Subject: **ART - Music**
Year: **MYP 4**
Teacher: **Ozana Bijelonjić, mag.mus., prof. mentor**

Unit title	Key concepts	Related concepts	Global context	Statement of inquiry	Subject group objectives	ATL skills	Content (Topics, Knowledge, Skills)
UNIT 1 **The Magic of Sound** **(September – November 2021)**	Identity	Structure Composition	Scientific and technical innovation	Developments in technology can manipulate artists' identity.	**A: Knowing and understanding:** i. Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. Demonstrate knowledge of the role of the art form in original or displaced context **B: Developing skills:** i. Demonstrate the acquisition and development of the skills and techniques of the art form studied **C: Thinking creatively** ii. Demonstrate a range and depth of creative-thinking behaviors **D: Responding:** i. construct meaning and transfer learning to new settings	**Communication:** *I. Communication skills:* - 1.14. Use and interpret a range of discipline-specific terms and symbols - 1.19. Take effective notes in class **Self - management:** *III. Organization skills:* - 3.1.10. Select and use technology effectively and productively *V. Reflection skills:* - 3.3.9. Keep a journal to record reflections **Research:** *VI. Information Literacy skills:* - 4.1.6. Present information in a variety of formats and platforms	**Topics:** • What is sound and what are it's characteristics? • Sound production (Human voice, musical instruments, animal sounds, noise) • Sound waves, speed of sound and echoes • Can technology take place against human voice? **Knowledge:** Students will need to know: • Key terms: sound, vibrations, sound wave (longitudinal and transverse), noise, acoustic, pitch, volume/dynamics, frequency, hertz, decibels, timbre, range, acoustician, acoustical engineer, audio engineer, vocal cords • Classification of human voices • Families of musical instruments: brass, percussion, strings, woodwinds, keyboard instruments and electrical instruments (members, history, development and design) • Influence of technology on sound producing (electrical music instruments) **Skills:** Students will need to be able to: • Identify sounds through listening • Identify musical instruments and human voices through listening • Evaluate music and music performances • Compare human voices through discussion

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UNIT 2 **The role of music in society through ages** **(December 2021 - January 2022)**	Aesthetics	Genre Audience	Orientation in space and time	Many cultures consider balance and harmony found in nature to be the cornerstones of aesthetics	**A: Knowing and understanding:** i. Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. Demonstrate understanding of the role of the art form in original or displaced contexts **C: Thinking creatively:** iii. Demonstrate the exploration of ideas through the developmental process to a point of realization **D: Responding:** i. construct meaning and transfer learning to new settings ii. create an artistic response that intends to reflect or impact on the world around them	**Communication:** *I. Communication skills:* - 1.5. Use a variety of media to communicate with a range of audiences **Self - management:** *III. Organization skills:* - 3.1.10. Select and use technology effectively and productively **Thinking:** *VII. Media literacy skills:* - 4.2.1. Locate, organize, analyze, synthesize and ethically use information from a variety of courses and media (including digital social media and online networks)	**Topics:** • What is music? • How to describe music and how it affect us • Musical heritage from different parts of the world and different history eras and their role in society • The great composers and their role in musical heritage • Influence of media on a role of music in our life **Knowledge:** Students will need to know: • development of musical styles and periods throughout history • characteristics of particular musical styles and periods • known composers from certain musical periods • the duration of musical periods and their chronological order **Skills:** Students will need to be able to: • distinguished musical examples from certain stylistic periods • analyze the composition that belongs to a particular period • discuss the role of music in society and the impact of society on the development of music recognize the aesthetic value of music

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UNIT 3 **Is music more than formula?** **(February – April 2022)**	Communication	Composition; Structure	Orientation in space and time	Structuring sound means we can communicate ideas and innovate.	**A: Knowing and understanding:** i. Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology iii. Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork **C: Thinking creatively:** iii. Demonstrate the exploration of ideas through the developmental process to a point of realization	**Communication:** *I. Communication skills:* - 1.5. Use a variety of media to communicate with a range of audiences **Social** *II. Collaboration skills:* - 2.1.9. Listen actively to other perspectives and ideas **Research:** *VI. Information Literacy skills:* - 4.1.9. Evaluate and select information sources and digital tools based on their appropriateness to specific tasks. **Thinking:** *VIII. Critical-thinking skills:* - 5.1.2. Gather and organize relevant information to formulate an argument *X. Transfer skills:* - 5.3.2. Apply skills and knowledge in unfamiliar situations	**Topics:** - What are some of the ways sound is used to communicate? - What are some of the ways mathematics has influenced music? - How can we use patterns and sequences to create music? - Is music a language? - To what extent does music use space/emptiness to communicate? - How does music represent a form of communication? **Knowledge:** Students will need to know: • Key terms: chord, loop, progression, golden ratio, movement, structure, texture, tone – colour, pitch, rhythm, dynamics and expressive techniques **Skills:** Students will need to be able to: • connect the various contexts studied through mathematical number sets and patterns, and builds a rhythmical structure from them. Students demonstrate their approach to creating a musical roadmap and performance using mathematical and coding principles. • develop a system for analysing music. This can be written by hand, onto a device or mind-mapped building on the examples provided so far.

