Subject: **ART -** **Music**  Year: **MYP 4**

Teacher: **Ozana Bijelonjić, mag.mus.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **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 – December 2019)** | Identity | Structure  Composition | Scientific and technical innovation | Developments in technology can manipulate artists' identity. | **A: Knowing and understanding:**   1. Demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language 2. Demonstrate knowledge of the role of the art form in original or displaced context   **B: Developing skills:**   1. Demonstrate the acquisition and development of the skills and techniques of the art form studied   **C: Thinking creatively**   1. Demonstrate a range and depth of creative-thinking behaviors   **D: Responding:**  i. Outline connections and transfer learning to new settings | **Communication:**  *I. Communication:*   * Use and interpret a range of discipline-specific terms and symbols * Take effective notes in class   **Self management:**  *III. Organization:*   * Select and use technology effectively and productively   **Research:**  *VI. Information Literacy:*   * 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 |
| **Unit title** | **Key concepts** | **Related concepts** | **Global context** | **Statement**  **of inquiry** | **Subject group**  **objectives** | **ATL skills** | **Content**  **(Topics, Knowledge, Skills)** |
| **UNIT 2**  **Weather and Climate**  *(Interdisciplinary unit with Arts and Geography)*  - a unit plan is under development  **(December 2019 – January 2020)** | Change | Patterns  Trends  Expression | Orientation in space and time |  |  | **Research**  Information literacy skills  The students will collect, and verify data and make connections between various sources of information  Media literacy skills  The students will compare and contrast among media resources  **Thinking**  Transfer skills  The students will inquire in different contexts to gain a different perspective |  |
| **Unit title** | **Key concepts** | **Related concepts** | **Global context** | **Statement**  **of inquiry** | **Subject group**  **objectives** | **ATL skills** | **Content**  **(Topics, Knowledge, Skills)** |
| **UNIT 3**  **Let’s play it**  **(February – March 2020)** | Change | Genre  Presentation | Scientific and technical innovation | Developments in technology can manipulate artists' identity | **A: Knowing and understanding:**   1. Use acquired knowledge to inform their artwork   **B: Developing skills:**   1. Demonstrate the acquisition and development of the skills and techniques of the art form studied 2. Demonstrate the application of skills and techniques to create, perform and/or present art   **C: Thinking creatively:**   1. Outline a clear and feasible artistic intention 2. Outline alternatives, perspectives, and imaginative solutions   **D: Responding:**   1. Evaluate the artwork of self and others | **Social:**  *II. Collaboration:*   * Listen actively to other perspectives and ideas   **Self management:**  *III. Organization:*   * Bring necessary equipment and supplies to class   *V. Reflection:*   * Keep a journal to record reflections   **Thinking:**  *X. Transfer:*  *-* 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 |
| **Unit title** | **Key concepts** | **Related concepts** | **Global context** | **Statement**  **of inquiry** | **Subject group**  **objectives** | **ATL skills** | **Content**  **(Topics, Knowledge, Skills)** |
| **UNIT 4**  **The role of music in society through ages**  **(April – June 2020)** | 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:**   1. Demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language   **C: Thinking creatively:**  iii. Demonstrate the exploration of ideas through the developmental process to a point of realization  **D: Responding:**   1. Outline connections and transfer learning to the new settings 2. Create an artistic response inspired by the world around them | **Communication:**  *I. Communication:*   * Use a variety of media to communicate with a range of audiences   **Self management:**  *III. Organization:*   * Select and use technology effectively and productively   **Thinking:**  *VII. Media literacy:*  - Gather and organize relevant information to formulate an argument | **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 |

Subject: **ART - Music**

Year: **MYP 5**

Teacher: **Ozana Bijelonjić, mag.mus.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Unit title** | **Key concepts** | **Related concepts** | **Global context** | **Statement**  **of inquiry** | **Subject group**  **objectives** | **ATL skills** | **Content**  **(Topics, Knowledge, Skills)** |
| **UNIT 1**  **World music**  **(September – November 2019)** | Identity | Expression Interpretation Role | Identities and relationships | Beauty is expressed differently in many cultures. | **A: Knowing and understanding**   1. Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology   **C: Thinking creatively**   1. Demonstrate a range and depth of creative-thinking behaviors   **D: Responding:**   1. Create an artistic response inspired by the world around them | **Communication:**  *I. Communication:*   * Use a variety of media to communicate with a range of audiences   **Self management:**  *V. Reflection:*   * Keep a journal to record reflections   **Social:**  *II. Collaboration:*   * Listen actively to other perspectives and ideas | 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 |
| **Unit title** | **Key concepts** | **Related concepts** | **Global context** | **Statement**  **of inquiry** | **Subject group**  **objectives** | **ATL skills** | **Content**  **(Topics, Knowledge, Skills)** |
| **UNIT 2**  **Film music**  **(December 2019 - February 2020)** | 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**   1. Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology 2. 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**   1. Demonstrate a range and depth of creative-thinking behaviors | **Communication:**  *I. Communication:*   * Use a variety of media to communicate with a range of audiences * Use and interpret a range of discipline-specific terms and symbols   **Self management:**  *III. Organization:*   * Select and use technology effectively and productively   *V. Reflection:*   * Keep a journal to record reflections   **Thinking:**  *VIII. Critical thinking:*   * 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 |
| **Unit title** | **Key concepts** | **Related concepts** | **Global context** | **Statement**  **of inquiry** | **Subject group**  **objectives** | **ATL skills** | **Content**  **(Topics, Knowledge, Skills)** |
| **UNIT 3**  **Jazz music**  **(February – April 2020)** | Communication | Play  Presentation  Structure | Fairness and development | Jazz communicate the human expression against inquality | **B: Developing skills:**   1. Demonstrate the application of skills and techniques to create, perform and/or present art   **C: Thinking creatively:**   1. Demonstrate a range and depth of creative-thinking behaviors 2. 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:*   * Take effective notes in class   **Social:**  *II. Collaboration:*   * Listen actively to other perspectives and ideas   **Self management:**  *III. Organization:*   * Bring necessary equipment and supplies to class   *IV. Affective:*   * Practice focus and concentration   **Thinking:**  *X. Transfer:*   * 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. |
| **Unit title** | **Key concepts** | **Related concepts** | **Global context** | **Statement**  **of inquiry** | **Subject group**  **objectives** | **ATL skills** | **Content**  **(Topics, Knowledge, Skills)** |
| **UNIT 4**  **Rock music**  **(April – June 2020)** | Creativity | Genre  Expression | Personal and cultural expression | A powerful piece of art engages audience and invites a response | **A: Knowing and understanding**   1. Demonstrate knowledge and understanding of the art form studied, including concepts, processes, and the use of subject-specific terminology 2. Demonstrate understanding of the role of the art form in original or displaced contexts 3. 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:*   * Structure information in summaries, essays and reports   **Social:**  *II. Collaboration:*   * Give and receive meaningful feedback   **Self management:**  *III. Organization:*   * Select and use technology effectively and productively   *V. Reflection:*   * Consider content (What did I learn about today? What don’t I understand yet? What questions do I have now?)   **Research:**  *VI. Information Literacy:*   * Present information in a variety of formats and platforms | **Topics:**   * What is Rock music and how it affect 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 |