

## Course Overviews MYP Music, UWC Thailand 2020-2021

All units taught in grades 6 to 10 are continuously being developed and improved to best meet the needs of the students at UWCT. Therefore, the following overview is only a reflection of current plans for the course. Some changes to these course overviews may occur as a result of planning done throughout the academic year.

| Grade | Unit Number and Title                                | Key and Related Concepts                            | Global Context                                               | Statement of Inquiry                                                               | Inquiry Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Approaches To learning skills taught / learnt / developed in this unit                                                | Content (topics / knowledge/ subject specific skills)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-------|------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6     | Unit 1<br>Building Bricks<br>(The Elements of Music) | Communication<br><br>Interpretation and Composition | Personal and Cultural Expression<br><br>Creation             | Interpretation of the Elements of Music helps to create and communicate a message. | <b>Factual:</b> <ol style="list-style-type: none"> <li>1. What are the elements of music?</li> <li>2. What is the role of the elements of music in communication?</li> <li>3. What is descriptive music?</li> </ol> <b>Conceptual:</b> <ol style="list-style-type: none"> <li>1. How do we communicate?</li> <li>2. How can music be used in communication?</li> </ol> <b>Debatable:</b> Can different compositions convey the same message?                                                                                                   | Communication:<br>I. Communication Skills<br><br>Self-Management:<br>III. Organisation Skills<br>V. Reflection Skills | <p>In this unit students will learn about <i>Pitch, Dynamics, Duration, Tempo, Texture, Timbre/Sonority, Articulation</i> and <i>Silence</i> and will be introduced to Graphic Notation and Graphic Scores through the inter-related musical strands of Performing, Creating, Listening and Appraising. This will develop their understanding of the Elements of Music and provide students with a foundation of musical vocabulary.</p> <p>During this unit, students will develop individual control of a range of sounds placing them into a musical context. They will explore how the elements of music can be adapted and manipulated to create a composition in order to convey a message. They will also look at how art can provide the inspiration and stimulus for composition and how we can communicate through art.</p> <p>Mussorgsky's work "Pictures at an Exhibition" is based on his close friend, the painter and architect, Victor Hartmann's paintings at an exhibition mounted shortly after his death. Students will explore how Mussorgsky captures the mood of some paintings through sounds and how the elements of music are used to create different effects.</p> <p>Finally, students will compose their own piece of descriptive music inspired by a picture or painting of their choice. For this final composition, students will use and record sounds and sound sources by playing classroom instruments as well as pre-recorded loops on GarageBand application.</p> |
| 6     | Unit 2<br>Shapes of Music<br>(Form and Structure)    | Form<br><br>Composition and Structure               | Orientation in Space and Time<br><br>Repetition and Contrast | Repetition and contrast build structures and give compositions a sense of order.   | <b>Factual:</b> <ol style="list-style-type: none"> <li>1. What is Form and Structure in music?</li> <li>2. What types of Forms and Structures are there in music?</li> <li>3. What is a musical composition?</li> </ol> <b>Conceptual:</b> <ol style="list-style-type: none"> <li>1. How can we tell the difference between music based on different Forms and Structures?</li> <li>2. Why is repetition and contrast fundamental to music?</li> </ol> <b>Debatable:</b> Does all the music really need to be organized and even written down? | Self-Management:<br>III. Organisation Skills<br><br>Thinking:<br>IX. Creative Thinking Skills                         | <p>This unit begins by establishing what is "Form and Structure" in music and why repetition and contrast are important in music. Through performing, composing, improvising and listening and appraising, students then explore four different musical structures: Question and Answer, Binary Form, Ternary Form and Song Form.</p> <p>Students will explore the question and answer phrases as one of the simplest types of musical structures. They will move onto Binary Form, exploring how musical contrast is achieved between two different sections and develop this into Ternary Form by repeating the first section at the end to form a musical "sandwich". Students will listen to and analyse some of the well-known popular songs.</p> <p>Throughout the unit, students will listen to examples of music based on each of the musical structures they are exploring and compose and perform within these forms. Emphasis is also placed on staff notation and melody and rhythm writing skills. Students will learn to use music software <a href="http://www.noteflight.com">www.noteflight.com</a> which they will use to create their final compositions.</p>                                                                                                                                                                                                                                                                                                                        |
