

Subject group overview: Arts (Music)

Grade 6

UNIT TITLE	MUSIC FUNDAMENTALS: PITCH AND DURATION						Duration	24 Weeks	
Subject(s)	Music	Key Concept	Communication	Related Concept(s)	Expression, Interpretation	Global Context	Personal and cultural expression	Global Context Exploration(s)	Languages and linguistic systems
ATL Skills	I. Communication skills VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Bi. Ci.	Statement of Inquiry	Through the study of notation, students can explore and interpret personal and cultural expression using communication systems in various forms.				
Content	<p>Prerequisite knowledge: As an introductory course in music literacy, there are no specific prerequisites in the discipline of music required to engage in this unit.</p> <p>Factual: Define and identify: - pitches in treble and bass clef, including ledger lines and accidentals - quarter, half, whole, eighth and 16th notes and rests</p> <p>Conceptual: - describe and define the relationship between durations and their appearance in standard western notation - describe and define the relationship between pitch and its appearance in standard western notation - describe and define how rhythms are created by combining strong and weak durations, particularly in 4/4 time - describe and define how music communicates ideas and information and is considered a language - describe and define how various types of graphic notations are used to express musical ideas</p> <p>Procedural: - create rhythms and melodies in 4/4 time - perform rhythms in 4/4 time - create a graphic notation that shows relative pitch and duration - interpret graphic notations written by others</p>								

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UNIT TITLE	RHYTHM AND MELODY						Duration	17 Weeks	
Subject(s)	Music	Key Concept	Systems	Related Concept(s)	Composition, Structure	Global Context	Globalization and sustainability	Global Context Exploration(s)	Commonality
ATL Skills	III. Organization skills VIII. Critical thinking skills IX. Creative thinking skills X. Transfer skills	Subject-group objectives	Ai. Aii. Bi. Bii. Ci.	Statement of Inquiry	Understanding elements of a composition allows us to discuss, analyze, create and perform works across time periods, styles, cultures, and genres.				
Content	<p>Prerequisite:</p> <ul style="list-style-type: none"> - pitches in treble and bass clef, including ledger lines and accidentals - quarter, half, whole, eighth and 16th notes and rests <p>Factual:</p> <ul style="list-style-type: none"> - define melody and rhythm - define describe note names and durations - define and describe rest names and durations <p>Conceptual:</p> <ul style="list-style-type: none"> - how composition techniques, such as contour, duration and pitch are used to create melody - how composition techniques, such as accent, rest versus duration, and repetition are used to create rhythm - discuss how the musical elements are common across time periods, cultures, and genres - discuss how musical literacy and the system of Standard Western Notation allows for globalization and sustainability <p>Procedural:</p> <ul style="list-style-type: none"> - create music using a DAW (Noteflight) - combine musical elements into an original, structured composition consisting of melody and rhythm in the system of Standard Western Notation 								

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UNIT TITLE	ENSEMBLE PERFORMANCE - TRIMESTER 1/2/3						Duration	36 Weeks	
Subject(s)	Music	Key Concept	Identity	Related Concept(s)	Play, Presentation	Global Context	Identities and relationships	Global Context Exploration(s)	Competition and cooperation, Teams, Affiliation and leadership
ATL Skills	II. Collaboration skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Bi. Ci. Di. Dii.	Statement of Inquiry	An individual's performance affects the overall presentation and communication of the group.				
Content	<p>For a detailed scope and sequence of content for ensemble music for students in various levels, please see the supplementary item: SG0 Arts (Music) Ensemble Performance - Detailed Scope and Sequence.pdf</p> <p>Ensemble music performance courses at OIS address the following content areas:</p> <ul style="list-style-type: none"> - playing/singing techniques - individual performance - group performance - music analysis and listening skills - practice and rehearsal reflection and evaluation - music reading and interpretation 								

Subject group overview: Arts (Music)

