

Grade 1

<u>Performing Arts Unit</u>	<u>Music All Around Me</u>	<u>I'm a Musician</u>	<u>Instruments</u>	<u>Body Percussion</u>	<u>Happily Ever After</u>
<u>TD Theme</u>	How we Organize Ourselves	How we Express Ourselves	How the World Works	How we Express Ourselves	How we Express Ourselves
<u>Key Concepts</u>	Connection	Form	Function	Form	Reflection
<u>Learner Profile</u>	Open-minded	Risk-taker	Knowledgeable	Thinker	Communicator
<u>ATL</u>	Self-Management	Communication	Thinking	Communication	Social
<u>Central Idea</u>	Music is a part of everyday life that connects us to one another.	Performance experiences can help us to express our stories, ideas and feelings or to appreciate those create by others	Sounds created by instruments can make music interesting.	Pattern, Rhyme and Rhythm are found in many forms of creative expression in music	Characters from stories can be expressed through drama.
<u>Lines of Inquiry</u>	<ul style="list-style-type: none"> • Music is all around us • Songs have a heartbeat 	<ul style="list-style-type: none"> • Patterns can be found in music • Anyone can be a musician 	<ul style="list-style-type: none"> • Sound is a vibration • How instruments makes sound • Organization of instruments of the orchestra 	<ul style="list-style-type: none"> • Rhythm can be written • Our bodies and voice can produce creative music 	<ul style="list-style-type: none"> • Using imagination to act • Characters make plays interesting
<u>Curriculum</u> Year round objectives: <ul style="list-style-type: none"> • Display audience etiquette and appropriate responses • Work individually or in groups with confidence 	Respond <ul style="list-style-type: none"> • Recognize different sources of music in daily life • Describe the differences in music • Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion) Create <ul style="list-style-type: none"> • Recreate sounds from familiar experiences • Play untuned percussion instruments in time with a beat 	Respond <ul style="list-style-type: none"> • Describe how music makes them feel • Listen to music and create their own work in response • Respond to live performances, stories and plays from other times and/or places • Show curiosity about live and recorded dance performances Create <ul style="list-style-type: none"> • Participate in performing and creating music both individually and <u>collectively</u> • Explore sound as a means of expressing imaginative ideas • Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) 	Respond <ul style="list-style-type: none"> • Distinguish the sounds of different instruments in music • Recognize that sounds can be notated in a variety of ways • Express their responses to music in multiple ways (drawings, games, songs, dance, oral discussion) Create <ul style="list-style-type: none"> • Create their own basic musical instruments • Create and accompany music using a variety of sounds and instruments 	Respond <ul style="list-style-type: none"> • Use voice to imitate sounds and learn songs • Move their bodies to express the mood of the music • Explore body and untuned percussion instrument sounds • Describe the ideas and feelings communicated through body movements Create <ul style="list-style-type: none"> • Use the voice and body to create musical patterns • Use vocal sounds, rhythms and instruments to express feelings or ideas • Participate in performing and creating music both <u>individually</u> and collectively • Record their personal, visual interpretation of elements of sound (for example, loud/soft, high/low, fast/slow) 	Respond <ul style="list-style-type: none"> • Respond to dramatic ideas through spoken, visual, auditory and kinaesthetic mediums. • Use materials to symbolically show location and character • Talk about ideas and feelings in response to dramatic performances Create <ul style="list-style-type: none"> • Create roles in response to props, set and costumes • Develop the ability to cooperate and communicate with other in creating drama • Engage in imaginative play using a range of stimuli • Explore familiar roles, themes and stories dramatically

