

Band or Choir 5 YEAR 0 (Grade 5)							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Rhythm Counting	Time, place and space	Structure Composition Interpretation	Personal and cultural expression	We interpret the structure of time, place and space based on what we consider aesthetically pleasing.	A,B,C,D	Exchanging thoughts, messages and information effectively through interaction Working effectively with others (Re-)considering the process of learning	Learn Rhythm Counting Learn Rhythm Dictation Writing Rhythms and Creating Rhythm Exercises
Performance Etiquette	Communication	Audience Presentation Role	Fairness and development Rights and Responsibilities	We communicate our rights and responsibilities to an audience through our role as a performer.	A,B,C,D	Exchanging thoughts, messages and information effectively through interaction Reading, writing and using language to gather and communicate information Working effectively with others	Learn about Responsibilities of the Audience and Performer
Melody Composition	Aesthetics	Expression Composition Boundaries	Personal and cultural expression The ways in which we reflect on, extend and enjoy our creativity.	We express aesthetics through composition within certain boundaries.	A,B,C,D	Perseverance – Demonstrate persistence and perseverance Present information in a variety of formats and platforms Utilize effective learning strategies in subject groups and disciplines	Student work on rules of writing music. Practice Writing Music. Write a final melody which could be made into a composition.
Band or Choir 6 YEAR 1 (Grade 6)							
Unit Title	Key Concept	Related	Global Context	Statement of	MYP	ATL Skills	Content

		Concept(s)	and Exploration	Inquiry	Objectives		
Instrument or Vocal Skills	Change	Play Role Presentation	Identities and relationships What it means to be human	Humans can change the meaning of life through their role in play.	A,B,C,D	Emotional management – Practice strategies to reduce stress and anxiety Self-motivation – Practice positive thinking Resilience – Practice dealing with disappointment and unmet expectations	Students work on how to be successful with their instrument/voice. Student work on practice techniques. Students describe how to be successful on their instrument/voice.
Instrument Creation	Communication	Innovation Expression Presentation	Scientific and technical innovation The natural world and its laws.	Natural laws are involved in the innovation of communication.	A,B,C,D	Give and receive meaningful feedback Plan short- and long-term assignments; meet deadlines Bring necessary equipment and supplies to class	Student Discover How Instruments are Made and the relationship to sound. Design, Creation and Demonstration of an instrument.
World Music	Aesthetics	Expression Interpretation Role	Personal and cultural expression Cultural Expression	Beauty is expressed differently in many cultures.	A,B,C,D	Interpret and use effectively modes of non-verbal communication Practice empathy Consider ethical, cultural and environmental implications	Learn about different cultures music. Perform different cultures music. Create different cultures music.

Band or Choir 7 YEAR 2 (Grade 7)

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Music Theory	Communication	Structure Composition Expression	Technical Innovation: Understanding the notation system that is involved in reading the music language	A composition creates communication through structure and technical innovation.	A,B,C,D	Collaborate with peers and experts using a variety of digital environments and media Share ideas with multiple audiences	Students learn about the rules of music theory. Students learn how to use the rules of music theory to create their own composition.

						using a variety of digital environments and media Select and use technology effectively and productively	
Solo/Ensemble	Communication	Audience Interpretation Presentation	Personal and cultural expression Artistry, craft, creation, beauty.	Individual expression affects the message that is communicated to the audience.	A,B,C,D	Give and receive meaningful feedback Plan short- and long-term assignments; meet deadlines Emotional management – Practice strategies to reduce stress and anxiety	Students select, practice, rehearse and perform a solo or ensemble for the winter concert.
Music History	Change	Audience Innovation Genre	Personal and cultural expression Artistry, craft, creation, beauty	Innovation changes personal expression.	A,B,C,D	Recognize unstated assumptions and bias Develop contrary or opposing arguments Identify obstacles and challenges	Students learn periods of music history. Student learn to listen to music for characteristics of the time periods.

Band or Choir 8 YEAR 3 (Grade 8)

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Veteran's Program	Identity	Presentation, Interpretation, Narrative	Identities and relationships	Understanding a person's narrative creates an identity of human nature and human dignity.	A,B,C,D	Reflection skills Critical thinking skills	Students rehearse and perform music for a formal ceremony. Students understand a story of a current or past veteran.
Solo/Ensemble II	Communication	Audience Interpretation Presentation	Personal and cultural expression Artistry, craft, creation, beauty.	Individual expression affects the message that is communicated to the audience.	A,B,C,D	Give and receive meaningful feedback Plan short- and long-term assignments; meet deadlines Emotional management – Practice strategies to reduce stress and	Students select, practice, rehearse and perform a solo or ensemble for the winter concert.

						anxiety	
Decades Project	Change	Audience Representation Style	Personal and cultural expression	Cultural expression changes through time, style and representation of its music, art and people.	A,B,C,D	Media literacy skills Critical thinking skills	Students rehearse and perform music from a particular decade in the 1900's. Students research, create and presents a project based on a decade of pop culture.

