

MYP Performing Arts
MUSIC APPRECIATION
MYP Year 1

Course Description:

Music is one of the most basic forms of human expression, and a symbolic language all of its own. In this class students will be introduced to the basics of music reading, instruments, as well as learn the concepts of:

- How to perform music.
- How to create music.
- How to analyze music.
- How to analyze music in context.
- How to analyze music and make connections to the real world.

**GRADE 6
PERFORM**

Standard 1: Apply skills and knowledge to perform in the arts.

(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.M.I.6.1 Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally-appropriate levels. Perform at least one selection from memory.

ART.M.I.6.2 Sing melodies with confidence in a large group.

ART.M.I.6.3 Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control.

ART.M.I.6.4 Use technology in a variety of ways in musical performance.

ART.M.I.6.5 Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, and eighth notes and rests; in simple meter.

CREATE

Standard 2: Apply skills and knowledge to create in the arts.

(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.M.II.6.1 Improvise tonic accompaniments.

ART.M.II.6.2 Embellish a melody of rhythmic pattern in various ways.

ART.M.II.6.3 Improvise short melodies consistent in style, meter, and tonality.

ART.M.II.6.4 Compose short pieces to communicate ideas and/or stories.

ART.M.II.6.5 Demonstrate an understanding of some instrumental and vocal ranges.

ART.M.II.6.6 Use a variety of traditional and nontraditional sound sources when composing,

MYP Aims and Objectives:

Aims

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach and what the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience.

The aims of the teaching and study of MYP arts are for students to:

- o understand how the arts play a role in developing and expressing personal and cultural identities
- o appreciate how the arts innovate and communicate across time and culture
- o become informed and reflective practitioners of the arts
- o experience the process of making art in a variety of situations
- o explore, express and communicate ideas
- o become more effective learners, inquirers and thinkers
- o develop self-confidence and self-awareness through art experiences
- o appreciate lifelong learning in and enjoyment of the arts.

Objectives

A Knowledge and understanding

This objective focuses on building knowledge and understanding of both the art form and artistic processes.

It should inform the student's practice as a young artist and allow him or her to appraise other artworks.

The learning a student experiences will impact on his or her own art-making and expression of personal interpretations in **objective B**.

At the end of the course, students should be able to:

- demonstrate knowledge and understanding of the art form

arranging, and improvising.

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.

(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.M.III.6.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.6.2 Identify elements of music used in music of diverse genres and styles.

ART.M.III.6.3 Demonstrate knowledge of the basic principles of rhythm, simple meter (2/4, 3/4, 4/4), and the intervals of a major scale.

ART.M.III.6.4 Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self evaluation when performing and creating.

ART.M.III.6.5 Evaluate the quality and effectiveness of one's own and others' musical performances and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.M.IV.6.1 Identify a repertoire of music from diverse cultures.

ART.M.IV.6.2 Classify by genre a varied body of exemplary musical works.

ART.M.IV.6.3 Compare, in several cultures of the world, the functions music serves.

ART.M.IV.6.4 Identify the uses of technology in music.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.M.V.6.1 Identify characteristics materials of each art form.

ART.M.V.6.2 List musical elements and find a connection to at least one other discipline.

studied in relation to societal, cultural, historical and personal contexts

- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- communicate a critical understanding of the art form studied in the context of their own artwork.

B Application

This objective focuses on the practical application of the student's skills to the creation of artwork. This should be strongly informed by knowledge and understanding developed in relation to objective A.

The student should investigate and experiment with his or her artistic processes through the planning, creation, performance and presentation of artwork, developing an initial idea or theme to a point of realization.

These processes should allow the student to develop and experiment with skills and techniques, as well as explore, express and communicate artistic intentions. These intentions should involve the investigation of alternative ways of using their knowledge, understanding and skills, and may evolve during the course of the student's work.

At the end of the course, students should be able to:

- develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
- apply skills, techniques and processes to create, perform and/or present art.

C Reflection and evaluation

This objective focuses on the way that a student gradually comes to feel and think like an artist.

Ongoing reflection should be more than just a record of what was done. Reflecting critically requires the student to question and justify the choices that he or she has made and to develop an objective evaluation of his or her own work. The student should show a growing insight into his or her own artistic development.

The student is encouraged to seek feedback from others and to consider how this feedback might inform his or her work as it develops. Constructive feedback can help a student to confirm, clarify or modify his or her artistic process or intent.

