**IBMYP Subject Overview**

**Subject Area:  Music Course: Band/Chorus/Strings  MYP Level: 2 Teacher(s)**: **Cook, Goin, Jackson**

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| **Time**  **Frame**  **(Dates)** | **Unit Title and Topic**  **Add an \* for interdisciplinary connection**  **Add an @ for Service as Action)** | **MYP Objective(s)** | **SOL(s)** | **Key Concept** | **Related Concepts** | **Global Context** | **Statement of Inquiry** | **MYP Assessment Task**  **&**  **ATL Focus** | **MYP Criteria** | **Learner Profile Focus** |
| Q1 | Stop! Hey!  What’s that sound?  <https://docs.google.com/document/d/1d4NgZ8aJdr30pMsrUVevSvXgaqBsig04p08tvyyHfxw/edit?usp=sharing> | A:i, ii, iii; C:i, ii, iii | MCB. 2, 8, 9  MIB.9, 10, 15 | Identity | Role, Structure | Identities and Relationships | Exploring relationships can determine the identity of the role and structure of sound. | In Class Performance & Reflection  Communication, Thinking | A & C | Knowledgeable |
| Q2 | Express Yourself  <https://docs.google.com/document/d/1IaM7WsyNLjPidIjijhK5HxhjfoPJ9doaQxn2TFbJOwk/edit?usp=sharing> | B: i, ii;  D: i, ii, iii | MCB.1,4,6  MIB.1,2,6,7, 17, 21 | Aesthetics | Audience, Presentation, Expression | Personal and Cultural Expression | Cultural expression can lead an audience to greater appreciation of aesthetic values. | In Class Performance & Reflection  Social Skills, Self--Management | B & D | Risk-Takers |
| Q3 | Take the E(valuate) Train  <https://docs.google.com/document/d/1d3a_7-k37mVYa1RdsQM9GPDQDJtp7EqOfk5j3y8ckZI/edit?usp=sharing> | B: i, ii;  D: i. ii. iii | MCB.  6, 8, 9  MIB.3,4, 12, 14, 18, 20 | Communication | Interpretation, Narrative | Fairness & Development | Communication can interpret a narrative about fairness and development. | In Class Performance & Reflection  Thinking, Self-Management, Communication | B & D | Reflective |
| Q4 | Leap Frog Over to  Music and More  <https://docs.google.com/document/d/1NWUft7zOT1Y5LeN9VUbXXh2zBC4tAAwBLPlzWR3whak/edit?usp=sharing> | A:i, ii, iii; C:i, ii, iii | MCB. 5,7,  MIB.5,8, 11, 13, 16, 19 | Change | Innovation, Boundaries | Globalization & Sustainability | Change can lead to the breaking of boundaries and the formation of new innovation. | In Class Performance & Reflection  Research, Communication, Social | A & C | Open-Minded |

**IB music students learn many skills that help prepare them for their personal project in high school.  Students learn to work independently through diligent practice outside of class. Reflection is a key concept in the music classroom.  Students reflect informally during class as well as formally after concerts and performances. Participation in music classes builds self-confidence because students must perform alone and with others.  Music students learn to be organized because they must manage their individual practice, performances, and rehearsals, while maintaining their grades and completing their assignments for other classes. Music students also learn research skills through studies of composers and music history.  IB music is a course that encompasses many skills that students will use for the rest of their lives.**