*** All standards are from phase 1 music and dance and drama

Grade 2

<u>Performing Arts Unit</u>	<u>Rhythm and Notation</u>	<u>Multicultural Music</u>	<u>Composition</u>	<u>Let's Move</u>	<u>Poetry in Performance</u>
<u>TD Theme</u>	How we Organize Ourselves	Who we are	How we Express Ourselves	How we Express Ourselves	How we Express Ourselves
<u>Key Concepts</u>	Form	Perspective	Function	Connection	Reflection
<u>Learner Profile</u>	Knowledgeable	Open-minded	Thinker	Balanced	Risk-Taker
<u>ATL's</u>	Thinking	Research	Communication	Social	Self-Management
<u>Central Idea</u>	Notation is a language, not the music itself	Exploring a variety of musical styles and cultures helps us gain a deeper appreciation of our musical world	People communicate ideas, feelings and experiences through music.	Music helps us to communicate and express ourselves through body movement	Confidence is a key element of performance that engages an audience and invites a response.
<u>Lines on Inquiry</u>	<ul style="list-style-type: none"> Notes have a name and value Music is connected to math Rhythm can be played on any instrument 	<ul style="list-style-type: none"> The differences in cultural music are what make it unique Instruments are found around the world 	<ul style="list-style-type: none"> Writing music has a plan Expression and emotions are used in music Timbre 	<ul style="list-style-type: none"> Elements of movement Creation, performance and expression 	<ul style="list-style-type: none"> How to engage an audience Poetry can be musical
<u>Curriculum</u> Year round objectives: <ul style="list-style-type: none"> Sing individually and in unison Consider and maintain appropriate behaviours in drama, as an audience member or as a performer Share drama with different audiences by participating, listening and watching. 	Respond <ul style="list-style-type: none"> Reflect on and communicate their reaction to music using musical vocabulary. Sing individually and in unison Create <ul style="list-style-type: none"> Create music for different purposes Read, write and perform simple musical patterns and phrases 	Respond <ul style="list-style-type: none"> Bring music from home to share Recognize music from a basic range of cultures and styles Express their responses to music from different cultures and styles Compare a variety of dance genres over time to the contemporary dance form of their culture Create <ul style="list-style-type: none"> Create music to represent different cultures and styles Work cooperatively towards a common goal, taking an active part in a creative experience 	Respond <ul style="list-style-type: none"> Create a musical composition to match the mood of a visual image (for example, paintings, photographs, film) Record and share the stages of the process of creating a composition Share performances with each other and give constructive criticism Create <ul style="list-style-type: none"> Express one or more moods/feelings in a musical composition Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings 	Respond <ul style="list-style-type: none"> Identify dance components such as rhythm and use of space in their own and other's dance creations Describe and evaluate the learning and understanding developed through their exploration of dance (1) Respond to dance through spoken, written, visual and/or kinesthetic mediums Create <ul style="list-style-type: none"> Create movement to various tempos Design a dance phrase with a beginning middle and ending Work individually or in groups with trust and confidence 	Respond <ul style="list-style-type: none"> Realize that there is a dynamic connection between the audience and performer Explore individually or collectively a musical response to a narrated story (or poem) Reflect on and communicate their reaction to music using musical vocabulary. CHANGE TO DRAMA STUFF ACTING OUT THEIR STORY THEY WRITE Create <ul style="list-style-type: none"> Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings Read, write and perform simple musical patterns and phrases