Objective C is concerned **solely** with the student's reflections

ART.M.V.6.3 Identify at least one artistic application of current technology in music.

and evaluations in relation to his or her own work. Appraisal of the work of others is addressed in objective A, although this may lead a student to reflect on his or her own work subsequently.

At the end of the course, students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes.

D Personal engagement

The main focus of this objective is the development of the attitudes essential to engage with the artistic processes and the art form studied.

The student should develop the personal and interpersonal skills that will enable him or her to initiate, to explore, to negotiate with others and to take informed risks during his or her artistic experience.

The student should develop his or her ability to interact with other students in a supportive and sensitive way.

It is also anticipated that students will become increasingly mindful of their own and other cultures and use their experiences to advance their artistic development.

At the end of the course, students should be able to:

- show commitment in using their own artistic processes
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- be receptive to art practices and artworks from various cultures, including their own.

Areas of Interaction in MYP:

The Areas of Interactions are used as lenses to view course material and content standards. Using a unit/guiding question as a focus for each unit in Music. Students are forced to engage with both the significant concepts as well as the Area of Interaction to better recognize the relevancy and connection between Arts (Music) and their lives outside of the classroom. A single AOI is chosen for each unit to allow students and teachers to explore the depth of an AOI rather than just gaining a surface-level understanding. As in all courses at TMS, relevancy is an important aspect of MYP Arts. The Areas of Interaction assist in the planning of units and will help students make connections to their lives and to the wide variety of courses they are taking. The

Area of Interaction, Approaches to Learning, is integrated in all Music units and provides students an opportunity for development of skills and attitudes necessary for learning. ATL skills will enable students to become more competent in identifying, monitoring, and managing their own learning.

Text and Resources: The internet and media center serve as our main resources. We will also work with local musicians and musical organizations.

Methodologies: The course utilizes several methodologies including, but not limited to, project-based learning, collaborative teams, teacher-led inquiry, web/internet based learning modules, and independent study. Students have opportunities to utilize one or more of the following to extend their learning; videos, smartboard lessons, blogs, wikis, and hardcopy resources. The connection between music and the student will be a constant connection.

Course Units:

- Getting to Know the Staff
- Dots, Circles, and Big Italian Words
- I've got...Rhythm

Assessment Criteria: Students will be assessed on MYP Criteria for year 1 throughout each unit. To demonstrate their understanding students will have formative assessments such as quizzes, journal entries, and reflections. To assess students learning at the end of each unit there will be a culminating assessment linked to the MYP objectives and criteria for the arts in the year 1 program.

Grading: All IB MYP teachers at TMS assess student work using the MYP criteria for their subject area in order to support, engage, and provide feedback on the learning process. A broad range of assessment strategies and tasks will allow students multiple opportunities to demonstrate their knowledge, skills, and attitudes in each subject.

The majority of grades this year will be assessed by using rubrics that align with the Common Core State Standards and IB criteria in MYP Science. Students scoring on the rubric will then be converted to a numeric grading system. Students will be evaluated on IB criteria that measures the competency of the aims and objectives listed above. Please be patient as we transition to using standards to measure students' progress. Will be done through MYP grading standards and traditional grading methods

MYP performing Arts
7th GRADE BAND
MYP Year 2

Course Description:

Music is a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning to play an instrument can help us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self confidence, discipline, resilience and adaptability.

As a beginning / year 2 band, some of the concepts that will be covered are as follows:

- Instrument assembly, care, and maintenance
- How to perform music.
- How to self-analyze and reflect on performance
- Teamwork
- Personal Responsibility

GRADE 7

PERFORM

Standard 1: Apply skills and knowledge to perform in the arts.

(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.M.I.7.1 Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally-appropriate levels.

Perform at least one selection from memory.

ART.M.I.1.2 Play a melody in a small group.

ART.M.I.7.3 Play accurately as a soloist, and in both small and large ensembles with appropriate technique and breath control.

ART.M.I.7.4 Use technology in a variety of ways in musical performance.

ART.M.I.7.5 Sight read basic melodies in treble and bass clefs, using combinations of whole, half, quarter, eighth, sixteenth, and dotted notes and rests; in simple meter.

CREATE

Standard 2: Apply skills and knowledge to create in the arts.

(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.M.II.7.1 Improvise tonic and dominant accompaniments.

ART.M.II.7.2 Improvise basic rhythmic and melodic variations.

ART.M.II.7.3 Improvise short melodies over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

ART.M.II.7.4 Compose short pieces to communicate ideas and/or stories, within defined parameters.

ART.M.II.7.5 Arrange simple pieces for student's classroom instrument or voice.