Grade 7

UNIT TITLE	MUSIC READING REVIEW						Duration	10 Weeks		
Subject(s)	Music	Key Concept	Communication	Related Concept(s)	Expression, Interpretation	Global Context	Personal and cultural expression	Global Context Exploration(s)	Craft, Creation	
ATL Skills	VIII. Critical thinking skills X. Transfer skills	Subject-group objectives	Bi. Bii. Ci.	Statement of Inquiry	Through the study of notation, students can better understand and appreciate written communication in various forms.					
Content	Factual: In treble and bass clef, identify pitches - Within the staff - Outside of the staff (with ledger lines) - With accidentals In common time, identify: - Eighth notes - Quarter notes - Half notes - Whole notes		Conceptual: - Understand the differences in methodologies used to notate pitch and rhythmic duration in the western notation system and other systems (Japanese Taiko, Korean Jangdan). - Understand the process of developing musical ideas by the effective use of pitch and rhythm in a given context.			Procedural: Create original notated musical ideas: - In common time signatures (4/4 , 2/4 , 3/4) - Within the contexts of different notation systems - Standard western - Japanese Taiko - Korean Jangdan (장단) Skills: Synthesize a well-developed knowledge and practice of pitch and rhythm into the process of composing music.				

UNIT TITLE	MUSIC ELEMENTS: HARMONY						Duration	10 Weeks		
Subject(s)	Music	Key Concept	Form	Related Concept(s)	Composition, Style	Global Context	Personal and cultural expression	Global Context Exploration(s)	Creation. Critical literacy	
ATL Skills	I. Communication skills VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Bi. Bii. Ci.	Statement of Inquiry	Harmony is an essential element in creating style and mood in a composition.					
Content	Factual: Identify and define: - Major chords - Minor chords - Chord tones - Non-chord tones		Conceptual: How to effectively use concepts of harmony in a composition, such as: - Key center - Chord function			Procedural: - Identify chordal harmony within a composition. - Within a given chord progression, create a harmony using chord tones and non-chord tones. - Create an original composition within the context of a key center. Skills: A comprehensive understanding of how pitches and chords can synthesize to create an effective musical composition. - Create melodies - Create chord progressions - Create full composition with original melodies and chord progressions				

Subject group overview: Arts (Music)

UNIT TITLE	MUSIC AROUND THE GLOBE						Duration	10 Weeks		
Subject(s)	Music	Key Concept	Culture	Related Concept(s)	Genre, Style	Global Context	Orientation in space and time	Global Context Exploration(s)	Heritage	
ATL Skills	VI. Information literacy skills	Subject-group objectives	Ai. Aii. Bi. Bii. Ci. Di. Dii.	Statement of Inquiry	Styles and genres are important aspects of a culture's intangible heritage.					
Content	Students will analyze, evaluate, and interpret examples of artforms from different cultural contexts. Students will use musical terminology to determine contrasts and similarities between examples in written and recorded format.		Elements of music to be included in the analytical process include: - Instrumentation - Melody - Form - Lyrical content	<p>Students will use a pentatonic scale, a commonly-used structure within folk melodies of man- Analysis Skills - Students will learn to recognise audio elements that contribute to a cultural sound and identity</p> <p>Composition Skills - Students will learn to construct music in a meaningful way while using a seed (culturally significant) to aspire to music making.</p> <p>Performance Skills - students will continue to develop as performers within the performance program.</p> <p>Knowledge of Culture - Students will explore a culture other than their own and learn of the ways in which cultures are connected and the subtleties that make for cultural identity.y cultural contexts, to compose an original melody.</p>						