*** All standards from Phase 2 PYP Arts Scope and Sequence

Grade 3

Performing Arts Unit	<u>Sing!</u>	<u>Symbolism</u>	<u>Reading the Staff</u>	<u>Composition - Jingles</u>	<u>Scripted Plays</u>
TD Theme	How we Organize Ourselves	How we Express Ourselves	How we Organize Ourselves	How we Express Ourselves	How we Express Ourselves
Key Concepts	Function	Perspective	Connection	Causation	Responsibility
Learner Profile	Knowledgeable	Reflective	Open-Minded	Communicator	Risk-Taker
ATL's	Thinking	Social	Self-Management	Communication	Social
Central Idea (music)	Singing can expand our understanding of musical elements.	Music and dance can be used to communicate a message.	Being able to read music allows us to through instruments and understand the music of others.	Music has the power to influence our decisions.	Everyone has a unique part to play, but together we connect to make a complete performance.
Lines of Inquiry	<ul style="list-style-type: none"> Rhythm can be read and sung Listening to others is an important part of singing 	<ul style="list-style-type: none"> Lyrics in music can be symbolic Dance moves are used to express emotions and ideas 	<ul style="list-style-type: none"> How to play the ocarina The organization of the treble clef Difference in pitches 	<ul style="list-style-type: none"> Composition process Timbre Persuasive techniques in jingles 	<ul style="list-style-type: none"> Understanding character and movement from text Audience awareness
Curriculum - consider and maintain appropriate behaviours in drama (2)	Respond <ul style="list-style-type: none"> Sing partner songs Sing with accuracy and control focusing awareness on the musical elements. Sing individually and in unison (2) Create <ul style="list-style-type: none"> Read and write music using non-traditional notation. Create music for different purposes (2) Read, write and perform simple musical patterns and phrases (2) 	Respond <ul style="list-style-type: none"> Create and perform a movement sequence accompanied by music that they have created Recognize the theme of a dance and communicate their personal interpretation (2) Consider the composition of an audient when preparing and effective formal and/or informal presentation (3) Create <ul style="list-style-type: none"> Create and perform a movement sequence using known musical elements. Interpret and communicate feeling, experience and narrative through dance Work cooperatively towards a common goal, taking an active part in a creative experience 	Respond <ul style="list-style-type: none"> Share performance with each other and give constructive criticism. (2) Create music for different purposes (2) Create <ul style="list-style-type: none"> Read and write music using non-traditional notation. Share performances with each other and give constructive criticism 	Respond <ul style="list-style-type: none"> Record and share the stages of the progress of creating a composition (2) Describe the process used to create their own music and compare it with others, in order to improves their compositions Create <ul style="list-style-type: none"> Collaboratively create a musical sequence using known musical elements (for example rhythm, melody, contrast) Express themselves as individuals through musical compositions Create music for different purposes (2) 	Respond <ul style="list-style-type: none"> Consider the composition of an audience when preparing an effective formal and/or informal presentation Share and compare their experiences as audience members at various performances Create <ul style="list-style-type: none"> Identify and develop the personal and related skills encountered through the drama experience Interpret written dialogues or scenarios

Grade 4

Performing Arts Unit	<u>Ukulele</u>	<u>Sound</u>	<u>5 W's of Drama</u>	<u>Social Compositions</u>	<u>Music History</u>
TD Theme	How we Organize Ourselves	How the World Works	How we Express Ourselves	How we Express Ourselves	Where we are in place and time
Key Concepts	Responsibility	Function	Reflection	Perspective	Change
Learner Profile	Knowledgeable	Communicator	Risk-Taker	Reflective	Inquirer
ATL's	Self-Management	Communication	Social	Thinking	Research
Central Idea	Playing an instrument helps us learn to read music.	The use of sounds can affect audience understanding.	Performance has the power to influence thinking and behaviour.	People express issues, beliefs and values through music.	Music has developed and changed throughout time.
Lines of Inquiry	<ul style="list-style-type: none"> Written music is like written words Ukuleles give voice to written music Connecting the notes to the sounds played on the ukulele 	<ul style="list-style-type: none"> Uses of background music Function of sound effects Connection between sound and emotion 	<ul style="list-style-type: none"> Relationships when acting Who, what, where, when, why Connecting to an audience 	<ul style="list-style-type: none"> Musical patterns Structure and form of songs Social messages found in music 	<ul style="list-style-type: none"> Evolution of music notation Musical eras Changes in musical elements over time
Curriculum Year round objectives: <ul style="list-style-type: none"> Share and compare their experiences as audience members at various performances 	Respond <ul style="list-style-type: none"> They analyse their own work and identify areas to revise to improve its quality. (3) Create <ul style="list-style-type: none"> Read and write music in traditional and non-traditional notation (4) Improvise upon a basic pattern to reinforce the importance of the individual within the group (3) 	Respond <ul style="list-style-type: none"> Analyse different compositions describing how the musical elements enhance the message (3) Create <ul style="list-style-type: none"> Create a soundscape based on personal experience (2) Create a devised or scripted performance for a particular audience or purpose 	Respond <ul style="list-style-type: none"> Discuss aspects of drama that illustrate relationships between culture, history and location (3) Explore how dramatic meaning illustrates the values, beliefs and observations of an individual or community (3) Consider the composition of an audience when preparing an effective formal and/or informal presentation (3) Create <ul style="list-style-type: none"> Express their unique values, beliefs and interests through a dramatic form (3) Find appropriate ways to communicate specific meaning, using dramatic action (3) 	Respond <ul style="list-style-type: none"> Discuss music that relates to social issues and/or values (3) Modify their practice and/or compositions based on the audience's responses (4) Reflect upon how their music expresses their personal voice and the impact it has on others (3) Create <ul style="list-style-type: none"> Create a musical composition expressing their own ideas and feelings on a social issue (3) Read and write music in traditional notation (4) 	Respond <ul style="list-style-type: none"> Interpret and explain the cultural and/or historical perspectives of a musical composition (4) Compare aspects of music from different times and places (3) Create <ul style="list-style-type: none"> Read and write music in non-traditional notation (3)

