

| Unit 1   | Unit 2   | Unit 3   | Unit 4  | Unit 5   | Unit 6   |
|--|--|--|---|--|--|
| <b>Sounds Around Us</b>  | <b>Four Seasons</b>  | <b>Rhythm Stories</b>  | <b>Children's Music Part 1</b>  | <b>Children's Music Part 2</b>   | <b>Working Together</b>  |
| <b>Transdisciplinary:</b><br>How we Organise Ourselves   | <b>Transdisciplinary:</b><br>How the World Works   | <b>Transdisciplinary:</b><br>How we Express Ourselves  | <b>Transdisciplinary:</b><br>Who We Are   | <b>Transdisciplinary:</b><br>Where we are in Place/Time  | <b>Transdisciplinary:</b><br>Sharing the Planet  |
| <b>Learner Profile:</b> Inquirers, Communicators   | <b>Learner Profile:</b> Reflective, Risk Takers  | <b>Learner Profile:</b> Communication, Knowledgeable   | <b>Learner Profile:</b> Thinkers, Open-minded   | <b>Learner Profile:</b> Caring, Principled   | <b>Learner Profile:</b> Reflective, Knowledgeable  |
| <b>Central Idea:</b><br>Sounds around us can help us discover new ways of organising our thoughts.   | <b>Central Idea:</b><br>Seasons involve repetition and change.   | <b>Central Idea:</b><br>Patterns exist in stories and speech that move our bodies and communicate sounds.  | <b>Central Idea:</b><br>As we learn about characters from other stories, we explore who we are, how other children play and how music changes us.   | <b>Central Idea:</b><br>Different cultures use music to tell the stories of their people in different times and places.  | <b>Central Idea:</b><br>The world is a place where ideas and knowledge are continually developing.   |
| <b>Key Concepts:</b><br>Form, Connection   | <b>Key Concepts:</b><br>Change, Function   | <b>Key Concepts:</b><br>Connection, Perspective  | <b>Key Concepts:</b><br>Reflection, Causation   | <b>Key Concepts:</b><br>Function, Responsibility   | <b>Key Concepts:</b><br>Causation, Perspective   |
| <b>Related Concepts:</b><br>Structure, patterns, similarities, differences, relationships  | <b>Related Concepts:</b><br>Growth, cycles, transformation, behaviour  | <b>Related Concepts:</b><br>Relationships, systems, interdependence, opinions  | <b>Related Concepts:</b><br>Review, evidence, behaviour, sequences, pattern   | <b>Related Concepts:</b><br>Communication, pattern, role, values, initiative   | <b>Related Concepts:</b><br>Sequences, pattern, impact, subjectivity, opinion  |
| <b>Lines of Inquiry:</b><br>• Singing and moving can be used to create musical ideas.<br>• How do Pitches help the music tell stories<br>• Music can be used to convey many ideas.         | <b>Lines of Inquiry:</b><br>• Music can be used to portray different themes<br>• Music is constantly changing<br>• Music can be used for different purposes.   | <b>Lines of Inquiry:</b><br>• Everything around has it's own unique sound<br>• Music is everywhere<br>• We can discover new ways of listening  | <b>Lines of Inquiry:</b><br>• Children around the world sing and play similar game<br>• Stories and characters are enhanced with music<br>• The difference between fantasy and reality  | <b>Lines of Inquiry:</b><br>• Children around the world sing and play similar games<br>• Music is a universal language<br>• How other cultures dance, sing and tell their history through music.   | <b>Lines of Inquiry:</b><br>• Music can be expressed in many modes<br>• Technology is used to capture, document and turn ideas into our own musical expression   |
| <b>Attitudes:</b><br>• Respect<br>• Cooperation<br>• Curiosity   | <b>Attitudes:</b><br>• Confidence<br>• Commitment<br>• Independence  | <b>Attitudes:</b><br>• Creativity<br>• Cooperation<br>• Independence   | <b>Attitudes:</b><br>• Appreciation<br>• Creativity<br>• Empathy  | <b>Attitudes:</b><br>• Appreciation<br>• Respect<br>• Independence   | <b>Attitudes:</b><br>• Creativity<br>• Cooperation<br>• Independence   |
| <b>Transdisciplinary Skills:</b><br>Self Management Skills   | <b>Transdisciplinary Skills:</b><br>Thinking Skills  | <b>Transdisciplinary Skills:</b><br>Communication Skills   | <b>Transdisciplinary Skills:</b><br>Social Skills   | <b>Transdisciplinary Skills:</b><br>Social Skills  | <b>Transdisciplinary Skills:</b><br>Research Skills  |
| <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Solfege notes<br>• Graphic Notation<br><br><i>Students Learn To</i><br>• Sing with Kodaly hand-signs<br>• Draw graphic notation | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Good singing / Pitch recognition<br>• Kodaly Hand Signs<br>• Hand percussion<br><br><i>Students Learn To</i><br>• Develop pitch recognition<br>• Sing with Kodaly Hand Signs<br>• Utilize hand percussion instruments | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Patterns & sequences (like coding) but with Pitch, rhythm, structure.<br>• Rhythm fragments (on cards)<br><i>Students Learn To</i><br>• Sing/dance in smaller to larger structures (binary & ternary)<br>• Manipulate Lego for note/ rhythm structures<br>• Compare simple melodic patterns in solfege to each other (nursery rhymes).<br><b>Assessment(s):</b><br>F1: Singing taught songs<br>F2: Body percussion/dance<br>F3: Ra Ra 'Rainy Day' / 'Favourite Sound' performance<br>S1: Concert/Presentation | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Rhythmic patterns using animal names and stories<br>• whole to 16th notes<br>• Melodic & Rhythmic phrasing<br>• Movement to tell stories<br><br><i>Students Learn To</i><br>• Build on patterns from last unit (melodic, rhythmic)<br>• Rhythmic divisions<br>• Dance to tell a story<br>• Create soundscapes with real and digital instruments<br><br><b>Assessment(s):</b><br>F1: Chants based on the story<br>F2: Graphic notation of the story themes<br>F3: Development of own themes for a character from the story<br>S1: Successful singing/graphic notation of own theme. | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Different cultures<br>• Songs from different parts of the world<br>• Dances from around the world<br><i>Students Learn To</i><br>• Sing songs from around the world in their own languages<br>• Do a solfege notation of these songs.<br><br><b>Assessment(s):</b><br>F1: Dreidle<br>F2: Frere jacques<br>F3: ASL Songs<br>S4: Successful notation and signing of all three songs.<br><br><b>Stimulus:</b> Dreidle, Frere Jacques, La Cucaracha, ASL songs, | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Glockenspiels (mallet instrument development)<br>• Building Techniques around the world<br><br><i>Students Learn To</i><br>• Sing/play different styles<br>• Create melodies like buildings (big bigger biggest)<br>• Integrate technology in expressing their ideas<br><br><b>Assessment(s):</b><br>F1: Singing in solfeggi echo, together / individually<br>F2: Playing melody from building skyscrapers idea<br>F3: Performing the classroom arrangement of The Garden / Dark Night<br>S4: iPad Task recording their own story and music.<br><br><b>Stimulus:</b> Orff Schulwerk + Big Bigger Biggest Skyscraper excerpts. |

K1

|    | Unit 1  | Unit 2   | Unit 3   | Unit 4   | Unit 5  | Unit 6  |
|----|---|--|--|--|---|---|