ART.M.II.7.6 Use a variety of traditional and nontraditional sound sources when composing, arranging, and improvising.

MYP Aims and Objectives:

Aims

The aims of any MYP subject and of the personal project state in a general way what the teacher may expect to teach and what the student may expect to experience or learn. In addition, they suggest how the student may be changed by the learning experience.

The aims of the teaching and study of MYP arts are for students to:

- o understand how the arts play a role in developing and expressing personal and cultural identities
- o appreciate how the arts innovate and communicate across time and culture
- o become informed and reflective practitioners of the arts
- o experience the process of making art in a variety of situations
- o explore, express and communicate ideas
- o become more effective learners, inquirers and thinkers
- o develop self-confidence and self-awareness through art experiences
- o appreciate lifelong learning in and enjoyment of the arts.

Objectives

A Knowledge and understanding

Building Knowledge and understanding of both the art form and artistic processes. It should inform the student's practice as a young artist and allow him or her to appraise other artworks.

At the end of the course, students should be able to:

- o demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- o demonstrate knowledge and understanding of the elements of the art form studied, including specialized

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.

(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.M.III.7.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.7.2 Analyze elements of music used in music of increasingly diverse genres and styles.

ART.M.III.7.3 Demonstrate knowledge of the basic principles of tonality, major chords, and I-IV-V harmonic progressions in major keys.

ART.M.III.7.4 Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self evaluation when performing and creating.

ART.M.III.7.5 Evaluate the quality and effectiveness of one's own and others' musical performances and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.M.IV.7.1 Describe distinguishing characteristics of a repertoire of music from diverse cultures.

ART.M.IV.7.2 Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works.

ART.M.IV.7.3 Compare, in several cultures of the world, functions music serves and the roles of musicians.

ART.M.IV.7.4 Describe the relationship between technology and music.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.M.V.7.1 Describe and compare the relationships between the art forms and their characteristic materials.

ART.M.V.7.2 Describe ways in which music is related to the subject matter of at least two other disciplines.

ART.M.V.7.3 Identify multiple artistic applications of current technology in music.

language, concepts and processes

- o communicate a critical understanding of the art form studied in the context of their own artwork.

B Application

Practical application of the student's skills to the creation of artwork. The student should investigate and experiment with his or her artistic processes through the planning, creation, performance and presentation of artwork, developing an initial idea or theme to a point of realization.

At the end of the course, students should be able to:

- o develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
- o apply skills, techniques and processes to create, perform and/or present art.

C Reflection and evaluation

Focuses on the way that a student gradually comes to feel and think like an artist. Reflecting critically requires the student to question and justify the choices what he or she has made and to develop an objective evaluation of his or her own work

At the end of the course, students should be able to:

- o reflect critically on their own artistic development and processes at different stages of their work
- o evaluate their work
- o use feedback to inform their own artistic development and processes.

D Personal engagement

Development of attitudes essential to engage with the artistic processes and the art form studied. The student should develop the personal and interpersonal skills that will enable him or her to initiate, to explore, to negotiate with others and to take informed risks during his or her artistic experience. The student should develop his or her ability to interact with other students in a supportive and sensitive way. It is also anticipated that students will become increasingly mindful of their own and other cultures and use their experiences to advance their artistic development.

At the end of the course, students should be able to:

- o show commitment in using their own artistic processes
- o demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- o support, encourage and work with their peers in a positive way
- o be receptive to art practices and artworks from various cultures, including their own.

Areas of Interaction in MYP: The Areas of Interactions are used as lenses to view course material and content

standards. Using a unit/guiding question as a focus for each unit in Music. Students are forced to engage with both the significant concepts as well as the Area of Interaction to better recognize the relevancy and connection between Arts (Music) and their lives outside of the classroom. A single AOI is chosen for each unit to allow students and teachers to explore the depth of an AOI rather than just gaining a surface-level understanding. As in all courses at TMS, relevancy is an important aspect of MYP Arts. The Areas of Interaction assist in the planning of units and will help students make connections to their lives and to the wide variety of courses they are taking. The

Area of Interaction, Approaches to Learning, is integrated in all Music units and provides students an opportunity for development of skills and attitudes necessary for learning. ATL skills will enable students to become more competent in identifying, monitoring, and managing their own learning.

Text and Resources: The internet and media center serve as main resources. We will also work with local musicians and musical organizations at the high school and college level. Specific band tutorial books and instrument rental purchase will be discussed in a separate document.

