

Music (Choir) and Year 5

Unit title	Key concept	Related concept(s)	Global context	Statement of inquiry	MYP subject specific objective(s)	ATL skills	Content (topics, knowledge, skills)
Holidays Around the World Critique	Communication	Expression, Audience	Identities and relationships Teams affiliation and leadership	Communication within a team aids in reflection of musical expression for various audiences (middle school students)	C i, ii, iii D i, ii, iii	Negotiate ideas with peers and teacher, give and receive meaningful feedback, identify strengths and weaknesses of personal learning strategies, demonstrate persistence and perseverance, identify obstacles and challenges.	How do you plan for a successful rehearsal? How do we determine what qualities about the music make learning it more difficult? How do you communicate strengths and weaknesses of individuals within a group? How do you better yourself as a musician through reflection? How does knowing your audience impact the way you choose to communicate?
Holidays Around the World Performance	Identity	Presentation, Interpretation	Personal/Cultural Expression: Social construction of belief systems	Identity may be presented through interpretation of belief systems	A i, ii, iii B: i, ii	students must take effective notes in class, make connections between various sources of information, draw reasonable conclusions and generalizations, must combine knowledge, understanding, and skills to create products or solutions, use a variety of media to communicate with	How do individuals choose to experience music? What are the characteristics of music that indicate the belief system? What are the similarities and differences between the music of different belief systems? How do people in different belief systems present their music?

						a range of audiences	
Assessment Critique	Aesthetics	Interpretation , Composition	Globalization and sustainability Commonality, diversity, and interconnection.	Reflection on musical aesthetics can aid in interpretation of composition.	C i, ii, iii D, i, ii, iii	Negotiate ideas with peers and teacher, give and receive meaningful feedback, identify strengths and weaknesses of personal learning strategies, demonstrate persistence and perseverance, identify obstacles and challenges.	How do different countries, cultures, and composers compose their music? How do composers communicate their interpretive intention to the musicians? How do musicians reflect on rehearsals in order to better themselves? What are the common themes in the music of different time periods/cultures? How does the music of these various cultures differ and how does that change the way you perform?
Pop's Concert Performance	Culture	Presentation, genre	Personal Cultural Expression Arts, craft, creation, beauty.	Cultural beauty can be expressed through presentation of various genres	A i, ii, iii B: i, ii	students must take effective notes in class, make connections between various sources of information, draw reasonable conclusions and generalizations, must combine knowledge, understanding, and skills to create products or solutions, use a	How do individuals express their musical culture? How do you present music of different genres? Why do individuals have different musical cultures? What are the similarities and differences between the presentation of music of different genres?

						variety of media to communicate with a range of audiences	
--	--	--	--	--	--	---	--