Varsity Band or Choir YEAR 4 (Grade 9)

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Technique and Ensemble Building	Aesthetics	Structure, Role	Identities and relationships	A successful ensemble product is dependent on the input of every member.	A,B,C,D	<p>Skill Category: Social Skill Clusters: II. Collaboration skills Working effectively with others</p> <p>Help others to succeed</p> <p>Skill Category: Self-Management Skill Clusters: IV. Affective skills Managing state of mind</p> <p>Resilience – Practice “bouncing back” after adversity, mistakes and failures</p> <p>Resilience – Practice “failing well”</p>	Students will focus on basic skills when learning a new piece of band music. They will be tasked with understanding their 1 octave chromatic scale in preparation for their current and future success in band. They will rehearse, practice, spend time collaborating in sectionals, and reflect upon the final performance. This is similar to the work done by the Concert Band/Choir, however, the skills being assessed are on a lower level based on the abilities of the students in the Varsity Band/Choir.
Universal Language	Culture	Narrative Expression	Personal and cultural expression	Music is a Universal	A, B, C, D	Skill Clusters: I. Communication skills	Students will be focused on the study of

		Interpretation		Language		<p>Exchanging thoughts, messages and information effectively through interaction</p> <p>Interpret and use effectively modes of non-verbal communication</p> <p>Negotiate ideas and knowledge with peers and teachers</p> <p>Skill Category: Social Skill Clusters: II. Collaboration skills Working effectively with others</p> <p>Listen actively to other perspectives and ideas</p>	<p>style pertaining to a specific genre or culture of world music. The music for this unit will be selected by the instructor based upon the needs and abilities of the ensemble. Formative and summative assessments will revolve around the music being studied.</p>
Popular Music	Aesthetics	Interpretation Narrative Presentation	Identities and relationships	In order to create quality music, you must go beyond the notes on the page.	A, B, C, D	<p>Skill Clusters: II. Collaboration skills Working effectively with others</p> <p>Encourage others to contribute</p> <p>Exercise leadership and take on a variety of roles within groups</p> <p>Give and receive meaningful feedback</p>	<p>The focus of this unit is to create a high quality program of music based on the studies from the previous two units through the lens of popular music. This unit features combined work between both bands as well as the opportunity for small student-led ensembles.</p>
Concert Band YEAR 5 (Grade 10)							

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Technique and Ensemble Building	Aesthetics	Structure, Role	Identities and relationships	A successful ensemble product is dependent on the input of every member.	A, B, C, D	<p>Social: Collaboration Skills, working effectively with others</p> <p>Skill Clusters: Affective skills Resilience - Practice “bouncing back” after adversity, mistakes and failures. Resilience - Practice “failing well”</p>	Students will focus on basic skills when learning a new piece of music. They will be tasked with understanding their 2 octave chromatic scale in preparation for their current and future music. They will rehearse, practice, spend time collaborating in sectionals, and reflect upon the final performance. This is similar to the work done by the Varsity Band, however, the skills being assessed are on a higher level based on the abilities of the students in the Concert Band.
Universal Language	Culture	Narrative Expression Interpretation	Personal and cultural expression	Music is a Universal Language	A, B, C, D	<p>Skill Clusters: I. Communication skills Exchanging thoughts, messages and information effectively through interaction</p> <p>Interpret and use effectively modes of non-verbal communication</p> <p>Negotiate ideas and knowledge with peers</p>	Students will be focused on the study of style pertaining to a specific genre or culture of world music. The music for this unit will be selected by the instructor as well as the students through various sight reading activities. Formative and summative assessments will revolve around the

						and teachers Skill Category: Social Skill Clusters: II. Collaboration skills Working effectively with others Listen actively to other perspectives and ideas	music being studied.
Popular Music	Aesthetics	Interpretation Narrative Presentation	Identities and relationships	In order to create quality music, you must go beyond the notes on the page.	A, B, C, D	Skill Clusters: II. Collaboration skills Working effectively with others Encourage others to contribute Exercise leadership and take on a variety of roles within groups Give and receive meaningful feedback	The focus of this unit is to create a high quality program of music based on the studies from the previous two units through the lens of popular music. This unit features combined work between both bands as well as the opportunity for small student-led ensembles.