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UNIT 4 **Let's play it!** **(April – June 2022)**	Change	Genre Representation	Personal and cultural expression	Developments in technology can manipulate artists' identity	**A: Knowing and understanding:** iii. Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork **B: Developing skills:** i. Demonstrate the acquisition and development of the skills and techniques of the art form studied ii. Demonstrate the application of skills and techniques to create, perform and/or present art **C: Thinking creatively:** i. Develop a feasible, clear, imaginative and coherent artistic intention ii. Demonstrate a range and depth of creative-thinking behaviours **D: Responding:** iii. Critique the artwork of self and others	**Social:** *II. Collaboration skills:* - 2.1.9. Listen actively to other perspectives and ideas **Self - management:** *III. Organization skills:* - 3.1.6. Bring necessary equipment and supplies to class *IV. Affective skills:* - 3.2.1. Practice focus and concentration *V. Reflection skills:* - 3.3.9. Keep a journal to record reflections - 3.3.10. Focus on the process of creating by imitating the work of others **Thinking:** *X. Transfer skills:* - 5.3.2. Apply skills and knowledge in unfamiliar situations - 5.3.6. Combine knowledge, understanding and skills to create products or solutions	**Topics:** • Simple and compound time, beat, pulse, rhythm • Count, play and perform simple and compound time, subdivide and perform with rhythmic accuracy • Body percussion • Cup song performing • Boomwhackers performance **Knowledge:** Students will need to know: • Reading and clapping basic rhythmic figures • Performance of Boomwhackers choreography • Performance of Cup song • Performance of Body percussion patterns **Skills:** Students will need to be able to: • Perform a Cup song out of musical notation • Develop, organize and perform Body percussion song as a group • Writing and reading rhythmic patterns

Subject: **ART - Music**
Year: **MYP 5**
Teacher: **Ozana Bijelonjić, mag.mus., prof. mentor**

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UNIT 1 **Rock music** **(November – September 2021)**	Identity	Role Expression	Personal and cultural expression	A powerful and creative piece of art expression engages audience and invites a personal response.	**A: Knowing and understanding** i. Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. Demonstrate understanding of the role of the art form in original or displaced contexts iii. Use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork **C: Thinking creatively:** ii. Demonstrate a range and depth of creative-thinking behaviors **D: Responding:** ii. Create an artistic response that intends to reflect or impact on the world around them iii. Critique the artwork of self and others	**Communication:** *I. Communication skills:* - 1.24. Structure information in summaries, essays and reports **Social:** *II. Collaboration skills:* - 2.1.13. Give and receive meaningful feedback **Self - management:** *III. Organization skills:* - 3.1.10. Select and use technology effectively and productively *V. Reflection skills:* - 3.3.5. Consider content (What did I learn about today? What don't I understand yet? What questions do I have now?) **Research:** *VI. Information Literacy skills:* - 4.1.6. Present information in a variety of formats and platforms	**Topics:** • What is Rock music and how it affects society? • Can Rock music express our identity? • How artist communicate with audience? • What are the characteristics of popular R'N'R songs? **Knowledge:** Students will need to know: • What is rock music and how and when is it developed • What are the genres of rock music • Who are the most popular rock musicians • What are the characteristic of popular R'N'R song **Skills:** Students will need to be able to: • Recognize the styles of rock music • Recognize the most important rock musicians • Select an explain one rock song that would present artist identity • Select and explain a powerful piece of rock music that engages audience and invites a response

