

MYP SUBJECT OVERVIEW

Carl Hankey School 2018-19

SUBJECT: Instrumental Music

MYP Year 1,2,3

TEACHER: J. Long

Unit Title Time Frame	Key Concept	Related Concept(s)	Global Context	Statement of Inquiry	MYP Subject Objectives	ATL Skills	Content
Observation Creates Order MYP 1	Time, Place, Space	Boundaries	<i>(Fairness and Development)</i>	Students Develop Boundaries by learning how to create music in the appropriate Time, Place and Space	A) Knowing and understanding - iii.	III. Organizational Skills - Plan strategies and take action to achieve personal and academic goals	
Pitch in Context MYP 1	Communication	Structure Composition	<i>Musical Language (Personal and Cultural Expression)</i>	Composers use musical language and structure to communicate ideas in a composition.	A) Knowledge and Understanding - i. B) Developing Skills - ii.	I. Communication Skills - Use and interpret a range of discipline-specific terms and symbols. Interpret and use effectively modes of non-verbal communication	MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
Chromatic Scale MYP 1	Logic	Structure	<i>Sequence (Orientation in Space and Time)</i>	Scales are built logically, using structure and sequence to communicate an idea.	A) Knowing and Understanding - ii.	X. Transfer Skills - Combine knowledge, understanding and skills to create products or solutions	MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
Rhythm and Counting	Systems	Role	Rhythm (Identities and	Music uses a system of rhythmic	B. Developing Skills - i. ii.	VI. Information Literacy Skills - Use	MU:Pr4.3.E.5a Identify expressive

Commented [1]: Please specify which year each unit is being done, MYP 1,2, or three THX

Commented [2]: _Marked as resolved_

Commented [3]: _Re-opened_
Thanks for adding the year! Could you put your standards or the content you cover in each unit? Thanks!

Commented [4]: This is mostly taken care of. for the two boxes left blank, I don't yet have anything in my planners for those.

Commented [5]: Thanks Jeff. Please determine the standards or content and fill that box for your unit Observation Creates Order unit. Please add in the number of hours for each unit in the first column as well. Gracias maestro.

MYP 1			Relationships)	notation to prioritize melody vs. accompaniment.		memory techniques to develop long-term memory I. Communication Skills - Use and interpret a range of discipline-specific terms and symbols.	qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
Performance Reflection MYP 1,2,3	Quality (Aesthetics)	Audience	Performance Standards (Personal and Cultural Expression)	Musicians must hold themselves to high standards in order to create a quality performance for the audience.	D. Responding i. identify connections between art forms, art and context, or art and prior learning ii. recognize that the world contains inspiration or influence for art iii. evaluate certain elements or principles of artwork.	IV. Affective Skills Resilience -Practise "bouncing back" after adversity, mistakes and failures V. Reflection Skills -Identify strengths and weaknesses of personal learning strategies -Consider Content --All sub strands -Consider personal learning strategies -- all sub strands Keep a Journal to record reflections	MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.