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UNIT TITLE	ENSEMBLE PERFORMANCE - TRIMESTER 1/2/3						Duration	36 Weeks	
Subject(s)	Music	Key Concept	Identity	Related Concept(s)	Play, Presentation	Global Context	Identities and relationships	Global Context Exploration(s)	Competition and cooperation, Teams, Affiliation and leadership
ATL Skills	II. Collaboration skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Bi. Ci. Di. Dii.	Statement of Inquiry	An individual's performance affects the overall presentation and communication of the group.				
Content	<p>For a detailed scope and sequence of content for ensemble music for students in various levels, please see the supplementary item: SG0 Arts (Music) Ensemble Performance - Detailed Scope and Sequence.pdf</p> <p>Ensemble music performance courses at OIS address the following content areas:</p> <ul style="list-style-type: none"> - playing/singing techniques - individual performance - group performance - music analysis and listening skills - practice and rehearsal reflection and evaluation - music reading and interpretation 								

Subject group overview: Arts (Music)

Grade 8

UNIT TITLE	THE ELEMENTS OF MUSIC						Duration	20 Weeks		
Subject(s)	Music	Key Concept	Form	Related Concept(s)	Structure, Composition	Global Context	Personal and cultural expression	Global Context Exploration(s)	Craft	
ATL Skills	I. Communication skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Bi. Bii. Ci. Di. Dii.	Statement of Inquiry	Through the study of compositional elements, students can create, discuss, describe, and identify a variety of artistic forms.					
Content	<p>Prerequisite Knowledge:</p> <ul style="list-style-type: none"> - Fluency in treble and bass clefs within the context of the Western notation system. - Minimum: pitches within the staff - Accidentals - Sharp - Flat - Fundamental rhythmic values - Whole note/rest - Half note/rest - Quarter note/rest - Eighth note/rest - Sixteenth note/rest <p>Content:</p> <ul style="list-style-type: none"> - Traits of an effective melody - Contour - Range - Rhythm - Rhythmic density - Sequences - Harmony - How chords function - Dynamics and Expression - The connection between human emotions and musical expression - Tone/Timbre - Sonic characteristics of music - Texture - Effective use of instrumentation - Form - Large-scale structural elements of compositions 						<p>Procedural:</p> <p>Students will be able to</p> <ul style="list-style-type: none"> - Define, Describe, and Discuss the musical elements. - Responses to audio examples - Compose music with focuses on <ul style="list-style-type: none"> - Melodic development - Rhythmic patterns - Chord sequences - Expression - Instrumentation - Tone - Structure - Identify music from various genres and time periods using an understanding of the musical elements that define the genre, time period, or style. Students can replicate, through performance and/or composition, the musical elements. 			

Subject group overview: Arts (Music)

UNIT TITLE	MUSIC FOR DRAMATIC IMPACT						Duration	18 Weeks		
Subject(s)	Music	Key Concept	Communication	Related Concept(s)	Audience, Composition, Expression	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry, Craft, Creation	
ATL Skills	VII. Media literacy skills VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Bi. Bii. Ci. Di. Dii.	Statement of Inquiry	Through inquiry into the relationship between art forms in dramatic works, students will learn and apply techniques to compose original material.					
Content	<p>Prerequisite knowledge:</p> <ul style="list-style-type: none"> - Developing fluency of pitches in bass and treble clefs - Fundamental understanding of rhythm and time - Understanding of the musical elements - Melody - Rhythm - Harmony - Dynamics and Expression - Tone/Timbre - Texture - Form <p>Students will know and understand:</p> <ul style="list-style-type: none"> - How subjective emotions and thoughts can be expressed in a concrete manner by use of compositional techniques related to the elements of music addressed in the previous unit. - Motif - how musical ideas can represent a person, place, or thing - Harmony - how different chords and harmonic elements contribute to a story's narrative <p>Students will be able to:</p> <ul style="list-style-type: none"> - Effectively create melodic motifs representing a person, place, or thing - Create melodies and harmonic sequences which function within the context of a key center - Plan and compose a piece which accompanies the dramatic elements of a story 						<p>Procedural:</p> <ul style="list-style-type: none"> - Knowledge and Skills of Music Composition - students will gain an understanding of basic music composition techniques and gain the skills to interact with software that provides audio playback of their compositions. - Music Analysis Skills - students will develop the ability to describe what they hear using appropriate terminology. - Peer Analysis Skills - the student will develop the ability to present constructive opinions about the work of their peers in order to help both students develop their composition skills further. 			