| 6     | Unit 3<br>Hammers & Gongs                            | Culture<br><br>Expression and Interpretation        | Personal and Cultural Expression<br><br>Ritual               | Rituals and their interpretation contribute to the cultural expression.            | <b>Factual:</b> <ol style="list-style-type: none"> <li>1. What does "Gamelan" mean?</li> <li>2. What is a ritual?</li> <li>3. What is Gamelan's role in rituals?</li> </ol> <b>Conceptual:</b> <ol style="list-style-type: none"> <li>1. How do rituals contribute to the cultural expression?</li> <li>2. Why do we need to understand rituals of different cultures?</li> </ol> <b>Debatable:</b> Can cultures exist without rituals?                                                                                                        | Communication:<br>I. Communication Skills<br><br>Research:<br>VI. Information Literacy Skills                         | <p>This unit introduces students to the timbres, rhythms, melodies and structure of the Indonesian Gamelan. They will begin by exploring the cultural context of Gamelan, its origins and where and when it is performed. Students will focus on different rituals performed by Gamelan players and the way this music is passed down from generation and generation.</p> <p>They will identify the sounds and some of the different instruments which make up a Gamelan and the roles of each instrument in the form and structure of the music. They will learn about tuned percussion damping techniques as used by the Saron players within a Gamelan and explore interlocking melodies and how these are repeated to form cyclic melodies. They will perform and compose their own "interlocking" melody parts in Gamelan style.</p> <p>After further exploration into the timbres and roles of different Gamelan instruments, students will work in small groups towards a Gamelan-style performance of a traditional piece - "Bendrong".</p> <p>Finally, students will use their learning from the unit to compose and perform their own Gamelan-style piece based on one of the two most commonly used Gamelan scales.</p>                                                                                                                                                                                                                                                                      |
| Grade | Unit Number and Title                                | Key and Related Concepts                            | Global Context                                               | Statement of Inquiry                                                               | Inquiry Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Approaches To Learning Skills taught / learnt / developed in this unit                                                | Content (topics / knowledge/ subject specific skills)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

|              |                                                                                        |                                         |                                                         |                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------|----------------------------------------------------------------------------------------|-----------------------------------------|---------------------------------------------------------|------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 7            | Unit 1<br>African Drumming                                                             | Culture<br>Composition and Presentation | Identities and Relationships<br>Community connections   | Composition and presentation of music promote cultural identity and foster community connections.          | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is cultural identity?</li> <li>2. What features represent African music and culture?</li> <li>3. What are some types of composition and performance techniques used in African music?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How can music be used to support cultural identity?</li> <li>2. How can music performances foster community connections?</li> </ol> <p><b>Debatable:</b> To what extent can culture and its music bring together a community?</p> | <p>Communication<br/>I. Communication Skills</p> <p>Self-Management:<br/>III. Organisation Skills<br/>IV. Affective Skills</p>                           | <p>This unit explores the main rhythmic musical features and devices used in African music, particularly the African drumming tradition of West Africa. They will consider how music is used to support the African cultural identity.</p> <p>Students will learn three of the techniques in African drumming for producing different sounds and they will explore how these techniques can be combined. They will practice performing them using African "djembe" drums. They will look into the ways how drumming can be used for communication and how music making can bring people and communities together.</p> <p>Students will learn how "cyclic rhythms" and "polyrhythms" are used in African drumming and perform a group polyrhythmic texture. They will learn about syncopation as an offbeat rhythmic feature and its effect on a regular beat. They will explore "call and response" as a feature of African music and they will "improvise" and compose different call and response rhythms.</p> <p>Students will use their knowledge of African music to create, rehearse and perform an ensemble piece of African-inspired music.</p>                                                                                                                                                                                                                                                                  |
