



Music - Subject Overviews – MYP 5

* All units taught in MYP Years 1-5 are continuously being developed and improved to best meet the needs of the students at LIS. Therefore, the following Subject Overview is only a reflection of current plans for the course. Some changes to this document may occur as a result of planning done throughout the academic year.

| MYP 4 | Unit | Concepts | Global Context | Statement of Inquiry | Inquiry Questions | MYP Objectives ATL Skills | Content |
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| Unit 1 | Conveying emotions through music | Identity Audience Narrative | Personal and cultural expression Belief systems | Songwriters express their identity through personal narratives, while considering the role of audience in shaping their own artistry and the emotional impact of songs. | <p>Factual: What are the key elements that constitute a song's structure?</p> <p>Conceptual: How does the interplay between lyrics, melody, and harmony in a song contribute to the emotional impact it has on different listeners?</p> <p>Debatable: Should songwriters prioritize crafting songs that reflect their personal identities and emotions, or should they focus on creating music that resonates with a wider audience?</p> | <p>Criterion A: i, ii</p> <p>Criterion B: i, ii</p> <p>Criterion C: i</p> <p>Criterion D: i, ii</p> <p>Information literacy skills</p> <p>Media literacy skills</p> <p>Critical thinking skills</p> <p>Creative thinking skills</p> | <p>Song components</p> <p>Lyrics, melody, harmony, and structure.</p> <p>Chord progressions</p> <p>Emotional effects of chords and scales</p> <p>Song analysis</p> <p>Composition</p> |
| Unit 2 | Musical Communication | Communication Expression | Identities and relationships | Effective communication and cooperation within a | <p>Factual: What is the role of each instrument in a</p> | <p>Criterion A:</p> <p>Criterion B: ii</p> | <p>Music as a language</p> <p>Roles within music groups</p> |

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| | | Play | Cooperation | band helps musicians learn to express themselves creatively while celebrating their unique roles within the ensemble. | <p>typical band or ensemble? Conceptual: What is the significance of effective communication in a musical ensemble? Debatable: Can music serve as a universal language that transcends cultural boundaries?</p> | <p>Criterion C: i Criterion D: ii Communication skills Collaboration skills Reflection skills Creative-thinking skills</p> | <p>Musical terms Instrument techniques Music arrangement</p> |
| Unit 3 | Exploring the therapeutic potential of music | Change Innovation Role | Globalization and sustainability Diversity | Exploring the interconnection between musical innovation and personal wellbeing, students will inquire into the transformative role of music in fostering positive change within individuals. | <p>Factual: What historical methods have been employed to test the impact of music and sound on emotional, physical, and mental states of humans? Conceptual: How and why do narratives around music and healing differ on a global and local level? Debatable: Should innovation in music therapy prioritize traditional healing practices or embrace modern technological</p> | <p>Criterion A: i, ii Criterion D: i Information literacy skills Media literacy skills Critical-thinking skills</p> | <p>Sound frequencies History of the therapeutic use of music and sound in different cultures Ethical considerations Emotional, mental and physical effects of music and sound</p> |

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| | | | | | advancements? | | |
| Unit 4 | Songwriting through musical elements | Aesthetics Structure Style | Fairness and development Justice | Through the exploration of musical elements such as melody, harmony, structure, and texture within the context of aesthetics, students will investigate how the interplay between stylistic choices and structural frameworks contributes to the creation and interpretation of music. | <p>Factual: What are the different types of cadences in music theory and how are they identified?</p> <p>Conceptual: How do stylistic choices in melody and harmony contribute to the overall aesthetic of a musical composition?</p> <p>Debatable: To what extent does the use of structural frameworks limit creative expression?</p> | <p>Criterion B: i, ii</p> <p>Criterion C: i</p> <p>Criterion D: i, ii</p> <p>Communication skills</p> <p>Organization skills</p> <p>Affective skills</p> | <p>Music theory concepts</p> <p>Recognition and analysis of musical elements</p> <p>Music interpretation</p> <p>Compositional techniques</p> <p>Forms and structures</p> <p>Creative flow</p> |
| Unit 5 | (Unit Name) | (Key) (Related) | (Context) (Exploration) | | <p>Factual:</p> <p>Conceptual:</p> <p>Debatable:</p> | <p>Criterion A:</p> <p>Criterion B:</p> <p>Criterion C:</p> <p>Criterion D:</p> <p>(ATL Skills)</p> | <p>(topics / knowledge/ subject specific skills)</p> <p>Texts/Resources:</p> |