

MYP Music 7

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Should you wish to learn more about our course or to discuss your learner's progress, please reach out to the email above to schedule a time to meet.

Course Description and Units of Learning:

In grade 7 music, learners will delve more deeply into the aesthetics, and the expressive intent of music in society. They will begin to categorize and analyze how these differ between cultures. Learners will learn and use elements of music including melody, harmony, style, form, and basic music theory. By analyzing what they hear from recordings and their own music using appropriate music terminology, they will develop their critical ear and voice. Learners will continue to develop specific skills playing an instrument and manipulate these skills throughout the year as they demonstrate their practical knowledge of how music works. They will interpret musical notation to generate, refine and present music as individuals and ensemble players. As learners gain confidence playing, they will engage in several inquiry projects using their instruments, digital sources, body percussion, and more as defined by their personal interests. What will start out as director-led large ensemble rehearsals will become learner-led rehearsals as they learn the processes of collaborative ensemble work. Learners will use a digital process journal for the next two years of middle school music. This learning portfolio will include periodic reflections, analyses, outlines for and results of projects, and a place where they will upload video and audio recordings of their progress. Regular at-home practice is required for musicians to develop and refine their skills and to enable them to synthesize skills for in-class and public performance.

This year we have begun planning and implementing units of study based on our Critical Learning Outcomes within the IB MYP and DP frameworks. Please see ManageBac for unit overviews as they are taught throughout the year.

<https://resources.finalsite.net/images/v1566550032/aismmozcom/yrbjlwutzfut7hcst6fu/AISMGrade7CriticalLearningOutcomes.pdf>

Assessment in the Middle Years Programme

Assessment is a key component of the learning process as it allows teachers to respond with targeted feedback to learners for continued growth and to revise their instruction to better meet the needs of their learners. In order to provide learners with the opportunity to reach critical learning outcomes and develop a range of approaches to learning skills, our MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

MYP assessment requires teachers to assess the prescribed subject-group objectives, using the assessment criteria, at least twice for each subject group in each year of the programme. Within each culminating assessment task, teachers and learners are guided by criteria that are provided to learners at least one week in advance of a culminating task, ensuring that assessment is transparent. Teachers then collaborate to standardize their expectations for learners' performance in order to ensure consistency prior to making a final judgement regarding achievement.

Families and learners at AISM can expect to receive regular reporting of their performance as they work towards mastery of critical learning outcomes.

Learning Management Systems

Across the Secondary School, we utilize ManageBac for sharing key activities and assessments, as a digital workspace, for communication with learners, and for reporting on learner performance to families. Some teachers may supplement the digital learning environment with Google Classroom, and you can expect an emailed invitation to sign up for regular updates from Google Classroom if so.

Homework

Any learning activity which is expected to take place outside of the classroom will appear as assignments and tasks on ManageBac. Homework is most often an extension of activities or projects either begun or included in the classroom, but may include common activities like reading, reinforcement of content or skills within a unit of study, or distributed practice activities, such as flashcards for example, to support learner recall of low-level content.

Reporting

As a rough guide, learners and families can expect an update on performance every few weeks. These updates, available in ManageBac, represent a check-in on learner performance toward mastering critical course objectives and learning outcomes, prior to each unit's culminating assessment.