| 7            | Unit 2<br>Reclaimed Rhythms<br>(Ostinato Patterns and Junk Percussion)<br><br>IDU + DT | Creativity<br>Innovation and Expression | Globalisation and Sustainability<br>Reclaimed materials | Innovative use of reclaimed materials challenges the expression of creativity and supports sustainability. | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is a "junk" musical instrument?</li> <li>2. What is percussion music?</li> <li>3. What are the types of percussion instruments?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How can reclaimed materials be used in creating musical sounds?</li> <li>2. How can we use music to support sustainability?</li> </ol> <p><b>Debatable:</b> Can the conventional musical instruments be completely replaced with "junk" ones?</p>                                       | <p>Social:<br/>II. Collaboration Skills</p> <p>Self-Management:<br/>III. Organisation Skills<br/>V. Reflection Skills</p>                                | <p>This unit begins by looking at how "junk", "recyclable" and "reclaimed" objects and materials can be used as percussion instruments and explores the different timbres available from these non-conventional sound sources.</p> <p>Students will watch and listen to a number of performances by percussion groups such as STOMP and Weapons of Sound, to see how they have used "junk" objects to create percussive pieces using elements of music such as rhythm, ostinato, beat/pulse. They will explore how those pieces are structured, focusing on melodic and rhythmic ostinato patterns, and how different "junk" percussion timbres have been selected and combined to create an intended effect.</p> <p>They will create their own instruments using "reclaimed" and "junk" materials (Design &amp; Technology lessons) and use those to compose and perform their own STOMP-inspired percussion piece.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 7            | Unit 3<br>Feeling the Blues                                                            | Identity<br>Genre and Style             | Personal and Cultural Expression<br>Ways of life        | Genre builds its identity and style around the ways people live and express themselves.                    | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is Blues?</li> <li>2. What identifies a genre of music?</li> <li>3. What is the difference between genre and style?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How is the Blues genre identified through people's lives?</li> <li>2. How do the Blues musicians express themselves and their lives in their music?</li> </ol> <p><b>Debatable:</b> Does freedom lead to free expression or free expression leads to freedom?</p>                                   | <p>Research:<br/>VI. Information Literacy Skills</p> <p>Thinking:<br/>IX. Creative Thinking Skills<br/>X. Transfer Skills</p>                            | <p>This unit will develop students' understanding of bass lines and chords as a harmonic foundation upon which a melody can be constructed and as a foundation for improvisation. Students will begin by learning about the history, origin, and development of the Blues and its characteristic 12-bar Blues structure; exploring how a walking bass line is developed from a chord progression. They will practice performing the simple bass line, chords and walking bass line parts of the 12-bar blues chord sequence. Students will also explore the effect of adding a melodic improvisation using the Blues scale and the effect which "swung" rhythms have as used in jazz and blues music.</p> <p>They will learn to combine the above features of blues to create a performance with improvisation sections, using the notes of the blues scale and with a jazz feel to the music. They will be introduced to seventh chords and how these are formed and their characteristic sound used in jazz and blues music.</p> <p>Students will examine the lyrics of blues songs before composing their own set of lyrics for a performance of their blues song using different textural layers.</p>                                                                                                                                                                                                                |
| <b>Grade</b> | <b>Unit Number and Title</b>                                                           | <b>Key and Related Concepts</b>         | <b>Global Context</b>                                   | <b>Statement of Inquiry</b>                                                                                | <b>Inquiry Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Approaches To Learning Skills taught / learnt / developed in this unit</b>                                                                            | <b>Content (topics / knowledge/ subject specific skills)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 8            | Unit 1<br>Less is More (Minimalism)                                                    | Creativity<br>Structure and Composition | Scientific and Technical Innovation<br>Adaptation       | Structures can be adapted to suit the creative and innovative composition ideas.                           | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is minimalism?</li> <li>2. What compositional techniques are used in minimalist music?</li> <li>3. What is music technology?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How can structures be adapted to suit innovative ideas in music?</li> <li>2. How does music technology influence the way music is created?</li> </ol> <p><b>Debatable:</b> Does music technology limit or enhance creativity?</p>                                                          | <p>Self-Management:<br/>III. Organisation Skills<br/>IV. Affective Skills<br/>V. Reflection Skills</p> <p>Thinking:<br/>IX. Creative Thinking Skills</p> | <p>This unit introduces students to the development and conventions of Minimalist music. Beginning with Steve Reich's "Clapping Music", students will analyse how minimalist composers use small rhythmic motifs to build up a bigger piece and learn about "phase shift". They will apply their understanding by performing their own version of "Clapping Music".