Methodologies: The course utilizes several methodologies including, but not limited to, project-based learning, collaborative teams, teacher-led inquiry, web/internet based learning modules, and independent study. Students have opportunities to utilize one or more of the following to extend their learning; videos, smartboard lessons, blogs, wikis, and hardcopy resources. The connection between music and the student will be a constant connection.

Course Units:

- Instrument Assembly, Care, and Maintenance
- Sounds Good

Assessment Criteria: Students will be assessed on MYP Criteria for years 1 or 3 throughout each unit. To demonstrate their understanding students will have formative assessments such as quizzes, journal entries, and reflections. To assess students learning at the end of each unit there will be a culminating assessment linked to the MYP objectives and criteria for the arts in the year 2 program.

Grading: All IB MYP teachers at TMS assess student work using the MYP criteria for their subject area in order to support, engage, and provide feedback on the learning process. A broad range of assessment strategies and tasks will allow students multiple opportunities to demonstrate their knowledge, skills, and attitudes in each subject.

The majority of grades this year will be assessed by using rubrics that align with the Common Core State Standards and IB criteria in MYP Science. Students scoring on the rubric will then be converted to a numeric grading system. Students will be evaluated on IB criteria that measures the competency of the aims and objectives listed above. Please be patient as we transition to using standards to measure students' progress. Will be done through MYP grading standards and traditional grading methods

MYP Performing Arts
8th GRADE CONCERT BAND
MYP Year 3

Course Description:

Music is a universal form of human expression and a unique way of knowing that engage us in affective, imaginative and productive activity. Learning to sing can help us to explore, shape and communicate our sense of identity and understanding of the world, while providing opportunities to develop self confidence, discipline, resilience and adaptability.

In this course, students will further develop the fundamentals of playing their instruments, while developing advanced concepts such as:

- Compound Meter Rhythms
- Broadening the range and note knowledge of their instruments.
- Performing middle school class A and B music.
- Expanding their knowledge of music composition and form.

**GRADE 8
PERFORM**

Standard 1: Apply skills and knowledge to perform in the arts.

(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.M.I.8.1 Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.

ART.M.I.8.2 Play an ostinato.

ART.M.I.8.3 Play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.

ART.M.I.8.4 Use technology in a variety of ways in musical performance.

ART.M.I.8.5 Sight read basic melodies in treble and bass clefs, using combinations of whole, half, quarter, eighth, sixteenth, and dotted notes and rests; in simple, compound, and *alla breve* meters.

CREATE

Standard 2: Apply skills and knowledge to create in the arts.

(VPAA: C1, C2, C3, C4, C5, P1, P2, P4, R1, R4)

ART.M.II.8.1 Improvise basic harmonic accompaniments.

ART.M.II.8.2 Improvise melodic embellishments and basic rhythmic and melodic variations on given pentatonic melodies, and melodies in major keys.

ART.M.II.8.3 Improvise short melodies unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.

ART.M.II.8.4 Compose short pieces to communicate ideas and/or

MYP Aims and Objectives:

Aims

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The aims of the teaching and study of MYP arts are for students to:

- o understand how the arts play a role in developing and expressing personal and cultural identities
- o appreciate how the arts innovate and communicate across time and culture
- o become informed and reflective practitioners of the arts
- o experience the process of making art in a variety of situations
- o explore, express and communicate ideas
- o become more effective learners, inquirers and thinkers
- o develop self-confidence and self-awareness through art experiences
- o appreciate lifelong learning in and enjoyment of the arts.

Objectives

A Knowledge and understanding

Building Knowledge and understanding of both the art form and artistic processes. It should inform the student's practice as a young artist and allow him or her to appraise other artworks.

At the end of the course, students should be able to:

- o demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- o demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes

stories, within defined parameters and using standard notation.

ART.M.II.8.5 Arrange simple pieces for voices or instruments other than those for which pieces were written.

ART.M.II.8.6 Use a variety of traditional, nontraditional, and electronic sound sources when composing, arranging, and improvising.

ANALYZE

Standard 3: Analyze, describe, and evaluate works of art.

(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.M.III.8.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.

ART.M.III.8.2 Analyze the uses of musical elements in aural examples from diverse genres and cultures.

ART.M.III.8.3 Demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions through analysis.

ART.M.III.8.4 Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self evaluation when performing and creating.

ART.M.III.8.5 Evaluate the quality and effectiveness of one's own and others' musical performances and creations by applying specific and appropriate criteria and offering constructive suggestions for improvement.

