

Stockton Collegiate International Schools
MYP Arts: Music/Band
Level 2, Grade 7

1. Course Description

In the MYP, the arts should challenge students to consider authentic issues and develop their skills beyond superficiality and imitation. Students are provided with opportunities to function as artists, as well as learners of the arts. To be an artist one has to be curious, and by developing curiosity about themselves, others and the world, students become effective learners, inquirers and creative problem solvers. In the MYP, students are guided to create, perform and present art in ways that engage and convey their own feelings, experiences and ideas. The IB learner profile should infuse teaching and learning in the arts. (MYP arts guide)

SCIS band is a performance course. Students will be expected to explore different cultures of the world through concert performance. The class utilizes musical vocabulary, concepts and processes. Students will learn proper instrumental technique and reflection strategies that will be relevant to all their courses taken at SCIS.

II. State Standards and MYP Objectives

MYP Objectives	California State Standards
Students will demonstrate a knowledge and understanding of band music throughout the world.	1.0 ARTISTIC PERCEPTION- Read and notate music
Students will apply instrumental techniques and develop their own style/process for musical performance/creation.	2.0 CREATIVE EXPRESSION- creating, performing and participating in music
Students will reflect and evaluate band rehearsal and performance.	3.0 HISTORICAL AND CULTURAL CONTEXT- analyze musical context throughout the world.
Students will interact with their peers in a supportive and sensitive way.	4.0 AESTHETIC VALUING- Responding to and making judgments about music.
Connecting what is learned about music and applying it to other art forms.	5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS- Connecting what is learned about music and applying it to other art forms.

III. Areas of Interaction

Approaches to learning (ATL) are central to all MYP subject groups. There are seven groups of skills that encompass ATL: organization, collaboration, communication, information literacy, reflection, thinking, and transfer. All of these ATL's will be expounded upon through the arts courses.

These are some sample questions used in the band classes that connect the Areas of Interaction (AOI):

Community and service:

- How does music communicate across time and cultures?
- Do communities need music?
- How can I improve my community through music?

Health and social education:

- Is music a luxury or a necessity?
- Can I create music to communicate with others?
- How can individual's behavior be influenced by music?

Environments:

- What power do artists have today to communicate environmental issues to the world?

In what way does the environment affect music?
 How can my art impact on the school environment?

Human ingenuity:

What is music?
 In what ways has humankind developed music?
 Can music be unethical?

IV. Texts and Resources

- *K-8 Magazine*, Plank Road Publishing
- *Solfeggio*, Deborah Kavasch
- *Standards of excellence*, Bruce Pearson
- Musicians in the community
- <http://occ.ibo.org>
- Various concert band songs
- www.jwpepper.com
- Sibelius (notation program)
- <http://www.allmusic.com/>

V. Methodology

Students will receive inquiry-based instruction for the purpose of creating and analyzing meaning in musical performance. This methodology will redirect the responsibility of critical thinking to the students in order to invite them to make connections to both personal experience and prior knowledge.

VI. Methods of Assessment

The single most important aim of assessment at Stockton Collegiate is to support and encourage student learning. Teachers will use formative assessments to guide their instruction day-by-day. These assessments are generally not included in the students' final grades. Summative assessments are the students' opportunity to demonstrate their level of achievement at the end of a unit and are included as part of a final grade. The MYP approach to assessment recognizes the importance of the processes of learning as well as the products of learning. The MYP assessment model is criterion-related, meaning that it is based upon pre-determined criteria to which all students (and parents) have access.

Criteria A: Knowledge and understanding

Criteria B: Application

Criteria C: Reflection and evaluation

Criteria D: Personal engagement

*Performances (Criteria A & B)

*Critiques/Reflections (Criteria A, C, D)

*Music portfolios (Criteria A & D)

*Participation in Class (Criteria B & D)

Name of Unit	Unit Question	Assessment
Ingredients (Getting Started)	How do you achieve quality in the ingredients to ensure a quality product?	Collegiate solo project

VII. Grading Policy

Grades will be determined using a combination of MYP marks and more traditional assessments. These grades will be combined to produce a composite mark of A, B, C, D, or F at the end of each semester according to traditional percentage guidelines (90-100: A; 80-89: B; 70-79: C; 60-69: D). Heavy emphasis will be given to a student's level of competency at the end of the grading period.