</p> <p>Students will then move from rhythmic motifs to learning about melodic motifs and their use by minimalist composers such as Mike Oldfield and his minimalist piece "Tubular Bells". They will perform different parts to "Tubular Bells" creating a group arrangement using "phase in" and "phase out" techniques developing an awareness of how parts dropping out and coming back in are key features of minimalist music. They will also listen to, analyse and then try to perform the infamous "In C" by Steve Reich.</p> <p>Students will explore how mobile communication companies and other media platforms have been pioneering creative and innovative structures in music, since the introduction of the mobile phone, through their 100s of ringtone options. They will discuss how minimalist techniques are used in different ringtones, alarm sounds and notifications.</p> <p>They will then create their own mobile phone ringtones based on the idea of minimalist music and using minimalist compositional technique.</p> |

|              |                                                        |                                              |                                                             |                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|--------------|--------------------------------------------------------|----------------------------------------------|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 8            | Unit 2<br>Living in Harmony<br>(Chords and Bass Lines) | Identity<br>Genre and Structure              | Personal and Cultural Expression<br>Creation                | Identity of a genre can be created and expressed through its structure.                                                                                         | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is Rock 'n' Roll?</li> <li>2. What is the usual structure of Rock 'n' Roll songs?</li> <li>3. What is the difference between horizontal and vertical structure?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. Why is understanding of structure important when creating music in a certain genre?</li> <li>2. How can we use the Rock 'n' Roll genre to express our creativity?</li> </ol> <p><b>Debatable:</b> Is the genre of Rock 'n' Roll already dead?</p>                                     | <p>Social:<br/>II. Collaboration Skills</p> <p>Self-Management:<br/>V. Reflection Skills</p>           | <p>This unit looks at Rock 'n' Roll as a musical genre developed in the 1950s by combining country and western and rhythm and blues styles.</p> <p>Students will learn about the origins and key features of Rock 'n' Roll music by listening to a variety of Rock 'n' Roll songs and performing bass lines which are developed into a chord progression and finally into the Twelve-Bar Blues, upon which Rock 'n' Roll music is based. They will learn about Triads and 7th Chords and construct and perform different chords along with a bass line.</p> <p>Students will take part in a class performance of "Rock Around the Clock" with an awareness of the harmonic structure founded on the bass line and chord progression, and the overall structure of the song including the different sections such as introduction, verse and chorus, solo improvisation and coda.</p> <p>To wrap up their learning, students will work in small groups and create a performance of a well-known Rock 'n' Roll song of their choice which they will showcase to the audience.</p>                                                                                                                                                                                                                                                                              |
| 8            | Unit 3<br>Soundtracks                                  | Communication<br>Presentation and Boundaries | Orientation in space and time<br>Constraints and Adaptation | <p>Adapting presentations within the boundaries of time and space enhances communication.</p> <p>See how the exploration of the GC can come back in the SOI</p> | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is a soundtrack?</li> <li>2. What musical features make a good soundtrack?</li> <li>3. What is the role of communication in soundtracks?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How is communication enhanced through soundtracks?</li> <li>2. How do the time and space constraints affect choices that a music composer makes when creating a soundtrack?</li> </ol> <p><b>Debatable:</b> To what extent do soundtracks enhance or detract from the visual on-screen action?</p>           | <p>Thinking:<br/>X. Transfer Skills</p>                                                                | <p>This unit aims to give students the experience of being "film soundtrack composers". It explores the challenges and musical devices used in film soundtrack composition. The unit focuses on three genres of film soundtrack: Action/Thriller Soundtracks, 'Western' Soundtracks and "Horror Movie" Soundtracks.</p> <p>Students begin by exploring <i>Leitmotifs</i> and how they have been used to represent certain "characters" or "situations" in films, before exploring how <i>Themes</i> have been used in film soundtracks and performing a number of "James Bond" Themes. They will also perform a famous Theme from a 'Western' exploring how film music composers use instruments "associated" with 'The Wild West' to create a sense of Time and Place. Students explore soundtracks to "Horror Movies", learning about <i>Concords</i> and <i>Discords</i> and how composers of "Horror Movies" use <i>Discords</i>, instrumentation and extremes of <i>Pitch</i>.</p> <p>Finally, students will compose their own soundtrack to the new James Bond film trailer "No Time To Die" using "Cuesheets" to create music to fit with exact timings.</p> <p>Students will use GarageBand application for this final composition in which they will work with pre-recorded loops and sound sources as well as recording their own piano parts.</p> |