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UNIT 2 **Improvisation as the basis of Jazz music** **(December 2021 – January 2022)**	Communication	Play Representation	Fairness and development	Jazz communicates the human expression against inequality through its development.	**B: Developing skills:** ii. Demonstrate the application of skills and techniques to create, perform and/or present art **C: Thinking creatively:** ii. Demonstrate a range and depth of creative-thinking behaviors iii. Demonstrate the exploration of ideas to shape artistic intention through to a point of realization **D: Responding:** iii. Critique the artwork of self and others	**Communication:** *I. Communication skills:* - 1.19. Take effective notes in class **Social:** *II. Collaboration skills:* - 2.1.9. Listen actively to other perspectives and ideas **Self - management:** *III. Organization skills:* - 3.1.6. Bring necessary equipment and supplies to class *IV. Affective skills:* - 3.2.1. Practice focus and concentration **Thinking:** *X. Transfer skills:* - 5.3.6. Combine knowledge, understanding and skills to create products or solutions	**Topics:** • Jazz basics • Jazz styles • Famous musicians **Knowledge:** Students will need to know: • Jazz music's cultural and historical background with a focus on creativity, identity and innovation • history of jazz and American history, important composers and performers, ragtime and swing rhythms influenced by Duke Ellington **Skills:** Students will need to be able to: • recognize a range of different jazz styles, listening to and appraising a variety of different pieces. • identify the key characteristics (Call and response, off-beat, syncopation, improvisation) of jazz and create/play a Jazz improvisation.

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UNIT 3 **Does music manipulate our emotions?** **(February – April 2022)**	Aesthetics	Genre Boundaries	Scientific and technical innovation	Music technology is allowing composers to communicate movie environments in a new and exciting way, and to develop their identity despite the boundaries of this music genre	**A: Knowing and understanding** i. Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology ii. Demonstrate understanding of the role of the art form in original or displaced contexts **B: Developing skills** ii. Demonstrate the application of skills and techniques to create, perform and/or present art **C: Thinking creatively** ii. Demonstrate a range and depth of creative-thinking behaviors	**Communication:** *I. Communication skills:* - 1.5. Use a variety of media to communicate with a range of audiences - 1.14. Use and interpret a range of discipline-specific terms and symbols **Self - management:** *III. Organization skills:* - 3.1.10. Select and use technology effectively and productively *V. Reflection skills:* - 3.3.9. Keep a journal to record reflections **Thinking:** *VIII. Critical thinking skills:* - 5.1.11. Formulate factual, topical, conceptual and debatable questions	**Topics:** • What do we know about film music and what is the importance of music in film • The changing role of music through the history of film making (silent movies, Charlie Chaplin, the first "Talkie" movie Jazz Singer, cartoon music, borrowed music, film score, soundtrack, etc.) • Psychology of film music - How music in film affects us? • The great film music composers (• John Williams - The use of leitmotifs • Popular film genres and their music **Knowledge:** Students will need to know: • Key terms (sound effect, film score, soundtrack, leitmotif, underscoring, diegetic/non-diegetic sound, hit point, spotting, etc.) • Main roles of music in film (describe the character, create the mood, set the scene) • Three most common musical clichés (happy, sad, suspenseful) • Popular film genres (horror, sci-fi, romantic, action, etc.) **Skills:** Students will need to be able to: • Appreciate the history and development of film music • Recognize notable film composers and their works • Explore the musical elements used to create leitmotifs and their effectiveness. • Evaluate the success of a leitmotif • Identify how happy, sad and suspenseful moods are created by film composers • Use musical vocabulary to describe and explain how moods are created • Understand how composers use music to set scenes in horror, sci-fi, romantic and action films

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UNIT 4 **World music as cultural postcard** **(May – June 2022)**	Identity	Expression Interpretation	Identities and relationships	Beauty is expressed differently in many cultures.	**A: Knowing and understanding** i. Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology **C: Thinking creatively** ii. Demonstrate a range and depth of creative-thinking behaviors **D: Responding:** ii. Create an artistic response inspired by the world around them	**Communication:** *I. Communication skills:* - 1.5. Use a variety of media to communicate with a range of audiences **Social:** *II. Collaboration skills:* - 2.1.9. Listen actively to other perspectives and ideas **Self - management:** *V. Reflection skills:* - 3.3.9. Keep a journal to record reflections	Learn about different cultures music. **Topics:** The unit explores various regions of the world with respect to their musical instruments, cultural background, and musical development. According to region civilization and historical development, four main music civilizations of the world, namely, Asia, Arab, Africa, and the Americas, will be included in the unit. **Knowledge:** Students will need to know: • Most important facts about different music cultures • Characteristics of different music styles such as tango, polka, fado etc. **Skills:** Students will need to be able to: • Recognize different types of world music • Analyze music from the aspects of traditional musical instruments, musical scales, and their compositional styles • Discuss functionality and application of each music region • distinguish different styles and musical instruments by their regions