| K2 | <p><b>Rhythm Stories</b></p> <p><b>Transdisciplinary:</b><br/>How we Organise Ourselves</p> <p><b>Learner Profile:</b> Inquirers, Communicators</p> <p><b>Central Idea:</b><br/>Patterns can be organised from speech and sound.</p> <p><b>Key Concepts:</b><br/>Form, Connection</p> <p><b>Related Concepts:</b><br/>Structure, patterns, similarities, differences, relationships</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How do we identify rhythm?</li> <li>What patterns are found around us?</li> <li>What do we learn from making our own patterns?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Respect</li> <li>Cooperation</li> <li>Curiosity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>Self Management Skills</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Beats in 4 and 2</li> <li>Pattern rhymes and songs for partners or groups</li> <li>High and low pitches (range of 5th) with hand signing</li> <li>Call and response patterns</li> <li>Solo and group singing with pitch awareness</li> <li>Responses to beat</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Clap and play in 2 and 4</li> <li>Create word patterns and identify beats</li> <li>Sing, draw and respond to high and low pitches</li> <li>Play with call and response patterns</li> <li>Participate and lead others in group singing</li> <li>Coordinate movements to beat and pulse</li> </ul> <p><b>Assessment(s):</b><br/>Students perform a selection of songs (Orff Schulwerk for children) in time as a group with correct hand signs. Then notate using pitch colours.</p> <p><b>Stimulus:</b> Nursery rhymes and Kodaly book (elementary) plus Orff Elementary book + Going on a Bear Hunt.</p> | <p><b>Eine Kleine Nacht Musik</b></p> <p><b>Transdisciplinary:</b><br/>How the World Works</p> <p><b>Learner Profile:</b> Reflective, Risk Takers</p> <p><b>Central Idea:</b><br/>Repetition is an important part of how things work.</p> <p><b>Key Concepts:</b><br/>Change, Function</p> <p><b>Related Concepts:</b><br/>Growth, cycles, transformation, behaviour</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What do shapes tell us about music?</li> <li>How important is repetition?</li> <li>How can we repeat patterns?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Confidence</li> <li>Commitment</li> <li>Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>Thinking Skills</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Beats in 4, 2 and 3</li> <li>Repeating pluses and accents</li> <li>Body percussion</li> <li>Solfeggi Do to Lah</li> <li>Call and response patterns</li> <li>Solo and group singing with pitch and rhythm awareness</li> <li>Identifying repetition in Mozart</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Clap and echo in 4,3,2</li> <li>Move and use body percussion from repeated patterns</li> <li>Sing in solfeggi (building on last unit) Mozart's themes</li> <li>Notate in colour Mozart's themes</li> <li>Sing and perform melodies on the xylophones independently</li> </ul> <p><b>Assessment(s):</b><br/>Students prepare a selection for the end of year concert and perform themes from <i>Eine Kleine</i> successfully, showing how pitch shapes are repeated.</p> <p><b>Stimulus:</b> Mozart's <i>Eine Kleine nacht Musik</i>.</p> | <p><b>Rhyme &amp; Rhythm</b></p> <p><b>Transdisciplinary:</b><br/>How we Express Ourselves</p> <p><b>Learner Profile:</b> Communication, Knowledgable</p> <p><b>Central Idea:</b><br/>Patterns exist in stories and speech that moves our bodies.</p> <p><b>Key Concepts:</b><br/>Connection, Perspective</p> <p><b>Related Concepts:</b><br/>Relationships, systems, interdependence, opinions</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How do words = patterns?</li> <li>What is the relationship between sound and vocables?</li> <li>What rhymes do we know that move our bodies?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Creativity</li> <li>Cooperation</li> <li>Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>Communication Skills</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Rhymes</li> <li>Pulse, beat, subdivision</li> <li>Notes names and values</li> <li>solo chanting</li> <li>Singing with accompaniment</li> <li>Performing live</li> <li>Solo and group singing with rhythm and pitch awareness</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Repeat rhymes and patterns</li> <li>Clap and perform pulse, beat and subdivisions</li> <li>Name and identify notes</li> <li>Sing and improvise in Solfeggi with soundscapes</li> <li>Create soundscapes from speech patterns and classroom percussion</li> <li>Repeat and echo Ra Ra patterns as vocables</li> </ul> <p><b>Assessment(s):</b><br/>Students repeat, chant/rap rhymes with their own soundscapes based upon lines of text from Ra Ra the Noisy Lion. Verses of rhyme build and add levels of detail in each verse. This assessment also has song repertoire being prepared for the end of year concert.</p> <p><b>Stimulus:</b> Ra Ra the Noisy Lion.</p> | <p><b>Symbols &amp; Sounds Part 1</b></p> <p><b>Transdisciplinary:</b><br/>Who We Are</p> <p><b>Learner Profile:</b> Thinkers, Open-minded</p> <p><b>Central Idea:</b><br/>We learn about what we can do from what we create.</p> <p><b>Key Concepts:</b><br/>Reflection, Causation</p> <p><b>Related Concepts:</b><br/>Review, evidence, behaviour, sequences, pattern</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How do I use my imagination?</li> <li>Does what we create make us who we are?</li> <li>Can we learn about other creations?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Appreciation</li> <li>Creativity</li> <li>Empathy</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>Social Skills</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Rhythmic patterns using animal names and stories from Indigenous Australia</li> <li>Pulse and accompaniment</li> <li>Melodic &amp; Rhythmic singing (monophonic)</li> <li>Movement to tell stories while signing</li> <li>Graphic notation for storytelling</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Build on patterns from last unit (melodic, rhythmic)</li> <li>Dance to tell a story</li> <li>Create soundscapes with real and digital instruments</li> <li>Create soundscapes with graphic notation</li> <li>Singing in tune in other languages</li> <li>Tonic ostinatos</li> <li>Show pitch and rhythm in traditional notation</li> </ul> <p><b>Assessment(s):</b><br/>Students create a musical soundscape in graphic notation that they paint/draw onto a boomerang using musical symbols.</p> <p><b>Stimulus:</b> MusicaViva eResources and Magic Boomerang (Frane Lessac, Mark Greenwood).</p> | <p><b>Symbols &amp; Sounds Part 2</b></p> <p><b>Transdisciplinary:</b><br/>Where we are in Place/Time</p> <p><b>Learner Profile:</b> Caring, Principled</p> <p><b>Central Idea:</b><br/>Ancient cultures use symbols to tell the stories of their people.</p> <p><b>Key Concepts:</b><br/>Function, Responsibility</p> <p><b>Related Concepts:</b><br/>Communication, pattern, role, values, initiative</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What symbols do we know?</li> <li>Why are symbols important?</li> <li>How can we use symbols to tell stories?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Appreciation</li> <li>Respect</li> <li>Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>Social Skills</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Indigenous music around the world</li> <li>Rhythm cycles, patterns and ostinatos</li> <li>Notation both graphic and traditional</li> <li>How to listen to music</li> <li>Different world instruments</li> <li>Expressive speech with movement</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Build on notation skills from last unit</li> <li>Build on symbol notation and interpretation</li> <li>Sing with confidence <i>Sioux Lullaby</i></li> <li>Create soundscapes from their own notation to perform on video</li> <li>Accompaniment ostinatos</li> <li>Listen actively</li> </ul> <p><b>Assessment(s):</b><br/>Students sing a collection of North American folksongs and develop a series of symbols that turn into a live performance (like graphic notation).</p> <p><b>Stimulus:</b> North American Indigenous music (youtube: sioux lullaby).</p> | <p><b>Writing our Music</b></p> <p><b>Transdisciplinary:</b><br/>Sharing the Planet</p> <p><b>Learner Profile:</b> Reflective, Knowledgable</p> <p><b>Central Idea:</b><br/>The world is a big place with many ways to depict sound.</p> <p><b>Key Concepts:</b><br/>Causation, Perspective</p> <p><b>Related Concepts:</b><br/>Sequences, pattern, impact, subjectivity, opinion</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How can we notate sound?</li> <li>Are there other ways to record sound?</li> <li>Why do we record and document our creations?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Creativity</li> <li>Cooperation</li> <li>Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>Research Skills</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Beats - semi quavers (16ths) to semibreves (whole notes)</li> <li>Writing ostinatos</li> <li>Tonic Borduns</li> <li>Songs in Pentatonic</li> <li>Theme &amp; Variation</li> <li>Beat competency</li> <li>Solfeggi Do to Do</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Notate both rhythm and pitch</li> <li>Aurally recognise both rhythm and pitch</li> <li>Sing and play tonic borduns</li> <li>Aurally echo solfeggi from major or pentatonic scales</li> <li>Sing in diatonic rounds</li> <li>Add vocables to pentatonic melodies</li> <li>Develop rhythmic layers to sung tunes</li> </ul> <p><b>Assessment(s):</b><br/>Students show their skill in notating, recording and presenting their own creations based on inquiry into the first audio recording (Mary had a little lamb).</p> <p><b>Stimulus:</b> Mary had a little lamb.</p> |