| <b>Grade</b> | <b>Unit Number and Title</b>                           | <b>Key and Related Concepts</b>              | <b>Global Context</b>                                       | <b>Statement of Inquiry</b>                                                                                                                                     | <b>Inquiry Questions</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Approaches To Learning Skills taught / learnt / developed in this unit</b>                          | <b>Content (topics / knowledge/ subject specific skills)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 9            | Unit 1<br>The Elements                                 | Creativity<br>Composition and Innovation     | Personal and Cultural Expression<br>Beauty                  | Creativity in compositions allows for the expression of beauty in innovative ways..                                                                             | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What are the elements of music?</li> <li>2. What is the role of the elements of music in a composition?</li> <li>3. What is a musical composition?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How do we compose music?</li> <li>2. How does knowing the elements of music allow us to compose more creatively?</li> </ol> <p><b>Debatable:</b> Is composition the only tool in creating music?</p>                                                                                                    | <p>Self-Management:<br/>III. Organisation Skills</p> <p>Thinking:<br/>IX. Creative Thinking Skills</p> | <p>This unit allows students the opportunity to compose their own music while analysing how the Elements of Music are used in a range of music from different times and places.</p> <p>Students will study and analyse works of different composers in which they will focus on the Elements of Music such as TIME: Duration, Pulse, Metre, Tempo and Rhythm, PITCH: Melody, Harmony and Tonality and Texture, Timbre/Sonority and Dynamics.</p> <p>Students will learn how to construct chords and then build a melody over the given chords using the chord tones, passing tones and neighbour tones. They will learn about basic chord progressions, major and minor keys and standard musical forms.</p> <p>Students will complete short composition exercises to strengthen their composition techniques and build a skill base.</p> <p>They will use the acquired knowledge to compose their own piece in Binary Form and document the process of their composition in the Process Journal. They will build an artistic intention and develop their composition in line with this intention experimenting with multiple applications of the elements of music.</p>                                                                                                                                                                                     |
| 9            | Unit 2<br>Music Across the Ages                        | Identity<br>Interpretation and Presentation  | Orientation in Space and Time<br>Eras                       | Every era can be interpreted and presented by understanding of its identity.                                                                                    | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What does Baroque mean in music?</li> <li>2. What defines the Classical period of music?</li> <li>3. What forms and structures are used in Baroque and Classical periods?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How do the composers create music specific for different musical periods?</li> <li>2. How does understanding of the main features of musical periods help us to perform music?</li> </ol> <p><b>Debatable:</b> Is it possible to perform music without knowing its identity?</p> | <p>Communication<br/>I. Communication Skills</p> <p>Social:<br/>II. Collaboration Skills</p>           | <p>In this unit, students will explore and compare three periods of music - Baroque, Classical and Romantic. They will start with learning about how Western music tradition is divided into periods of music and their main features. They will then focus on the Baroque and Classical periods only.</p> <p>They will investigate different features, forms and structures, instruments and development of the orchestra in both periods. They will listen to and analyse different pieces of music from both periods, focusing on the elements of music, specific features and instruments. They will learn to identify unknown pieces of music aurally, supporting their reasoning with the acquired knowledge.</p> <p>Students will study the development of Concerto in these two periods and they will use this knowledge when working on their performance task. They will learn to play individual parts which they will then put together in order to perform the 1st Movement of Lute Concerto by</p>                                                                                                                                                                                                                                                                                                                                             |