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UNIT TITLE	ENSEMBLE PERFORMANCE - TRIMESTER 1/2/3						Duration	36 Weeks	
Subject(s)	Music	Key Concept	Identity	Related Concept(s)	Play, Presentation	Global Context	Identities and relationships	Global Context Exploration(s)	Competition and cooperation, Teams, Affiliation and leadership
ATL Skills	II. Collaboration skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Bi. Ci. Di. Dii.	Statement of Inquiry	An individual's performance affects the overall presentation and communication of the group.				
Content	<p>For a detailed scope and sequence of content for ensemble music for students in various levels, please see the supplementary item: SG0 Arts (Music) Ensemble Performance - Detailed Scope and Sequence.pdf</p> <p>Ensemble music performance courses at OIS address the following content areas:</p> <ul style="list-style-type: none"> - playing/singing techniques - individual performance - group performance - music analysis and listening skills - practice and rehearsal reflection and evaluation - music reading and interpretation 								

Subject group overview: Arts (Music)

Grade 9

UNIT TITLE	CONDUCTING: MUSIC ANALYSIS AND INTERPRETATION FROM THE PODIUM						Duration	20 Weeks		
Subject(s)	Music	Key Concept	Communication	Related Concept(s)	Expression, Interpretation, Role	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry, Craft, Critical literacy	
ATL Skills	III. Organization skills V. Reflection skills VIII. Critical thinking skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Bi. Bii. Ci. Di. Dii.	Statement of Inquiry	Ensemble leaders interpret compositions through analysis in order to adapt the overall impression and presentation of the work.					
Content	<p>Prerequisite:</p> <ul style="list-style-type: none"> - Fluency in music reading concepts within the context of the Western notation system including: - pitches in the treble and bass clefs - key signatures - time signatures - note and rest durations - basic expression and dynamic markings - Ability to define and describe, in general terms, the musical elements and their characteristics of a musical work using audio or visual evidence <p>Factual:</p> <p>Standard Western Notation</p> <ul style="list-style-type: none"> - notes and durations including dotted notes, 32nd and smaller durations - expression markings including a variety of text in Italian, Germany, French or other - instrumentation and full score reading (including basics of transposition) <p>Conducting:</p> <ul style="list-style-type: none"> - 2/4, 3/4, 4/4, 5/4, 6/8 conducting patterns - expressive gestures and cues - define and describe ictus <p>Conceptual:</p> <ul style="list-style-type: none"> - discuss and debate the role of the conductor in a musical ensemble - discuss and analyze how conductors use gesture to communicate musical interpretation - discuss how gestures are used to organize music <p>Procedural:</p> <ul style="list-style-type: none"> - How to use critical music literacy of standard western notation to interpret a musical score - How to conduct time signature patterns - How to conduct expression markings and dynamics (artistry) - Other forms of gestural communication (facial expression, posture) <p>At the end of this unit, students will be able to:</p> <ul style="list-style-type: none"> - analyze a musical score for instrumentation, tempo, time signature, and key signature - analyze a musical score for expressive and dynamic markings - infer the mood and style of a piece after analyzing the markings listed above - make informed decisions to interpret the score for a unique performance - conduct a musical score of varying time signatures, tempos, and expressive/dynamic markings - reflect on the musical process of conducting - apply their knowledge of score analysis and conducting to new pieces 									

Subject group overview: Arts (Music)