|   | Unit 1   | Unit 2   | Unit 3   | Unit 4   | Unit 5  | Unit 6   |
|---|--|--|--|--|---|--|
| G1  | <b>Carnival of the Animals</b>   | <b>Rhythm and Rhyme Part 1</b>   | <b>Rhythm and Rhyme Part 2</b>   | <b>Peter and the Wolf</b>  | <b>Peer Gynt</b>  | <b>Structured Drumming</b>   |
|   | <b>Transdisciplinary:</b><br>How We Express Ourselves  | <b>Transdisciplinary:</b><br>How the World Works   | <b>Transdisciplinary:</b><br>Where We Are in Place and Time  | <b>Transdisciplinary:</b><br>Who We Are  | <b>Transdisciplinary:</b><br>Sharing the Planet   | <b>Transdisciplinary:</b><br>How We Express Ourselves  |
|   | <b>Learner Profile:</b> Reflective, Risk Takers  | <b>Learner Profile:</b> Reflective, Risk Takers  | <b>Learner Profile:</b> Reflective, Risk Takers  | <b>Learner Profile:</b> Reflective, Risk Takers  | <b>Learner Profile:</b> Reflective, Risk Takers   | <b>Learner Profile:</b> Reflective, Risk Takers  |
|   | <b>Central Idea:</b><br>Composers use melody, rhythm and timbre to depict ideas, feelings, nature or beliefs.  | <b>Central Idea:</b><br>Rhythm can be a machine with many layers and interlocking gears.   | <b>Central Idea:</b><br>Original musical traditions use rhythm and pitch patterns to show life relationships.  | <b>Central Idea:</b><br>A theme is a recurring idea that communicate messages like 'who, what, where and how.'   | <b>Central Idea:</b><br>Dynamics and Tempo and used in all music to successfully convey their meanings.   | <b>Central Idea:</b><br>Messages are communicated through musical forms which break into smaller repeated patterns.  |
|   | <b>Key Concepts:</b><br>Perspective, Causation, Form   | <b>Key Concepts:</b><br>Function, Connection, Form   | <b>Key Concepts:</b><br>Change, Connection   | <b>Key Concepts:</b><br>Responsibility, Connection, Reflection,  | <b>Key Concepts:</b><br>Form, Connection, Change  | <b>Key Concepts:</b><br>Form, Causation, Reflection  |
|   | <b>Related Concepts:</b><br>Balanced   | <b>Related Concepts:</b><br>Balanced   | <b>Related Concepts:</b><br>Balanced   | <b>Related Concepts:</b><br>Balanced   | <b>Related Concepts:</b><br>Balanced  | <b>Related Concepts:</b><br>Balanced   |
|   | <b>Lines of Inquiry:</b><br><ul style="list-style-type: none"> <li>• Music can portray many different objects/themes/ creatures</li> <li>• What makes this music sound like an elephant/ chicken etc?</li> <li>• Each music is different from one another</li> </ul> | <b>Lines of Inquiry:</b><br><ul style="list-style-type: none"> <li>• There are many parts making up music</li> <li>• Every object or creature has parts making up what it is / who they are</li> </ul> | <b>Lines of Inquiry:</b><br><ul style="list-style-type: none"> <li>• Rhythm can be used in poems and many others</li> <li>• Music has ups and downs</li> <li>• Discovering Korean music</li> </ul> | <b>Lines of Inquiry:</b><br><ul style="list-style-type: none"> <li>• Families of instruments connect with melodic ideas to form music</li> <li>• Smaller musical ideas can be drawn and connected in many ways</li> <li>• Instruments can be used to express our ideas/messages</li> </ul> | <b>Lines of Inquiry:</b><br><ul style="list-style-type: none"> <li>• Grieg is a composer of tone poems with stories painted in music</li> <li>• Music of Norway has unique pitches and patterns</li> <li>• Tempo and Dynamics help the music tell stories.</li> </ul> | <b>Lines of Inquiry:</b><br><ul style="list-style-type: none"> <li>• What are the different processes that help create the structure?</li> <li>• Rhythms and melodies can cause change in a musical structure</li> <li>• Connecting musical ideas together creates a form</li> </ul> |
|   | <b>Attitudes:</b><br><ul style="list-style-type: none"> <li>• Creativity</li> <li>• Cooperation</li> <li>• Independence</li> </ul>   | <b>Attitudes:</b><br><ul style="list-style-type: none"> <li>• Confidence</li> <li>• Commitment</li> <li>• Independence</li> </ul>  | <b>Attitudes:</b><br><ul style="list-style-type: none"> <li>• Creativity</li> <li>• Cooperation</li> <li>• Appreciation</li> </ul>   | <b>Attitudes:</b><br><ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Creativity</li> <li>• Empathy</li> </ul>   | <b>Attitudes:</b><br><ul style="list-style-type: none"> <li>• Confidence</li> <li>• Respect</li> <li>• Independence</li> </ul>  | <b>Attitudes:</b><br><ul style="list-style-type: none"> <li>• Confidence</li> <li>• Commitment</li> <li>• Creativity</li> </ul>  |
|   | <b>Transdisciplinary Skills:</b><br>Communication Skills   | <b>Transdisciplinary Skills:</b><br>Thinking Skills  | <b>Transdisciplinary Skills:</b><br>Social Skills  | <b>Transdisciplinary Skills:</b><br>Self Management Skills   | <b>Transdisciplinary Skills:</b><br>Thinking Skills   | <b>Transdisciplinary Skills:</b><br>Social & Research Skills   |
|   | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br><ul style="list-style-type: none"> <li>• Solfege / Kodaly hand signs</li> <li>• Graphic notations</li> <li>• Different parts of music</li> </ul>  | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br><ul style="list-style-type: none"> <li>• Instruments</li> <li>• Rhythms / Solfege</li> <li>• Graphic notations</li> </ul>                     | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br><ul style="list-style-type: none"> <li>• Rhythm / Solfege</li> <li>• Graphic notation</li> <li>• Stage Manners</li> </ul>                 | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br><ul style="list-style-type: none"> <li>• Instrument Families</li> <li>• Theme/Melody</li> <li>• Cooperation</li> </ul>  | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br><ul style="list-style-type: none"> <li>• Dynamic usage</li> <li>• Tempo</li> </ul>   | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br><ul style="list-style-type: none"> <li>• Taiko Drumming</li> <li>• Percussion Instruments</li> </ul>  |
| <i>Students Learn To</i><br><ul style="list-style-type: none"> <li>• Sing with Kodaly hand signs</li> <li>• Draw out melody maps</li> <li>• Read graphic notations</li> </ul> | <i>Students Learn To</i><br><ul style="list-style-type: none"> <li>• Distinguish each instrument</li> <li>• Write Graphic notations</li> <li>• Create an original piece</li> </ul>   | <i>Students Learn To</i><br><ul style="list-style-type: none"> <li>• Replace rhythms with particular sounds</li> <li>• Display their work on stage</li> </ul>  | <i>Students Learn To</i><br><ul style="list-style-type: none"> <li>• Work with and serve with their peers</li> <li>• Distinguish instruments by their sounds and characteristics</li> </ul>        | <i>Students Learn To</i><br><ul style="list-style-type: none"> <li>• Use different dynamics and tempo when singing songs and creating their own work</li> </ul>  | <i>Students Learn To</i><br><ul style="list-style-type: none"> <li>• Read the drum piece and to play in two parts</li> <li>• Play the piece in steady tempo</li> </ul>  |  |
| <b>Assessment(s):</b><br>F1: keep the beat - stone<br>F2: BWW hand sign<br>F3: Graphic notation of CA<br>S1: Singing/Comprehension of an Orff/Kodaly piece                    | <b>Assessment(s):</b><br><b>F1:</b> Kodaly piece hand sign<br><b>F2:</b> Instrument identification<br><b>F3:</b> Rhythm reading<br><b>S1:</b> Group composition/graphic notation of Fantasia   | <b>Assessment(s):</b><br>F1: Loose Tooth<br>F2: Humpty Dumpty<br>S1: Concert<br><br><b>Stimulus:</b> Loose Tooth, Humpty Dumpty, Rhythm slide,   | <b>Assessment(s):</b><br>F1: Instrument Review<br>F2: Instrument Family Identification<br>F3: Instrument + Family matching<br><br><b>Stimulus:</b> Peter and the wolf, Bluebird                    | <b>Assessment(s):</b><br>F1: PG melody Identification<br>F2: Dynamic Identification<br>F3: Tempo Identification<br>S1: Dynamic/Tempo Application<br><br><b>Stimulus:</b> Peer Gynt, Closet Key, Stone stone,   | <b>Assessment(s):</b><br>F1: Rhythm review<br>F2: Okina Taiko<br>F3: Drum piece pt1/2<br>S1: Drum piece<br><br><b>Stimulus:</b> Okina Takio, Circle 'round zero   |  |