World Music YEAR 1

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Central America	Identity	Style Expression Genre	Identities and Relationships Attitudes, Motivation, Happiness and the Good Life	Happiness is determined by the expression of a person's identity.	Objective A Objective D	Organization skills Managing time and tasks effectively Affective skills Managing state of mind Reflection skills (Re-)considering the process of learning; choosing and using ATL skills	Students will be able to determine the genre of music by listening to different selections of music and understand that Caribbean music identifies a certain lifestyle that is more relaxed and content.

Asia	Aesthetics	Role Narrative Composition	Personal and Cultural Expression Philosophies and ways of life	A composition can determine the role of beauty.	Objective A Objective B Objective C Objective D	Communication skills Exchanging thoughts, messages and information effectively through interaction Collaboration skills Working effectively with others Reflection skills (Re-)considering the process of learning; choosing and using ATL skills	Student will compose and perform a piece of music that in their mind has beauty. The composition must be thought out and written down from a pentatonic scale.
South America/ Brazil	Aesthetics	Presentation Role Audience	Personal and Cultural Expression Ritual and Play	Beauty can be seen through traditions and presentations.	Objective A Objective D	Reflection skills (Re-)considering the process of learning; choosing and using ATL skills Media literacy skills Interacting with media to use and create ideas and information	Students will study the culture and music of South America and understand how they interpret the aesthetics of their people.
Africa	Communication	Expression Role Interpretation	Personal and Cultural Expression Social constructions of reality	Communication is an interpretation of a person's role.	Objective A Objective B Objective C Objective D	Communication skills Exchanging thoughts, messages and information effectively through interaction Collaboration skills Working effectively with others	Students will work together to create a drumming ensemble that will allow them to experience different roles throughout the project.
India	Change	Composition Structure Interpretation	Personal and Cultural Expression Artistry, craft, creation, beauty	Artistry can be seen through changes structure and interpretation.	Objective A Objective D	Communication skills Reading, writing and using language to gather and communicate information	Students will determine how music changes from traditional cultural music to the contemporary version.
Middle East and Traditional European	Identity	Genre Presentation Boundaries	Personal and Cultural Expression Histories of ideas	Identity can be seen through the presentation of culture.	Objective A Objective B Objective C Objective D	Collaboration skills Working effectively with others Organization skills	Student will represent a certain culture by creating an instrument that represents that culture.

						Managing time and tasks effectively	
Music History YEAR 2							
Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Music Theory - Rhythm and Basics	Connections	Structure Composition Interpretation	Scientific and Technical Innovation Notations	Language has technical innovation that creates connections that can be interpreted.	Objective A	Communication skills: Understand and use notation	Students will be able to understand basic elements of music to demonstrate an understanding of connections between performing, composing and rehearsing music.
History: Medieval, Renaissance, Baroque	Change	Audience Innovation Genre	Orientation in Space and Time Adaptation	Innovation changes personal expression.	Objective A Objective D	Critical thinking skills Analyzing and evaluating issues and ideas	Students will understand how innovations in history changed how music was composed over time.
Guitar I	Development	Presentation Genre Boundaries	Identities and Relationships Personal efficacy and agency; attitudes, motivations, independence; happiness and the good life	Skill development leads to independence and enjoyment of participation.	Objective A Objective B Objective C Objective D	Affective skills Managing state of mind	Learning how to play guitar chords takes effort and concentration. Depending on how students progress will determine their satisfaction on the instrument.
Music Theory: Structure, Chords, Pitch	Communication	Structure Composition Expression	Scientific and Technical Innovation Notation	A composition creates communication through structure and technical innovation.	Objective A Objective B Objective C Objective D	Communication skills Exchanging thoughts, messages and information effectively through interaction Organization skills Managing time and tasks effectively	Students will create music understanding the technical and structural innovations that are involved in music from movies and musicals.
Music Theory: Classical, Romantic, Modern	Aesthetics	Structure Innovation Boundaries	Personal and Cultural Expression Artistry, craft, creation, beauty	Changing the structure of composition challenges the boundaries of aesthetics.	Objective A Objective B Objective C Objective D	Communication skills: Exchanging thoughts, messages and information effectively through interaction Organization skills:	Students will create music understanding the technical and structural innovations that are involved in music from movies and musicals.

						Managing time and tasks effectively	
Guitar II	Identity	Genre Play Presentation	Personal and Cultural Expression Artistry, craft, creation, beauty	Personal identity is the craft and creation of presentation.	Objective A	Creative thinking skills: Generating novel ideas and considering new perspectives	Students will create music for the guitar that expresses a personal message.