UNIT TITLE	THE BLUES AND JAZZ						Duration	10 Weeks	
Subject(s)	Music	Key Concept	Aesthetics	Related Concept(s)	Expression, Innovation	Global Context	Personal and cultural expression	Global Context Exploration(s)	Artistry, Craft, Critical literacy
ATL Skills	I. Communication skills V. Reflection skills IX. Creative thinking skills	Subject-group objectives	Ai. Aii. Bi. Bii. Ci. Di. Dii.	Statement of Inquiry	Through the study of improvisation and other compositional elements, students will be able to identify characteristics and methods of various art forms and create and perform original material.				
Content	<p>Prerequisite:</p> <ul style="list-style-type: none"> - Fluency in music reading concepts within the context of the Western notation system including: - pitches in the treble and bass clefs - key signatures - time signatures - note and rest durations - expression and dynamic markings - Ability to define and describe, in general terms, the musical elements and their characteristics of a musical work using audio or visual evidence - experience in using one or more DAW for basic music composition <p>Factual:</p> <ul style="list-style-type: none"> - History of Jazz/Blues - Genres and their characteristics including: - The Blues - Dixieland - Swing - Bebop/Hard bop - Cool Jazz - Afro Cuban <p>Conceptual:</p> <ul style="list-style-type: none"> - Describe and discuss the role of jazz music in Black American history (personal and cultural expression) - Describe and discuss the 12-bar blues form and its evolution and impact on music throughout history and across contexts (fields and disciplines) - Describe and discuss various styles and methods of improvisation and the development of jazz genres over time (expression and innovation) <p>Procedural:</p> <ul style="list-style-type: none"> - Recreate a Chosen Style of Improvisation (artistry) - Perform or compose an improvisation in a 12-bar blues - Critique the quality of jazz music, according to one's own tastes (aesthetics) 								

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UNIT TITLE	ENSEMBLE PERFORMANCE - TRIMESTER 1/2/3						Duration	36 Weeks	
Subject(s)	Music	Key Concept	Identity	Related Concept(s)	Play, Presentation	Global Context	Identities and relationships	Global Context Exploration(s)	Competition and cooperation, Teams, Affiliation and leadership
ATL Skills	II. Collaboration skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Bi. Ci. Di. Dii.	Statement of Inquiry	An individual's performance affects the overall presentation and communication of the group.				
Content	<p>For a detailed scope and sequence of content for ensemble music for students in various levels, please see the supplementary item: SG0 Arts (Music) Ensemble Performance - Detailed Scope and Sequence.pdf.</p> <p>Ensemble music performance courses at OIS address the following content areas:</p> <ul style="list-style-type: none"> - playing/singing techniques - individual performance - group performance - music analysis and listening skills - practice and rehearsal reflection and evaluation - music reading and interpretation 								

Subject group overview: Arts (Music)

