

Music: Year 1

Unit Title	Key Concept	Related concept(s)	Global Context	Statement of Inquiry	MYP subject-group objectives	ATL skills	Content (topics, knowledge, skills)
<u>Music Unit 1</u> Learning to be a Musician	Development	Structure Reflection	Personal and cultural expression	Reflection on student performance leads to the development of a musician.	A B C D	Self-management	Aesthetic Valuation of Music, Expression of Music, Creation of Music, Theory of Music
<u>Music Unit 2</u> My Life as a Musician	Connections	Composition Structure Expression	Personal and cultural expression	Making connections between a composition and using its' structure to compose a new part to be performed as a final creation.	A B C D	Communication Self-management	Aesthetic Valuation of Music, Expression of Music, Creation of Music, Theory of Music
<u>Music Unit 3</u> Music Business	Development Communication	Audience Presentation	Personal and cultural expression	Promoting a song requires appealing to and communicating with the audience.	A B C D	Communication Self-Management	Aesthetic Valuation of Music, Expression of Music, Creation of Music, Theory of Music
<u>Music unit 4</u> How music makes us feel	Identity	Genre Expression	Personal and cultural expression	Emotions can be affected differently depending on the genre of music.	A B C D	Communication	Aesthetic Valuation of Music, Expression of Music, Creation of Music, Theory of Music

Choir: Year 2

Unit Title	Key Concept	Related concept(s)	Global Context	Statement of Inquiry	MYP subject-group objectives	ATL skills	Content (topics, knowledge, skills)
<u>Choir Unit 1</u> Vocal skills/basics	Development	Structure	Identities and relationships	Through the development of healthy and structured vocal routines and techniques, singers will develop the skills to create music within an ensemble.	A B C	Collaboration Reflection	Harmony, ensemble, music theory, breathing
<u>Choir Unit 2</u> The Music of My Life	Culture	Genre Innovation	Personal and cultural expression	By acknowledging and exploring their own musical culture, students will be able to transform different genres of music in a way that expresses their personal artistry.	A C D	Collaboration Organization Reflection Communication	Genre, lyrics, verse, chorus, dynamics, tempo
<u>Choir Unit 3</u> Creating an Ensemble	Creativity Community	Expression Audience	Identities and relationships	An ensemble is a creative community of singers who must work as a single unit to express ideas and emotions to an audience.	B C D	Communication Collaboration Affective Skills	Harmony, interpretation, expression, dynamics, emotion, diction
<u>Choir Unit 4</u> Advanced Music Theory	Form Development	Structure Boundaries	Personal and cultural expression	By analyzing the form and structure of music students are better able to understand and express a composer's vision.	A B	Transfer Skills Critical Thinking	Rhythm reading, sight reading, vocal technique, harmony
<u>Choir Unit 5</u> Expression and Performance	Aesthetics Communication	Expression Presentation	Personal and cultural expression	The presentation of music requires focused communication of ideas in order to aesthetically enhance lyrics and musical lines.	A B C D	Collaboration Creative Thinking	Interpretation, expression, performance,, harmony, tempo/ dynamics

Drama: Year 3

Unit Title	Key Concept	Related concept(s)	Global Context	Statement of Inquiry	MYP subject-group objectives	ATL skills	Content (topics, knowledge, skills)
<u>Drama Unit 1</u> Character Development/ Contentless Scenes	Perception	Interpretation Expression	Identity and Relationships	The interpretation of of perspective is paramount to the formation of identity and how a character/individual expresses his or herself.	A B C D	Collaboration, Reflection	Improv, characterization, ensemble, monologue, stage language
<u>Drama Unit 2</u> Physicality and Action	Communication	Presentation Style	Personal and Cultural Expression	Communication is both a verbal and physical pursuit, that is affected by personal choice, as well as cultural expression.	A B C D	Communication Media Literacy Skills	Pantomiming, characterization, improv, exaggeration, physicality, silent film
<u>Drama Unit 3</u> Producing a Scene	Development	Interpretation	Identity and Relationships	The development of a dramatic scene is dependant on an actor's interpretation of the identities and relationships provided by the author.	A B C D	Organization, Collaboration	Scene analysis, performance, memorization, blocking, characterization, improv