ANALYZE IN CONTEXT

Standard 4: Understand, analyze, and describe the arts in their historical, social, and cultural contexts.

(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.M.IV.8.1 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

ART.M.IV.8.2 Classify by genre and style (and, if applicable, by historical period, composer, and title) a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.

ART.M.IV.8.3 Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

ART.M.IV.8.4 Describe the impact of technology on music and culture.

- o communicate a critical understanding of the art form studied in the context of their own artwork.

B Application

Practical application of the student's skills to the creation of artwork. The student should investigate and experiment with his or her artistic processes through the planning, creation, performance and presentation of artwork, developing an initial idea or theme to a point of realization.

At the end of the course, students should be able to:

- o develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions
- o apply skills, techniques and processes to create, perform and/or present art.

C Reflection and evaluation

Focuses on the way that a student gradually comes to feel and think like an artist. Reflecting critically requires the student to question and justify the choices what he or she has made and to develop an objective evaluation of his or her own work

At the end of the course, students should be able to:

- o reflect critically on their own artistic development and processes at different stages of their work
- o evaluate their work
- o use feedback to inform their own artistic development and processes.

D Personal engagement

Development of attitudes essential to engage with the artistic processes and the art form studied. The student should develop the personal and interpersonal skills that will enable him or her to initiate, to explore, to negotiate with others and to take informed risks during his or her artistic experience. The student should develop his or her ability to interact with other students in a supportive and sensitive way. It is also anticipated that students will become increasingly mindful of their own and other cultures and use their experiences to advance their artistic development.

At the end of the course, students should be able to:

- o show commitment in using their own artistic processes
- o demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- o support, encourage and work with their peers in a positive way
- o be receptive to art practices and artworks from various cultures, including their own.

ANALYZE AND MAKE CONNECTIONS

Standard 5: Recognize, analyze, and describe connections among the arts; between the arts and other disciplines; between the arts and everyday life.

(VPAA: C2, C3, C4, C5, P2, P3, R1, R2, R3, R4)

ART.M.V.8.1 Compare how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art.

ART.M.V.8.2 Analyze ways in which music is related to the principles and subject matter of other disciplines.

ART.M.V.8.3 Describe artistic applications of current technology in music.

Areas of Interaction in MYP: The Areas of Interactions are used as lenses to view course material and content standards. Using a unit/guiding question as a focus for each unit in Music. Students are forced to engage with both the significant concepts as well as the Area of Interaction to better recognize the relevancy and connection between Arts (Music) and their lives outside of the classroom. A single AOI is chosen for each unit to allow students and teachers to explore the depth of an AOI rather than just gaining a surface-level understanding. As in all courses at TMS, relevancy is an important aspect of MYP Arts. The Areas of Interaction assist in the planning of units and will help students make connections to their lives and to the wide variety of courses they are taking. The

Area of Interaction, Approaches to Learning, is integrated in all Music units and provides students an opportunity for development of skills and attitudes necessary for learning. ATL skills will enable students to become more competent in identifying, monitoring, and managing their own learning.

Text and Resources: We will pull music selections from a variety of sources. Appropriate music will be taught and performed based on audience and purpose. Music tutorial books will be discussed separately.

Methodologies: The course utilizes several methodologies including, but not limited to, project-based learning, collaborative teams, teacher-led inquiry, web/internet based learning modules, and independent study. Students have opportunities to utilize one or more of the following to extend their learning; videos, smartboard lessons, blogs, wikis, and hardcopy resources. The connection between music and the student will be a constant connection.

Course Units:

- 6/8 Time... What's it all about?
- Cut Time: Half the value, twice the fun!

Assessment Criteria: Students will be assessed on MYP Criteria for year 3 throughout each unit. To demonstrate their understanding students will have formative assessments such as quizzes, journal entries, and reflections. To assess students learning at the end of each unit there will be a culminating assessment linked to the MYP objectives and criteria for the arts in the year 3 program.

Grading: All IB MYP teachers at TMS assess student work using the MYP criteria for their subject area in order to support, engage, and provide feedback on the learning process. A broad range of assessment strategies and tasks will allow students multiple opportunities to demonstrate their knowledge, skills, and attitudes in each subject.

The majority of grades this year will be assessed by using rubrics that align with the Common Core State Standards and IB criteria in MYP Science. Students scoring on the rubric will then be converted to a numeric grading system. Students will be evaluated on IB criteria that measures the competency of the aims and objectives listed above. Please be patient as we transition to using standards to measure students' progress. Will be done through MYP grading standards and traditional grading methods