Grade 10

UNIT TITLE	A MUSICAL VOYAGE: INVESTIGATING COMPOSITIONS FROM AROUND THE WORLD						Duration	12 Weeks	
Subject(s)	Music	Key Concept	Identity	Related Concept(s)	Composition, Genre	Global Context	Orientation in space and time	Global Context Exploration(s)	Heritage, Exchange and interaction
ATL Skills	III. Organization skills V. Reflection skills VI. Information literacy skills	Subject-group objectives	Ai. Aii. Bi. Bii. Ci. Di. Dii.	Statement of Inquiry	Through the study and analysis of compositional techniques and identity of cultures around the world, we can make connections across time and location.				
Content	<p>Prerequisite Knowledge:</p> <ul style="list-style-type: none"> - Fluency in music reading concepts within the context of the Western notation system including: <ul style="list-style-type: none"> - pitches in the treble and bass clefs - key signatures - time signatures - note and rest durations - expression and dynamic markings - Ability to define and describe, in general terms, the musical elements and their characteristics of a musical work using audio or visual evidence - the dates, or general time frames, of musical and historical time periods - the names and locations of countries around the world - experience in using one or more DAW for basic music composition <p>Content:</p> <ul style="list-style-type: none"> - Afro-Cuban Rhythms - "Sympathy for the Devil" - The Rolling Stones - Afro-Cuban Jazz (various samples) - Minimalism - "In C" - Terry Riley - "Clapping Music" - Steve Reich - "Bliss" - Michael Torke - Student selected musical sources from a variety of contexts and time periods <p>Factual:</p> <ul style="list-style-type: none"> - key terms and characteristics of the musical elements, including but not limited to: <ul style="list-style-type: none"> - Melody - contour, range, conjunct, disjunct - Harmony - key signature, chords, bassline, parallel - Rhythm - tempo, time signature, 'beat', accent/stress, syncopation - Tone - electronic, acoustic, synthesized, bright, dark - Texture - homophonic, polyphonic, monophonic, heterophonic - Form - AB, verse, chorus, bridge, phrase, cadence - Dynamics/Expression - EQ, panning, balance - names and characteristics of distinct musical genres, including: <ul style="list-style-type: none"> - time frame - geographic location, if applicable - role within the culture - musical features (musical elements or characteristics) - compositional techniques, including style of notation <p>Conceptual:</p> <ul style="list-style-type: none"> - music as an intangible cultural heritage - the relationship between context and creation (musical identity) - music's orientation in space and time (i.e. musical culture or musical time-periods) - the evolution of music over time as it relates to musical exchange and interaction through technology <p>Procedural:</p> <ul style="list-style-type: none"> - analyze a musical stimulus in order to identify its prominent characteristics - study (describe, analyze, discuss, examine) the works of others to inform new work - critique a musical stimulus - compose music (musical communication) according to conventions and practices of a genre/style/culture - explore a range of compositional practices to develop a product - compose music on a DAW (Noteflight or Soundtrap) - describe how the musical elements interact in compositions 								

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UNIT TITLE	ENSEMBLE PERFORMANCE - TRIMESTER 1/2/3						Duration	36 Weeks	
Subject(s)	Music	Key Concept	Identity	Related Concept(s)	Play, Presentation	Global Context	Identities and relationships	Global Context Exploration(s)	Competition and cooperation, Teams, Affiliation and leadership
ATL Skills	II. Collaboration skills III. Organization skills IV. Affective skills V. Reflection skills	Subject-group objectives	Bi. Ci. Di. Dii.	Statement of Inquiry	An individual's performance affects the overall presentation and communication of the group.				
Content	<p>For a detailed scope and sequence of content for ensemble music for students in various levels, please see the supplementary item: SG0 Arts (Music) Ensemble Performance - Detailed Scope and Sequence.pdf.</p> <p>Ensemble music performance courses at OIS address the following content areas:</p> <ul style="list-style-type: none"> - playing/singing techniques - individual performance - group performance - music analysis and listening skills - practice and rehearsal reflection and evaluation - music reading and interpretation 								

Subject group overview: Arts (Music)

INTERDISCIPLINARY UNIT

UNIT TITLE	IDENTITY IDU						Duration	34 Weeks	
Subject(s)	Music, Integrated Humanities (I&S)	Key Concept	Identity	Related Concept(s)	Arts - Narrative I&S - Perspective	Global Context	Personal and cultural expression	Global Context Exploration(s)	Social constructions of reality
ATL Skills	IX. Creative thinking skills	Interdisciplinary objectives	Ai. Aii. Bi. Bii. Ci. Cii.	Subject-group objectives - Music	Ai. Aii. Bi. Bii. Ci. Di. Dii.		Subject-group objectives - I&S	Ciii. Di. Dii. Diii. Div.	
Statement of Inquiry	Reciprocity: identity and experience informs and shapes our narrative/s and narrative/s inform our identity and experiences.								
Content	I&S Content: - define identity and narrative - family tree and name unpacking - discuss how a zine provides insight into identity				Music Content and Skills: - song Forms (AB, AABA, ABC) - analysis of lyrical and musical elements in various songs - discuss and examine structure of various songs used for societal change Students will be able to: - identify three popular song forms through aural analysis - analyze lyrics for their societal context and structure - compose lyrics in a popular song form - create music using loops, MIDI generated material, and recorded material to accompany the lyrics - create a short zine to introduce their societal context, lyrics and song to others				