Music of Today YEAR 3

Unit Title	Key Concept	Related Concept(s)	Global Context and Exploration	Statement of Inquiry	MYP Objectives	ATL Skills	Content
Music Careers	Identity	Role Innovation Narrative	Identities and Relationships Identity formation, self-esteem, roles and role models	Identity can be determined by their roles and innovations in today's industry.	Objective A Objective D	Communication skills Exchanging thoughts, messages and information effectively through interaction Organization skills Managing time and tasks effectively Information literacy skills Finding, interpreting, judging and creating information Media literacy skills Interacting with media to use and create ideas and information	Students will learn how music careers can lead to real life jobs and make connections on how to apply for jobs.
Jazz	Change	Expression, Genre, Composition	Fairness and Development Power and privilege; security and freedom Inequality, difference and inclusion Rights, law, civic responsibility	The development of human rights changes the composition and expression of different genres.	Objective A Objective D	Communication skills: Reading, writing and using language to gather and communicate information Collaboration skills Working effectively with others Organization skills Managing time and tasks effectively	By looking into jazz compositions we will be able to study the elements of music, and describe the characteristics of jazz genres. Students will have a performance component where they will have to transfer this knowledge to accurately show the expression put into jazz.

						<p>Affective skills Managing state of mind</p> <p>Reflection skills (Re-)considering the process of learning; choosing and using ATL skills</p> <p>Critical thinking skills Analyzing and evaluating issues and ideas</p>	
Rock	Change	Boundaries, presentation, audience	<p>Fairness and Development</p> <p>Democracy, politics, government and civil society</p>	Changing the craft of presentations challenges the boundaries of politics and institutions.	<p>Objective A</p> <p>Objective B</p> <p>Objective C</p> <p>Objective D</p>	<p>Communication Skills: Reading, writing and using language to gather and communicate information</p> <p>Affective skills Managing state of mind</p> <p>Critical thinking skills Analyzing and evaluating issues and ideas</p> <p>Creative thinking skills Generating novel ideas and considering new perspectives</p>	Students demonstrate their understanding through a written test and essay that shows critical thinking on debatable question. Students will also show knowledge through a listening test where besides identifying music examples, students will listen to elements of the music that define the genre.
Pop	Aesthetics	Style Presentation Innovation	<p>Personal and Cultural Expression</p> <p>Artistry, craft, creation, beauty</p>	The innovation of style and presentation creates an aesthetic experience.	<p>Objective A</p> <p>Objective B</p> <p>Objective D</p>	<p>Collaboration skills Working effectively with others</p> <p>Media literacy skills Interacting with media to use and create ideas and information</p> <p>Critical thinking skills Analyzing and evaluating issues and</p>	Students will also show knowledge through a listening test where besides identifying music examples, students will listen to elements of the music that define the genre.

						ideas	
Personal Project	Identity	Expression Presentation Role	Personal and Cultural Expression Fields and discipline; analysis and argument	Identity is created through the student's role in creating analysis and argument of their personal expression and presentation.	Objective A Objective B Objective C Objective D	<p>Communication skills Exchanging thoughts, messages and information effectively through interaction</p> <p>Collaboration skills Working effectively with others</p> <p>Organization skills Managing time and tasks effectively Affective skills Managing state of mind</p> <p>Reflection skills (Re-)considering the process of learning; choosing and using ATL skills</p> <p>Information literacy skills Finding, interpreting, judging and creating information</p> <p>Media literacy skills Interacting with media to use and create ideas and information</p> <p>Critical thinking skills Analyzing and evaluating issues and ideas</p> <p>Transfer skills Utilizing skills and knowledge in multiple contexts</p>	Students will use this personal project to further investigate and express themselves through their own presentation.
Hip Hop	Communication	Boundaries Composition	Personal and Cultural Expression	Boundaries and narratives are	Objective A Objective B	<p>Communication skills Exchanging thoughts,</p>	Students will create their own narrative and

		Narrative	Artistry, craft, creation, beauty	key to the composition craft of personal expression.	Objective C Objective D	<p>messages and information effectively through interaction</p> <p>Collaboration skills Working effectively with others</p> <p>Organization skills Managing time and tasks effectively</p> <p>Affective skills Managing state of mind</p> <p>Reflection skills (Re-)considering the process of learning; choosing and using ATL skills</p> <p>Creative thinking skills Generating novel ideas and considering new perspectives</p>	express themselves through a rap that they create.
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