|    |                                                |                                             |                                                                                                     |                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|------------------------------------------------|---------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    |                                                |                                             |                                                                                                     |                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                      | <p>Antonio Vivaldi. They will especially work on a “Cadenza” part in which each one of them will have a chance to “show off” their instrument playing skills.</p> <p>They will document the work on their performance in the Process Journal. They will build an artistic intention and develop their performance in line with the statement of inquiry and the global context.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9  | Unit 3<br>Time for a Change                    | Change<br>Expression and Interpretation     | Personal and Cultural Expression<br>Creation                                                        | Re-creation and interpretation of original compositions from a personal or a cultural perspective breathe new life into the music. | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What does arrangement mean in music?</li> <li>2. What is the difference between composing and arranging music?</li> <li>3. What are the strategies and techniques for arranging compositions?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. Why do we arrange original compositions in addition to creating new music?</li> <li>2. How do we express our preference in different musical styles when arranging music?</li> </ol> <p><b>Debatable:</b> Is arranging already existing music less of an art form than composing new pieces?</p> | <p>Thinking:<br/>IX. Creative Thinking Skills</p> <p>Research:<br/>VI. Information Literacy Skills</p>                                                                               | <p>In this unit, students will further develop their knowledge of the elements of music and composing skills and techniques they have learned in the previous units.</p> <p>They will theoretically interpret the techniques used in arranging music and the knowledge acquired will assist students when they begin to work on their own arrangements. Students will choose a piece of music they intend to arrange and they will decide on what style/genre their arrangement will belong to.</p> <p>Students will have to include a written part to accompany their arrangement in which they will demonstrate their knowledge and understanding regarding the role of the composition they intend to arrange, as it was in its original and/or displaced contexts. They will also reference the changes they made in their arrangement to the original piece.</p> <p>Students will have the opportunity to breathe new life to already existing music through their arrangement, creating a personal and/or cultural expression.</p> <p>Students will document the process of creating their arrangements starting with their artistic intention and developing creative thinking skills such as investigating, planning, progression and reflection.</p> |
| 9  | Unit 4<br>The Musician in Me                   | Development<br>Presentation and Structure   | Personal and Cultural Expression<br>Appreciation of the aesthetics and enjoyment of the performance | To grow as an artist you need to develop both practical skills and theoretical knowledge.                                          | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What does it mean to be an artist?</li> <li>2. What qualities does a good artist have?</li> <li>3. What types of artists are there?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How much does a musician need to know about his/her instrument?</li> <li>2. How can a musician develop his/her performance skills?</li> </ol> <p><b>Debatable:</b> Can a musician create music without involving his/her personal ideas and feelings?</p>                                                                                                  | <p>Self-Management:<br/>IV. Affective Skills</p>                                                                                                                                     | <p>This unit will run as a year-long unit alongside the other units in music. It will provide an opportunity for students to focus on the development of their performance skills as well as their understanding and application of the theoretical knowledge behind each piece of music. Students will be given numerous opportunities to perform their chosen music pieces during the class time as well as at the music events throughout the year.</p> <p>This unit will continue in Grade 10 and is designed to prepare students for the Diploma Programme music course.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 10 | Unit 1<br>Take the Chance (20th Century Music) | Change<br>Composition and Innovation        | Orientation in Space and Time<br>Boundaries                                                         | Change in the traditional perception of music challenges boundaries and generates innovative compositions.                         | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is music in a traditional sense of the word?</li> <li>2. What is 20th Century Music?</li> <li>3. What are some techniques for creating this type of music?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How do the 20th Century music artists challenge boundaries in composition and performance?</li> <li>2. How can the change in the traditional perception of music generate innovative ideas and compositions?</li> </ol> <p><b>Debatable:</b> Is “silence” music?</p>                                                           | <p>Self-Management:<br/>III. Organisation Skills<br/>V. Reflection Skills</p> <p>Research:<br/>VI. Information Literacy Skills</p> <p>Thinking:<br/>IX. Creative Thinking Skills</p> | <p>This unit introduces students to the development and conventions of 20th Century Music and its styles.</p> <p>Students will inquire into what music is in a traditional sense of the word and how the 20th Century music emerged as a reaction to the Romantic period of music and other traditional styles.</p> <p>They will research different styles of 20th century music and learn about compositional techniques. They will explore how changes in the traditional compositional styles and techniques can bring new ideas and push boundaries in creating music. They will compose short samples of music using various compositional techniques of the 20th Century music styles such as Minimalism, Serialism, Aleatoric music, etc.</p> <p>Students will choose one of the 20th century styles explored in the class which they will research in more detail and write a piece to accompany their composition. They will compose their own piece of music using the compositional techniques of their chosen style.</p>                                                                                                                                                                                                                          |