| Unit 1  | Unit 2   | Unit 3   | Unit 4   | Unit 5  | Unit 6   |
|---|--|--|--|---|--|
| <b>Music Alive</b>  | <b>Rhythm and Dance Part 1</b>   | <b>Rhythm and Dance Part 2</b>   | <b>Expressionism</b>   | <b>Bartok and Ostinatos</b>   | <b>World Music</b>   |
| <b>Transdisciplinary:</b><br>How we Express Ourselves   | <b>Transdisciplinary:</b><br>Where We Are in Place and Time  | <b>Transdisciplinary:</b><br>How the World Works   | <b>Transdisciplinary:</b><br>Who We Are  | <b>Transdisciplinary:</b><br>Sharing the Planet   | <b>Transdisciplinary:</b><br>How We Organise Ourselves   |
| <b>Learner Profile:</b> Reflective, Risk Takers   | <b>Learner Profile:</b> Reflective, Risk Takers  | <b>Learner Profile:</b> Reflective, Risk Takers  | <b>Learner Profile:</b> Reflective, Risk Takers  | <b>Learner Profile:</b> Reflective, Risk Takers   | <b>Learner Profile:</b> Reflective, Risk Takers  |
| <b>Central Idea:</b><br>Composers use melody, rhythm and timbre to depict ideas, feelings, nature or beliefs.   | <b>Central Idea:</b><br>Original musical traditions use rhythm and pitch patterns to show life and relationships.  | <b>Central Idea:</b><br>Rhythm can be a machine with many layers and interlocking gears.   | <b>Central Idea:</b><br>A theme is a recurring idea that can communicate messages like 'who, what, where and how.'   | <b>Central Idea:</b><br>Different cultures use music to tell the stories of their people in different times and places.   | <b>Central Idea:</b><br>We learn to research, organise and present about world music.  |
| <b>Key Concepts:</b><br>Perspective, Causation, Function  | <b>Key Concepts:</b><br>Function, Change, Form   | <b>Key Concepts:</b><br>Connection, Form, Function   | <b>Key Concepts:</b><br>Perspective, Reflection, Change  | <b>Key Concepts:</b><br>Perspective, Causation, Connection  | <b>Key Concepts:</b><br>Responsibility, Reflection, Connection,  |
| <b>Related Concepts:</b><br>Balanced  | <b>Related Concepts:</b><br>Balanced   | <b>Related Concepts:</b><br>Balanced   | <b>Related Concepts:</b><br>Balanced   | <b>Related Concepts:</b><br>Balanced  | <b>Related Concepts:</b><br>Balanced   |
| <b>Lines of Inquiry:</b><br>• How musicians express emotions<br>• How music affects our feelings<br>• How we express feelings through music   | <b>Lines of Inquiry:</b><br>• Folksongs tell stories<br>• Songs can be sung in different ways  | <b>Lines of Inquiry:</b><br>• Dance is a universal language<br>• Different rhythm patterns are used in dances<br>• Dances were also used as a mode of expression.  | <b>Lines of Inquiry:</b><br>• Music can be used to describe many things<br>• We can find the theme of each music through melody, pitch, rhythm, and dynamics.<br>• Music is constantly changing  | <b>Lines of Inquiry:</b><br>• Cultures tell stories.<br>• Imaginations can be created with music<br>• Musical interpretations are up to each individual's discretion.   | <b>Lines of Inquiry:</b><br>-It is our responsibility, as open-minded students, to learn about other cultures in the world<br>-There are different ways of learning<br>-Cultures link with one another   |
| <b>Attitudes:</b><br>• Creativity<br>• Cooperation<br>• Appreciation  | <b>Attitudes:</b><br>• Creativity<br>• Confidence<br>• Independence  | <b>Attitudes:</b><br>• Appreciation<br>• Cooperation<br>• Creativity   | <b>Attitudes:</b><br>• Creativity<br>• Cooperation<br>• Independence   | <b>Attitudes:</b><br>• Creativity<br>• Empathy<br>• Appreciation  | <b>Attitudes:</b><br>• Creativity<br>• Cooperation<br>• Empathy  |
| <b>Transdisciplinary Skills:</b><br>Self Management and Social Skills   | <b>Transdisciplinary Skills:</b><br>Communication Skills   | <b>Transdisciplinary Skills:</b><br>Social and Self Management Skills  | <b>Transdisciplinary Skills:</b><br>Communication and Thinking Skills  | <b>Transdisciplinary Skills:</b><br>Thinking and Social Skills  | <b>Transdisciplinary Skills:</b><br>Research and Thinking Skills   |
| <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Kodaly hand signs<br>• Rhythmic/inner hearing<br>• Pitch recognition<br><br><i>Students Learn To</i><br>• Sing with Kodaly hand signs<br>• Develop good sense of pitch and rhythm.   | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Korean culture, folksongs<br>• Singing in rounds<br>• Percussion instruments<br><br><i>Students Learn To</i><br>• Sing Korean folk tunes<br>• Sing in rounds<br>• Play percussion instruments | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Dances around the world<br>• World cultures<br>• Meter<br>• Concert manner<br><br><i>Students Learn To</i><br>• Dance the dances from other cultures<br>• Distinguish different meter | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Rhythm Theory<br>• Songs describing objects<br><br><i>Students Learn To</i><br>• Compose using different rhythms<br>• Express ideas, scene, or objects through their composition  | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Traditional dances<br>• Landscape, language, folklore, traditions<br><br><i>Students Learn To</i><br>• Dance the traditional dances<br>• Connect landscape, language, folklore and traditions to the musical elements<br>• Sight-singing   | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Keynote<br>• Music history, folk songs, folk dances, traditional instruments<br><br><i>Students Learn To</i><br>• Use and present with Keynote<br>• Present their knowledge on their given countries' music history, folk songs, folk dances and traditional instruments. |
| <b>Assessment(s):</b><br>F1: Solfeggi singing of required repertoire<br>F2: Activities from Music Alive<br>F3: Classroom performance on Orff instruments<br>F4: Graphic notation of the pieces listened to<br>S1: Singing/Playing of the programmatic work<br><br><b>Stimulus:</b> Jump jim joe, Sorcerer's Apprentice, The king with two sons, Moldau River, 1812 Overture, Grand Canyon Suite, Short Ride in a Fast Machine | <b>Assessment(s):</b><br>F1: Korean tune round singing<br>F2: folk tune / Body percussion<br>F3: Row row<br>S1: Concert piece in round<br><br><b>Stimulus:</b> Tideo, Row row, 동네 한 바퀴, continue repertoire from previous unit as well.                  | <b>Assessment(s):</b><br>F1: Dance #1<br>F2: Dance #2<br>S1: Concert<br><br><b>Stimulus:</b> Dances around the world (Black Nag), Heel to toe polka, Waltz, Norwegian folk (incl. Grieg).  | <b>Assessment(s):</b><br>F1: Theory Worksheet #1<br>F2: Theory worksheet #2<br>F3: Theory worksheet #3<br>S1: Composition<br><br><b>Stimulus:</b> Carnival of the Animals, Copenhagen Railway, Clair de Lune, Flight of the Bumblebee, The Wasps, Swan Lake, Pastoral Symphony, Royal Hunt and Storm, Raindrop Prelude, Nuages, Grand old duke of york | <b>Assessment(s):</b><br>F1: Bartok's Microkosmos<br>F2: Dynamics / Tempo Activity<br>F3: Anita's Dance performing in parts<br>S1: Anita's Dance ballet / movement structure activity.<br><br><b>Stimulus:</b> Romanian Dances, Hungarian Folksongs, Bolero, Rite of Spring, Mysterious Ticking Noise | <b>Assessment(s):</b><br>F1: Progress report 1<br>F2: Progress report 2<br>F3 Progress report 3<br>F4: Presentation (rubric)<br><br><b>Stimulus:</b> classroom collaboration on how societies and groups are organised - this time the presentations include a focus on traditional music in their country of origin.                |

| Unit 1   | Unit 2  | Unit 3  | Unit 4   | Unit 5  | Unit 6   |
|--|---|---|--|---|--|
| <b>Moving in Time</b>  | <b>History of the Blues</b>   | <b>World Layers (Gamelan)</b>   | <b>Young Person's Guide</b><br>* recorder part 1a  | <b>The Magic Flute</b><br>* recorder part 1b  | <b>Satie &amp; Minecraft</b>   |
