: Apply skills and knowledge in unfamiliar situations, Make connections between subject groups and disciplines	Communication Skills: Negotiate ideas and knowledge with peers and teachers Creative Thinking Skills: Consider multiple alternatives, including those that might be unlikely or impossible, Create original works and ideas; use existing works and ideas in new ways	Organization Skills: create plans to prepare for summative assessments Critical Thinking Skills: evaluate and manage risk	

		Information Literacy Skills: Collect, record and verify data				
	Culminating Task	Personal soundtrack	Winter concert	Musical performance	Talent Show	
	MYP Criteria	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	
Year 2		Unit 1	Unit 2	Unit 3	Unit 4	Unit 5
	Unit Title	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?
	Topics	Performance, Responding	Technique, Performance, Rehearsal Skills	Literacy, Solfege, Responding	Technique, Performance, Rehearsal Skills	Performance, Technique
	Key & Related Concepts	Key: Identity Related: Innovation, Role	Key: Communication Related: Expression, Presentation	Key: Connections Related: Structure	Key: Identity Related: Expression, Interpretation	Key: Change Related: Audience, Interpretation
	Global Context & Exploration	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>
	Statement of Inquiry	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.
	Inquiry Questions	F: What is innovation? What are some aspects of identity? C: 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?} D: To what extent can role- models inspire others and/or myself?	F: What are examples of products that can be used during a presentation? What are some different types of communication? C: How might planning products to use during a presentation may lead to expressive communication? D: To what extent does expression affect communication?	F: What is critical literacy? What are some examples of critical literacy from 1st semester? C: How might exploring structure through critical literacy lead to connections between content areas? D: To what extent is structure dependent on critical literacy?	F: How do we express ourselves during a concert? C: How do we communicate diversity and interconnectedness during a performance? How can exploring expression affect our identity as a performer? D: Is it more important to perform well or to understand the background information of a piece of music? Why?	F: What are some aspects of change that affect adolescents? C: 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? D: To what extent has my growth (change) this year affected what I presented to my classmates (audience?)

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

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

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

Performing Arts – Orchestra

		Unit 1	Unit 2	Unit 3	Unit 4
Year 1	Unit Title	Music Literacy	Winter Performance	Solo and Ensemble	Aesthetics of performance
	Topics	Performance, Articulation, Intonation, Rhythm	Performance, Ensemble	Performance, Intonation, Articulation, Rhythm	Performance
	Key & Related Concepts	Key: Composition Related: Structure, Change	Key: Identity Related: Expression, Interpretation	Key: Communication Related: Audience, Presentation	Key: Aesthetics Related: Audience, Role
	Global Context & Exploration	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
	Statement of Inquiry	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.
	Inquiry Questions	F: What are some types of structure? What are some methods of composition? C: How might the methods one uses to interpret structure change the product? How might the methods one uses to interpret composition change the product? D: To what extent do certain methods produce a better product?	F: What is expression? C: How might ones identity lead to a different interpretation? D: How much does identity actually affect a performance?	F: What does it mean to be competent? C: How might practice effect a performance? How might competency effect a product? D: At what point has one practiced enough? At one point is one considered competent?	F: What are different roles in an ensemble? C: How does your role effect the larger group? D: Is the individual or the group more important to the audience?
	Approaches to Learning	Communication Skills: give and receive meaningful feedback, use and interpret a wide range of discipline-specific terms and symbols, organize and depict information logically Organization Skills: create plans to prepare for summative assessments	Communication Skills: interpret and use effectively modes of nonverbal communication, make inferences and draw conclusions, use and interpret a range of discipline-specific terms and symbols	Communication Skills: negotiate ideas and knowledge with peers and teacher, use and interpret a range of discipline-specific terms and symbols Collaboration Skills: practice empathy	Communication Skills: use a variety of media to communicate with a range of audiences, negotiate ideas and knowledge with peers and teacher Collaboration Skills: help others to succeed
	Culminating Task	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
	MYP Criteria	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
Year 2	Unit Title	Keys to the kingdom	Role Model	How to Practice(Solo and Ensemble)	Putting it all together
	Topics	Performance	Performance, Intonation, Articulation, Rhythm	Performance, Intonation, Articulation, Rhythm	Performance, Intonation, Articulation, Rhythm
	Key & Related Concepts	Key: Form Related: Interpretation, Expression	Key: Aesthetics Related: Play, Presentation	Key: Development Related: Expression, Presentation	Key: Connections Related: Audience, Innovations
	Global Context & Exploration	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>	
	Statement of Inquiry	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.
	Inquiry Questions	F: What is form? C: How are different forms used to express different ideas? D: Specific forms are better than others to express specific ideas.	F: What are aesthetics? C: How does play affect aesthetics? D: How far can one alter a product through play, and still have it be the same product?	F: What components of your craft are essential to develop a successful presentation? C: How can one vary a presentation in order to express different ideas? D: 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?	F: What does innovation mean? C: How can one be innovative? D: Innovation leads to stronger connection than following the norm.
	Approaches to Learning	Information Literacy Skills: access information to be informed and inform others	Communication Skills: give and receive meaningful feedback, negotiate ideas and knowledge with peers and teacher		
	Culminating Task	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.
	MYP Criteria	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		Unit 1	Unit 2	Unit 3	Unit 4
	Unit Title	Into the Stratosphere	Music is Giving	Genre	Reflection
	Topics				
	Key & Related Concepts	Key: Development Related: Boundaries, Expression	Key: Role Related: Audience, Communities	Key: System Related: Presentation, Genre	Key: Identity, Global Interaction Related: Expression
	Global Context & Exploration	Personal and Cultural Expression -	Identities and Relationships -	Personal and Cultural Expression -	Personal and Cultural Expression
	Statement of Inquiry	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.
	Inquiry Questions	F: What are the boundaries of your trade? C: How does a greater vocabulary increase expressive potential? D: Does a greater vocabulary increase the development of a product?	F: Who is the audience? C: What role do you serve? D: Is the role of the group or the individual more important within a community?	F: What factors contribute to a good performance? C: What are some genres used in your trade? D: Can having a wide range of genres present in one's presentation helps to relate to more people? Why or why not?	F: What is an identity? C: What is a global interaction? D: How much does identity actually effect one's ability to interact with the global community?
	Approaches to Learning	Thinking viii. Creative Thinking ix. Critical Thinking Self-management		Communication Social ii. Collaboration	Communication Social ii. Collaboration
	Culminating Task	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
MYP Criteria	Ai, Aii, Aiii, Bi, Bii, Di, Dii, Diii	Ai, Aiii	Ai, Aii, Aiii, Bii, Ci, Cii, Ciii, Di, Dii, Diii	Bi, Bii, Ci, Cii	