| 10 | Unit 2<br>Rhythms of the World (World Music)   | Aesthetics<br>Expression and Interpretation | Personal and Cultural Expression<br>Beauty                                                          | Culture can be expressed through interpretation of beauty and taste.                                                               | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is World Music?</li> <li>2. What are the characteristics of some World Music cultures?</li> <li>3. What defines beautiful and tasteful music in cultures around the world?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How does understanding the aesthetics of culture help us interpret pieces of music?</li> <li>2. Why is expression important when creating and performing music?</li> </ol> <p><b>Debatable:</b> Can aesthetics of different cultures influence each other?</p>                                                 | <p>Self-Management:<br/>V. Reflection Skills</p> <p>Thinking:<br/>IX. Creative Thinking Skills<br/>X. Transfer Skills</p>                                                            | <p>In this unit, students will further develop their knowledge and understanding of different World Music cultures. They will focus on aesthetics of different cultures and how rhythmic patterns are used to distinguish between musical styles.</p> <p>Students will start by exploring melodies, harmonies, timbres, structures and other musical features of various World Music cultures such as Indian Classical Music, Punjabi Bhangra, Middle Eastern Music, African Music, Calypso and Samba styles. They will compose short rhythmic and/or melodic pieces through which they will demonstrate their understanding of beauty and taste in each of the music cultures. They will also critique each other’s work. Students will learn about podcasts and how to create them and listen to examples of World Music podcasts.</p> <p>To finalize the unit, students will create their own arrangement of a piece of music (either a well-known song or their own melody) in a style of chosen World Music culture. They will create a podcast through which they will introduce their chosen culture, comment on the composition process, showcase and critique of their final artwork.</p>                                                            |



|    |                              |                                           |                                                    |                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|----|------------------------------|-------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | Unit 3<br>Our Asian Heritage | Identity<br>Style and Role                | Identities and Relationships<br>Identity formation | Relationships between individual roles and characteristics of a style help to form identity. | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What is Asian music tradition?</li> <li>2. What characteristics can be found in each Asian music tradition?</li> <li>3. What are the roles of the instruments in different Asian music traditions?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How can the identity of different Asian traditions be formed through their music features?</li> <li>2. How can the roles of the instruments influence the identity of a music tradition?</li> </ol> <p><b>Debatable:</b> To what extent do the characteristics of different Asian music traditions influence each other?</p> |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 10 | Unit 4<br>The Musician in Me | Development<br>Presentation and Structure | Personal and Cultural Expression<br>Artistry       | To grow as an artist you need to develop both practical skills and theoretical knowledge.    | <p><b>Factual:</b></p> <ol style="list-style-type: none"> <li>1. What does it mean to be an artist?</li> <li>2. What qualities does a good artist have?</li> <li>3. What types of artists are there?</li> </ol> <p><b>Conceptual:</b></p> <ol style="list-style-type: none"> <li>1. How much does a musician need to know about his/her instrument?</li> <li>2. How can a musician develop his/her performance skills?</li> </ol> <p><b>Debatable:</b> Can a musician create music without involving his/her personal ideas and feelings?</p>                                                                                                                                   | Self-Management:<br>IV. Affective Skills | <p>This unit is designed to prepare students for the Diploma Programme music course, especially its solo performance component. This unit starts in Grade 9 and continues throughout the Grade 10 alongside the other units of the music course. It provides an opportunity for students to focus on the development of their performance skills as well as their understanding and application of the theoretical knowledge behind each piece of music.</p> <p>Students will be given numerous opportunities to perform their chosen music pieces during the class time through short formative performances as well as at school's music events throughout the year.</p> <p>The final assessment will take place towards the end of the academic year and will consist of a 20-minute solo performance for an audience.</p> |