| <b>Transdisciplinary:</b><br>Who We Are  | <b>Transdisciplinary:</b><br>How We Organise Ourselves  | <b>Transdisciplinary:</b><br>How We Express Ourselves   | <b>Transdisciplinary:</b><br>How the World Works   | <b>Transdisciplinary:</b><br>Sharing the Planet   | <b>Transdisciplinary:</b><br>Where we are in Place & Time  |
| <b>Learner Profile:</b> Risk Takers, Open-Minded   | <b>Learner Profile:</b> Balanced, Knowledgeable, Principled   | <b>Learner Profile:</b> Inquirers, Thinkers   | <b>Learner Profile:</b> Reflective, Risk Takers  | <b>Learner Profile:</b> Reflective, Communicators   | <b>Learner Profile:</b> Balanced, Inquirers  |
| <b>Central Idea:</b><br>Expressing movement and time uses all our senses.  | <b>Central Idea:</b><br>Singing has an impact on society and events.  | <b>Central Idea:</b><br>Patterns are powerful for storytelling.   | <b>Central Idea:</b><br>Music is like a machine.   | <b>Central Idea:</b><br>Ideas can connect to create functional works.   | <b>Central Idea:</b><br>We can create from our own discoveries and influences.   |
| <b>Key Concepts:</b><br>• Form<br>• Function   | <b>Key Concepts:</b><br>• Function<br>• Causation   | <b>Key Concepts:</b><br>• Change<br>• Connection  | <b>Key Concepts:</b><br>• Reflection<br>• Function   | <b>Key Concepts:</b><br>• Connection<br>• Form  | <b>Key Concepts:</b><br>• Responsibility<br>• Reflection   |
| <b>Related Concepts:</b><br>Structure, similarities, differences, pattern, communication.  | <b>Related Concepts:</b><br>Communication, pattern, sequences, role.  | <b>Related Concepts:</b><br>Cycles, sequences, transformation, systems, interdependence   | <b>Related Concepts:</b><br>Pattern, systems, review, evidence, responsibility   | <b>Related Concepts:</b><br>Systems, relationships, structure, patterns   | <b>Related Concepts:</b><br>Values, Initiative, review, interpretation   |
| <b>Lines of Inquiry:</b><br>• What senses are used with music?<br>• What movements relate to different styles of music?<br>• How is time a factor of movement?   | <b>Lines of Inquiry:</b><br>• Which societies use singing for events?<br>• What events have relied upon singing for survival?<br>• Is there a structure for organising societal singing?  | <b>Lines of Inquiry:</b><br>• How do musicians express pattern?<br>• What patterns can be investigated around the world?<br>• How do patterns help tell stories?  | <b>Lines of Inquiry:</b><br>• How is music like a machine?<br>• What evidence can be gathered for playing music?<br>• What language is used to listen to an orchestra?   | <b>Lines of Inquiry:</b><br>• What is functional music?<br>• What makes a musical idea work?<br>• How do composers create ideas that work?  | <b>Lines of Inquiry:</b><br>• What does it mean to be original?<br>• Can we create from the music of others?<br>• How do we review each others ideas positively?   |
| <b>Attitudes:</b><br>• Creativity<br>• Cooperation<br>• Independence   | <b>Attitudes:</b><br>• Appreciation<br>• Confidence<br>• Independence   | <b>Attitudes:</b><br>• Creativity<br>• Empathy<br>• Independence  | <b>Attitudes:</b><br>• Confidence<br>• Commitment<br>• Cooperation   | <b>Attitudes:</b><br>• Creativity<br>• Tolerance<br>• Independence  | <b>Attitudes:</b><br>• Appreciation<br>• Integrity<br>• Respect  |
| <b>Transdisciplinary Skills:</b><br>• I, II, V, VIII, X  | <b>Transdisciplinary Skills:</b><br>• I, II, III, V, X  | <b>Transdisciplinary Skills:</b><br>• I, III, V, IX, X  | <b>Transdisciplinary Skills:</b><br>• II, IV, V, VIII, X   | <b>Transdisciplinary Skills:</b><br>• I, II, IV, V, VIII, X   | <b>Transdisciplinary Skills:</b><br>• I, II, V, VIII, IX, X  |
| <b>Teacher Provocations:</b><br>• How can we feel pulse?<br>• What does it mean to 'move in time'?<br>• Can pulse be defined purely by numbers?  | <b>Teacher Provocations:</b><br>• Where did the Blues come from?<br>• What does 'blues' sound like?<br>• Can we truly perform 'blues' music?  | <b>Teacher Provocations:</b><br>• Are patterns universal?<br>• Why do humans love patterns in art?<br>• How can we interpret patterns?  | <b>Teacher Provocations:</b><br>• How does playing the recorder help us learn?<br>• What is important about tone colour?<br>• What machine like elements can we observe in our learning?   | <b>Teacher Provocations:</b><br>• Which ideas work best?<br>• Who decides what works best?<br>• Is there a formula for creating with our ideas?   | <b>Teacher Provocations:</b><br>• Is it good to copy? imitate?<br>• Who decides what is real?<br>• What influences do we have around us today?   |
| <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Rhythm reading<br>• Sight-singing<br>• Time signatures<br>• Pulse and division<br>• Movement<br><br><i>Students Learn To</i><br>• Clap and move in time<br>• Sing melodies over two octaves in major and minor<br>• Move in 2/4, 3/4, 4/4, 5/4,<br>• Perform and create with subdivisions | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Pentatonic melodies<br>• 1 4 5 bass lines & patterns<br>• African music from slavery to freedom, work-songs etc<br>• Combining Pitch layers<br><br><i>Students Learn To</i><br>• sing melodies in pentatonic parts and echo phrases<br>• sing, move to and perform 1 4 5 bass patterns in solfege<br>• Describe musics' role in African culture<br>• Combine parts vocally, instrumentally with improvisation over a framework | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Indonesian songs, instruments, structures<br>• Colotomic patterns<br>• Creating with limited pitches<br>• Phrasing, Rhythm, Texture<br><br><i>Students Learn To</i><br>• Sing in Indonesian<br>• Explore cultural music in societies<br>• Create with traditional and western notation<br>• Improvise and perform<br>• Interpret Rhythm cycles | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Note reading<br>• Concepts of Music<br>• Classifying instruments<br>• Playing melodies with phrasing and articulation<br>• The Orchestra's roles<br><br><i>Students Learn To</i><br>• Identify the concepts of music in listening activities<br>• Classify instruments<br>• Use the recorder to play and create melodies<br>• Describe how an Orchestra works | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Word painting<br>• Orchestral patterns<br>• Arpeggios & Borduns<br>• Major and Minor scales<br>• Opera as an art form<br><br><i>Students Learn To</i><br>• Create in major and minor<br>• Write accompanying patterns<br>• Perform and sing melodies from studied works<br>• Describe how an Opera with its themes are written | <b>Pedagogy Focus:</b><br><i>Students Learn About</i><br>• Treble and bass reading<br>• Scales and Modes<br>• Bass Ostinatos<br>• Melodic Ostinatos<br>• Chords<br><br><i>Students Learn To</i><br>• Read piano music<br>• Respond to melodic and harmonic questions<br>• Echo, repeat, imitate musical phrases<br>• Work within I-V harmony |
| <b>Assessment(s):</b><br>Students learn to express different time signatures with independent body movements. This is transferred to instrumental playing and echo improvisation in a series of dance activities transferred to instruments.   | <b>Assessment(s):</b><br>Students learn to sing a variety of pieces in 2 to 3 parts focussing on the bass and how it is communicated as a pattern. These are kept as part of their concert preparation with a performance in three part harmony.  | <b>Assessment(s):</b><br>Students sing <i>Il Lirr</i> and compose their own Gamelan works in Cipher notation. This is scaffolded around formative tasks in notation and patterns in other musics (like Latin).  | <b>Assessment(s):</b><br>Students complete a series of listening descriptions of Britten's 'Young Person's Guide' and work their way through Taekwondo recorder belts for each level of the chosen repertoire.   | <b>Assessment(s):</b><br>Students learn to sing and harmonise with arpeggios an aria from Mozart's <i>The Magic Flute</i> . They then finalise their recorder performances and belt achievements.   | <b>Assessment(s):</b><br>Students use their studies of music to create their own <i>Minecraft</i> soundtrack based upon the music of Satie. This is mostly iPad and Xylophone based using iTunesU and score analysis.  |