Grade 5

Performing Arts Unit	<u>Ukulele</u>	<u>All the World's a Stage</u>	<u>Composition</u>	<u>Composers</u>	<u>Sing in Harmony</u>
TD Theme	How we Organize Ourselves	How we Express Ourselves	How we Express Ourselves	Where we are in Place and Time	How we Organize Ourselves
Key Concepts	Responsibility	Connection	Perspective	Causation	Function
Learner Profile	Principled	Thinker	Risk-Taker	Reflective	Communicators
ATL's	Self-Management	Social	Communication	Research	Cooperation
Central Idea (Music)	Performance is an authentic experience that requires focus and discipline	Theatre is an avenue for creative expression.	Music provides opportunities to engage in a personal artistic journey.	Through exploring composers and musicians across time, we can appreciate that people innovate.	Pitch occurs horizontally and vertically
Lines of Inquiry	<ul style="list-style-type: none"> •Practice makes things perfect •Discipline is the key to a successful performance •Notation used in ukulele 	<ul style="list-style-type: none"> • Preparation stages of a performance • Elements of Drama 	<ul style="list-style-type: none"> • Qualities of a 'good' song • Blending musical elements 	<ul style="list-style-type: none"> • Innovation • A composer's influence 	<ul style="list-style-type: none"> • Melody vs. harmony • Using voice as an instrument
Curriculum Year round objectives: <ul style="list-style-type: none"> • Incorporate the other arts and available resources in order to broaden their creative expression (4) 	Respond <ul style="list-style-type: none"> • Consider the advice and feedback of others as an essential part of the creative process (4) • Analyse their own work and identify areas to revise to improve its quality (3) Create <ul style="list-style-type: none"> • Read and write music in traditional and non-traditional notation (4) • Deliver a musical message to different audiences (3) 	Respond <ul style="list-style-type: none"> • Recognise and explore some of the different roles in theatre (4) • Use responses to drama to adapt and improve work, considering the original intention (4) Create <ul style="list-style-type: none"> • Explore writing for performance (4) • Show an awareness of audience and adapt performances accordingly (4) • Manipulate a variety of different drama strategies and techniques to create informed scripts, characterization and contexts (4) 	Respond <ul style="list-style-type: none"> • Modify their practice and/or compositions based on the audience's responses (4) • Reflect upon how their music expresses their personal voice and the impact it has on others (3) Create <ul style="list-style-type: none"> • Create music that will be continually refined after being shared with others (4) • Create and record a composition focusing on form, structure and style to give more meaning to their message (3) • Read and write music in traditional and non-traditional notation (4) 	Respond <ul style="list-style-type: none"> • Explain the role and relevance of music in their own culture, its uses and associations through place and time (4) • Explore different artistic presentations that are/were innovative and their implications (4) • Interpret and explain the cultural and/or historical perspectives of a musical composition (4) Create <ul style="list-style-type: none"> • Incorporate the other arts and available resources in order to broaden their creative expression (4) 	Respond <ul style="list-style-type: none"> • Sing individually and in <u>harmony</u> (4) Create <ul style="list-style-type: none"> • Present, in small groups, innovative musical performances on a selected issue (4) • Deliver a musical message to different audiences (for example, peace message to parents, kindergarten children, friends) (3)