| <b>Stimulus:</b><br>Various tracks in multi-metre from Coco's Lunch, Bobby McFerrin and Dave Brubeck   | <b>Stimulus:</b><br><i>Holy Hla Hla</i> (trad. Sth African)   | <b>Stimulus:</b><br><i>Il iLirr</i> iBook by MusicaViva   | <b>Stimulus:</b><br><i>Young Person's Guide to the Orchestra</i> Britten (with app)  | <b>Stimulus:</b><br><i>The Magic Flute</i> easy piano book (Faber & Faber)  | <b>Stimulus:</b><br><i>Minecraft</i> music by C418 and <i>Gymnopedie</i> by Satie.   |

| Unit 1  | Unit 2   | Unit 3  | Unit 4  | Unit 5   | Unit 6  |
|---|--|---|---|--|---|
| <p><b>Mikro Music</b></p> <p><b>Transdisciplinary:</b><br/>Who We Are</p> <p><b>Learner Profile:</b> Thinkers, Risk Takers, Open-Minded</p> <p><b>Central Idea:</b><br/>Music has its own personality, colour and relationships to the world.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Form</li> <li>• Change</li> </ul> <p><b>Related Concepts:</b><br/>Structure, similarities, differences, patterns, growth, sequences,</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• How can music have personality?</li> <li>• What is my relationship to the sounds I know?</li> <li>• Why do I respond the way I do to music?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Cooperation</li> <li>• Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• I, II, V, VIII, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>• How can music be identified?</li> <li>• What other forms of classification are in the world?</li> <li>• Can other elements like rhythm be defined? How?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>• Rhythm reading</li> <li>• Sight-singing</li> <li>• Sight-singing</li> <li>• Time signatures</li> <li>• Pulse and division</li> <li>• Solfege scales</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>• Create and move in time</li> <li>• Sing melodies over two octaves in major, minor, modal,</li> <li>• Move in 2/4, 3/4, 4/4, 5/4, 6/4, 7/4, compound</li> <li>• Perform and create with subdivisions a phrasing</li> </ul> <p><b>Assessment(s):</b><br/>Students sing each melody in Solfege developing into major, minor and modal. They then create movements to a series of world pieces for rhythm to then create a modal class piece on the xylophones.</p> <p><b>Stimulus:</b> Bartok's Mikrokosmos Books 1 &amp; 2 plus Orff Brown Books.</p> | <p><b>African Music</b></p> <p><b>Transdisciplinary:</b><br/>How we Express Ourselves</p> <p><b>Learner Profile:</b> Balanced, Knowledgeable, Risk Takers</p> <p><b>Central Idea:</b><br/>We express ourselves as individuals with collective knowledge.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Causation</li> </ul> <p><b>Related Concepts:</b><br/>Communication, pattern, sequences, impact.</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What other forms of expression are there?</li> <li>• What can I model my ideas on?</li> <li>• How does music bring discovery of myself?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Confidence</li> <li>• Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• I, II, III, V, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>• How do we identify functionality?</li> <li>• Does expression have form or function?</li> <li>• What happens when people express themselves?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>• Rhythm reading</li> <li>• Sight-singing</li> <li>• Rhythmic layers</li> <li>• Time signatures</li> <li>• Sub-division</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>• Create and move in time</li> <li>• Sing African melodies using ties, scales, harmony and rhythmic groupings</li> <li>• Perform African melodies on Orff Instruments/Vocally</li> <li>• Improvise use pentatonic scales and 1 4 5</li> </ul> <p><b>Assessment(s):</b><br/>Students sing each melody and transfer them to Orff instruments. They then improvise vocally and notate their ideas as a summative project. The teacher chooses repertoire from Orff Schulwerk Brown Books. Sung repertoire is kept for summative assessment at the yearly Music Concert demonstrating 1 4 5 harmony and melody singing in 3rd's.</p> <p><b>Stimulus:</b> Bartok's Mikrokosmos Books 1 &amp; 2 plus Orff Brown Books.</p> | <p><b>World Layers (Latin)</b></p> <p><b>Transdisciplinary:</b><br/>How the World Works</p> <p><b>Learner Profile:</b> Open Minded, Inquirers.</p> <p><b>Central Idea:</b><br/>Sound is natural and has natural functions.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Reflection</li> <li>• Connection</li> </ul> <p><b>Related Concepts:</b><br/>Review, interpretation, cycles, transformation</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What about sound is natural?</li> <li>• What functions does Music play in society?</li> <li>• How does music function or work?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Cooperation</li> <li>• Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• I, II, III, IV, VI, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>• Are all sounds connected somehow?</li> <li>• What does it mean interpret?</li> <li>• As we review what we know should our ideas change?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>• Rhythmic subdivisions</li> <li>• Ostinatos and calls</li> <li>• Reading pitch and rhythm</li> <li>• Latin patterns, improvisation and structure</li> <li>• Dance and cultural elements</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>• Move and play in time</li> <li>• Perform and sing melodies, ostinatos, calls</li> <li>• Recognise and analyse studied patterns</li> <li>• Create with rhythmic subdivisions</li> <li>• Improvise with pentatonic and rhythm patterns</li> </ul> <p><b>Assessment(s):</b><br/>Students present their ePortfolio showing reflections on how to play specific latin instruments and patterns. They then notate and perform their own versions in groups within the classroom. A small class performance of 'Rio' ends the unit (or from latin dance book).</p> <p><b>Stimulus:</b> Music of film 'Rio' and Latin Jazz standards</p> | <p><b>Back to Bach</b><br/>* recorder part 2a</p> <p><b>Transdisciplinary:</b><br/>Where we are in Place &amp; Time</p> <p><b>Learner Profile:</b> Reflective, Knowledgeable, Communicators</p> <p><b>Central Idea:</b><br/>Learning involves models of success and growth.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Function</li> <li>• Change</li> </ul> <p><b>Related Concepts:</b><br/>Growth, cycles, sequences, communication, patterns</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What about Bach is good?</li> <li>• How does playing a recorder help me learn?</li> <li>• What motivates me to grow and learn?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Confidence</li> <li>• Commitment</li> <li>• Cooperation</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• II, V, VIII, IX, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>• Can we find sequences/patterns outside of music?</li> <li>• What do we know about how we learn?</li> <li>• Does dancing teach what writing cannot?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>• Concepts of Music</li> <li>• Classifying instruments</li> <li>• Playing melodies with phrasing</li> <li>• Growth of the Orchestra</li> <li>• Time Signatures</li> <li>• Modes</li> <li>• Canon and single line accompaniment patterns</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>• Identify the concepts of music</li> <li>• Classify instruments</li> <li>• Subdivide rhythms and melodies</li> <li>• Use the recorder to play and accompany melodies</li> <li>• Describe how an Orchestra works and grew in time</li> </ul> <p><b>Assessment(s):</b><br/>Students complete a series of listening descriptions of Bach's 'Orchestral Suites' to Shostakovich's 'Ballet Suites.' Students also work their way through taekwondo recorder belts (extended level with additional parts).</p> <p><b>Stimulus:</b> Specially chosen works along with Recorder Taekwondo Belts</p> | <p><b>Extending Skills</b><br/>* recorder part 2b</p> <p><b>Transdisciplinary:</b><br/>Sharing the Planet</p> <p><b>Learner Profile:</b> Reflective, Inquirers, Principled</p> <p><b>Central Idea:</b><br/>Expression in the arts is a globally shared practice.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Perspective</li> <li>• Form</li> </ul> <p><b>Related Concepts:</b><br/>Subjectivity, opinion, properties, structure</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to to share?</li> <li>• How are the arts shared?</li> <li>• Can ideas and expression cross over the map?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Appreciation</li> <li>• Tolerance</li> <li>• Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• II, V, VIII, IX, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>• How much do we know of other cultures?</li> <li>• Can we play other types of music 'genuinely?'</li> <li>• What do we learn through improvisation?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>• Concepts of Music</li> <li>• Classifying instruments</li> <li>• Identifying rhythmic and melodic patterns (west vs east)</li> <li>• Time signatures &amp; cycles</li> <li>• Pentatonic to Hexatonic</li> <li>• Tetra-chordal structures</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>• Discuss the concepts of music</li> <li>• Classify world instruments</li> <li>• Identify and experiment with world patterns</li> <li>• Perform and accompany in modes and time cycles</li> <li>• Improvise with performance skills from repertoire</li> </ul> <p><b>Assessment(s):</b><br/>Students continue to develop their recorder skills but now in ensembles and through playing accompaniment parts and by improvising. Modes are emphasised (Dorian and Mixolydian) along with various rhythmic cycles. Students are assessed on their ePortfolios (in BookCreator with reflections) and progression through Taekwondo belts.</p> <p><b>Stimulus:</b> appropriately chosen world melodies around pentatonic, hexatonic or modes.</p> | <p><b>Mirror Creating Task</b><br/>* iPads Garageband IOS</p> <p><b>Transdisciplinary:</b><br/>How We Organise Ourselves</p> <p><b>Learner Profile:</b> Risk Takers, Caring, Balanced</p> <p><b>Central Idea:</b><br/>Open-mindedness brings opportunities for creativity.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>• Connection</li> <li>• Responsibility</li> </ul> <p><b>Related Concepts:</b><br/>Systems, relationships, values, initiative</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>• What does it mean to be openminded with music?</li> <li>• Is mirroring a universal system?</li> <li>• What values do we connect to new music?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>• Creativity</li> <li>• Integrity</li> <li>• Enthusiasm</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>• I, III, VII, VIII, IX, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>• Does improvising truly mean 'making it up on the spot?'</li> <li>• Are some types of music more original?</li> <li>• How do we define value as a class?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>• Pitch, Rhythm and Structure in a cultural context</li> <li>• Using movement to reflect melodic and rhythmic patterns 'mirroring'</li> <li>• Time signatures &amp; cycles</li> <li>• Pentatonic to Septa-tonic</li> <li>• Tetra-chords to modes</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>• Identify Arabic musical structures (e.g. Maqam)</li> <li>• Transfer movement, singing, pitch and rhythmical elements to creative works</li> <li>• Perform and improvise in various time cycles</li> <li>• Identify and utilise tetrachords for structures</li> </ul> <p><b>Assessment(s):</b><br/>Students investigate Arabic and Indian music through a series of:<br/>a) movement activities 'mirror'<br/>b) improvisation 'Hijaz'<br/>c) ePortfolio reflections<br/>Ending with a piano based composition of Maqam done in students iPads that reflect the concept of mirroring.</p> <p><b>Stimulus:</b> <i>Mirror</i> by Jeannie Baker and selected Arabic pieces from Smithsonian Folkways.</p> |

| Unit 1   | Unit 2  | Unit 3   | Unit 4   | Unit 5  | Unit 6   |
|--|---|--|--|---|--|
| <p><b>Theme and Variations</b><br/>* Movement &amp; Orff</p> <p><b>Transdisciplinary:</b><br/>Where we are in Place &amp; Time</p> <p><b>Learner Profile:</b> Thinkers, Open-minded, Reflective</p> <p><b>Central Idea:</b><br/>Music can be the same as it travels around the world</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Change</li> <li>Perspective</li> </ul> <p><b>Related Concepts:</b><br/>Adaptation, sequences, transformation, pattern, growth</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What are the building blocks of music?</li> <li>Can music be changed for a place or region?</li> <li>How can time or place be defined in Music?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Appreciation</li> <li>Cooperation</li> <li>Commitment</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>I, II, V, VIII, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>Which senses do we use to listen?</li> <li>Are patterns universal?</li> <li>Can we borrow from other artists?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Traditional and other forms of notation</li> <li>Pentatonic, Hexatonic scales, modes &amp; drones</li> <li>Rounds and sequences</li> <li>Multiple time signatures</li> <li>Syncopation &amp; ostinati</li> <li>Phrasing and intervals</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Notate melodies</li> <li>Recognise intervals and sequences</li> <li>Sing and demonstrate different melodic patterns, sequences and canons</li> <li>Perform and improvise with ostinatos, syncopation and intervals</li> <li>Describe and compose themes and variations</li> </ul> <p><b>Assessment(s):</b><br/>Students take famous works by Mozart, Beethoven, Schubert, and more to notate, compare/contrast and then create their own melody using improvisation and adaptation of the patterns studied.</p> <p><b>Stimulus:</b> Selected works that have simple contours with an emphasis on singing and improvising over pentatonic melodies.</p> | <p><b>Painting Music</b><br/>* iBooks Author</p> <p><b>Transdisciplinary:</b><br/>How the World Works</p> <p><b>Learner Profile:</b> Inquirers, Risk Takers, Caring</p> <p><b>Central Idea:</b><br/>Creating is a process of questioning</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Causation</li> <li>Reflection</li> </ul> <p><b>Related Concepts:</b><br/>Sequences, pattern, impact, review, interpretation, evidence</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>What questions need to be asked to create?</li> <li>How do we decide what materials or models to use?</li> <li>Why do we create?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Creativity</li> <li>Curiosity</li> <li>Independence</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>I, II, III, V, VI, VII, IX</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>What is a pattern?</li> <li>What does it mean to interpret?</li> <li>What evidence do we look for as we learn?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Programme Music and Tone Poems</li> <li>Orchestration (tone colour)</li> <li>Score reading</li> <li>Melodic &amp; rhythmic development</li> <li>Analytical movements and the design cycle</li> <li>Musical textures and techniques for creating</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Compare and contrast rhythmic and melodic patterns</li> <li>Read scores for piano and orchestra</li> <li>Describe music aurally</li> <li>Identify intervals aurally</li> <li>Compose original music through improvisation and the design cycle</li> </ul> <p><b>Assessment(s):</b><br/>Students undertake a major unit in collaboration with the Homeroom on the Scientific method. In this case approaching Mussorgsky's "Pictures at an Exhibition" from a review and evidence perspective to create their own original works.</p> <p><b>Stimulus:</b> Pictures at an Exhibition, La Mer, Schoenberg &amp; famous paintings.</p> | <p><b>The Planets</b><br/>* iPads &amp; Research</p> <p><b>Transdisciplinary:</b><br/>Sharing the Planet</p> <p><b>Learner Profile:</b> Knowledgeable, Communicators, Thinkers</p> <p><b>Central Idea:</b><br/>What can be learned by listening?</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Connection</li> <li>Form</li> </ul> <p><b>Related Concepts:</b><br/>Systems, relationships, interdependence, properties, structure,</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How do the planets inspire creativity?</li> <li>How has man explored the planets? space?</li> <li>Why does space intrigue us?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Cooperation</li> <li>Curiosity</li> <li>Respect</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>IV, V, VI, VII, VIII, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>Why do artists use the planets as inspiration?</li> <li>What is it about mythology that intrigues us?</li> <li>What does researching the planets do to our imaginations?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>4/4, 5/4, 6/4, 7/4 time signatures</li> <li>Rhythmic subdivisions</li> <li>Aural Skills</li> <li>Notation of melody, rhythm and accompaniment patterns</li> <li>Sing with solfeggi up to two octaves</li> <li>Composing</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Compare and contrast rhythmic and melodic patterns</li> <li>Investigate and inquire into famous models</li> <li>Describe music aurally</li> <li>Perform and improvise with ostinatos, syncopation and intervals</li> <li>Look at music from a scientific perspective</li> </ul> <p><b>Assessment(s):</b><br/>Hubble telescope for composing along with names of the planets from Greek mythology. Students engage in a range of activities designed to build on the previous unit and continue the creative cycle. This ends in a live composition at the end of year concert.</p> <p><b>Stimulus:</b> Holst's "The Planets."</p> | <p><b>Musical Stories 1</b><br/>* Movement &amp; Orff</p> <p><b>Transdisciplinary:</b><br/>How We Organise Ourselves</p> <p><b>Learner Profile:</b> Open-minded, Inquirers, Risk Takers</p> <p><b>Central Idea:</b><br/>Organized ideas can depict people, objects or places within cultural traditions.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Function</li> <li>Form</li> </ul> <p><b>Related Concepts:</b><br/>Communication, pattern, role, similarities, differences, structure</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Is art organised?</li> <li>How do we depict people or places or things in sound?</li> <li>Which cultures have organised sound?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Confidence</li> <li>Enthusiasm</li> <li>Tolerance</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>I, II, III, IV, V, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>Are we connected across the globe by our ideas?</li> <li>Are differences in culture differences in music?</li> <li>Is it okay to research or perform other cultures' music?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Traditional and other forms of notation</li> <li>Pentatonic, Hexatonic scales, modes &amp; drones</li> <li>Rounds and sequences</li> <li>Multiple time signatures</li> <li>Syncopation &amp; ostinati</li> <li>Phrasing and intervals</li> <li>World music patterns &amp; techniques</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Notate melodies from world patterns and techniques</li> <li>Recognise intervals and sequences</li> <li>Sing and demonstrate different melodic patterns, sequences and canons</li> <li>Perform and improvise with ostinatos, syncopation and intervals</li> <li>Describe and compose collaboratively for a final presentation</li> </ul> <p><b>Assessment(s):</b><br/>Students take all previous learning and build a series of themes for five characters/ places/objects within the studied stories and poems. This ends in both written notation and recorded group performances.</p> <p><b>Stimulus:</b> The Empty Pot (Demi), Chinese Scales (Lion's Roar Chinese Ensembles), Sky Under Sky Bears Feet (assorted poems).</p> | <p><b>Musical Stories 2</b><br/>* Ukulele 1</p> <p><b>Transdisciplinary:</b><br/>How We Express Ourselves</p> <p><b>Learner Profile:</b> Balanced, Principled, Reflective</p> <p><b>Central Idea:</b><br/>Expressing ideas for other cultures is a way of life.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Responsibility</li> <li>Reflection</li> </ul> <p><b>Related Concepts:</b><br/>Values, initiative, interpretation, review,</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>How do other cultures express themselves?</li> <li>Can we learn and imitate other forms of expression?</li> <li>How does this help us express ourselves and our ideas?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Creativity</li> <li>Empathy</li> <li>Respect</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>I, V, VIII, IX, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>If you have an idea does that make another's wrong?</li> <li>How do we interpret to understand?</li> <li>As we review what we have created should it change?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Rhythm, Rhyme, Text and word setting</li> <li>Interpretation of music in context</li> <li>Models of creativity</li> <li>Responsibility in cultures (rites of passage)</li> <li>Collaboration and composing</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Notate melodies from world patterns and techniques</li> <li>Recognise intervals and sequences</li> <li>Sing and demonstrate different melodic patterns, sequences and canons</li> <li>Perform and improvise with ostinatos, syncopation and intervals</li> <li>Describe and compose collaboratively for a final presentation</li> </ul> <p><b>Assessment(s):</b><br/>Students choose a fairytale in collaboration with their PYP Exhibition and compose a series of themes, as a group, for their tales. This is presented with accompaniment patterns, colour parts and melodic variation.</p> <p><b>Stimulus:</b> Selected works by the students from Aesop, Grimm or other traditional tales.</p> | <p><b>Song Writing</b><br/>* Ukulele 2</p> <p><b>Transdisciplinary:</b><br/>Who We Are</p> <p><b>Learner Profile:</b> Knowledgeable, Principled, Thinkers</p> <p><b>Central Idea:</b><br/>Being creative means drawing on past experiences and inspiration.</p> <p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>Change</li> <li>Function</li> </ul> <p><b>Related Concepts:</b><br/>Adaptation, cycles, communication, pattern, role</p> <p><b>Lines of Inquiry:</b></p> <ul style="list-style-type: none"> <li>Do all words have rhythm?</li> <li>Does how we talk convey messages?</li> <li>Why does music use pulse and rhyme so much?</li> </ul> <p><b>Attitudes:</b></p> <ul style="list-style-type: none"> <li>Appreciation</li> <li>Confidence</li> <li>Integrity</li> </ul> <p><b>Transdisciplinary Skills:</b></p> <ul style="list-style-type: none"> <li>I, IV, VI, VII, VIII, X</li> </ul> <p><b>Teacher Provocations:</b></p> <ul style="list-style-type: none"> <li>Is rap music?</li> <li>Is how we talk just music without a band?</li> <li>How do we define what we think music is?</li> </ul> <p><b>Pedagogy Focus:</b><br/><i>Students Learn About</i></p> <ul style="list-style-type: none"> <li>Transferring knowledge from all previous units</li> <li>Identifying rhythm and pitch within intervals, melodies, rhythms, triads and texts</li> <li>Notating triads (homophonic texture)</li> <li>Chord progressions</li> <li>Appreciating simple to complex structures</li> <li>Identifying musical structures</li> </ul> <p><i>Students Learn To</i></p> <ul style="list-style-type: none"> <li>Create triads and arpeggios</li> <li>Play Ukulele</li> <li>Arrange chord progressions</li> <li>Identify strong and weak pulses in selected texts</li> <li>Appreciate all forms of music from their elements</li> <li>Create a chord chart with text</li> <li>Perform their own chord chart on Ukulele</li> </ul> <p><b>Assessment(s):</b><br/>Students compose a chord chart for a selected poem, student written lyric or rap. This is then performed on Ukuleles and notated in their books.</p> <p><b>Stimulus:</b> 'Hope' by Emily Dickinson, 'Riptide' by Vance Joy, 'Raps,' other Ukulele pieces from Sophie Madeleine.</p> |