

Music – Year 7 (MYP Year 1)

| Standards & links to MYP Objectives | Benchmarks - Students will be taught how to: |
|--|---|
| 1. Sings, alone and with others, a varied repertoire of music (MYP Objectives B, C & D) | 1.1 Sing with some breath control, expression, and technical accuracy (e.g., appropriate timbre, intonation, and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key, and metre 1.2 Sing music with interest 1.3 Know music that represents diverse genres and cultures |
| 2. Performs on instruments, alone and with others, a varied repertoire of music (MYP Objectives B, C & D) | 2.1 Perform on an instrument (e.g., band or orchestra instrument, keyboard instrument, fretted instrument such as guitar, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control 2.2 Perform with expression and technical accuracy on a string, wind, percussion, or other classroom instrument a repertoire of instrumental literature that may include modest ranges and changes of tempo, key, and metre 2.3 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed 2.4 Play by ear simple melodies (e.g., folk songs) on a melodic instrument and simple accompaniments (e.g., strummed, I, IV, V, vi, ii chords) on a harmonic instrument |
| 3. Improvises melodies, variations, and accompaniments (MYP Objectives B, C & D) | 3.1 Improvise simple harmonic accompaniments. (e.g. the blues) 3.2 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys 3.3 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, in a consistent style (e.g., classical, blues, folk, gospel), meter (e.g., duple, triple), and tonality (e.g., major, pentatonic) |
| 4. Composes and arranges music within specified guidelines (MYP Objectives B, C & D) | 4.1 Know how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions 4.2 Compose short pieces within specified guidelines (e.g., ABA form, limited range, simple rhythms) 4.3 Arrange and/or re-mixing classics (e.g. Apple Garage Band Site) simple pieces for voices or instruments other than those for which the pieces originally were written (e.g., a guitar accompaniment for a folk song) 4.4 Use a variety of traditional and nontraditional sound sources and electronic media (e.g. synthesizer and sequencer) when composing and arranging |
| 5. Reads and notates music | 5.1 Are aware that standard symbols are used to notate metre (e.g., 2/4, 3/4, 4/4 time signatures), rhythm (e.g., whole, half, |

| | |
|---|--|
| <p>(MYP Objectives B, C & D)</p> | <p>dotted half, quarter, eighth notes), pitch (e.g., notes in treble clef), and dynamics (e.g., p, f, <, >) in simple patterns</p> <p>5.2 Use notes - quavers, crotchets, minims and semibreves with some confidence</p> <p>5.3 Use rests - crotchets, minims and semibreves with some confidence</p> <p>5.4 Use a system (e.g., syllables, numbers, letters) to read simple pitch notation in the treble clef in major keys</p> <p>5.5 Use alternative methods of notation (e.g., chord symbols, tablature)</p> <p>5.6 Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 metre signatures</p> |
| <p>6. Knows and applies appropriate criteria to music and music performances (MYP Objectives A, C & D)</p> | <p>6.1 Know appropriate terminology used to explain music, music notation, music instruments and voices, and music performances</p> <p>6.2 Identify the sounds of a variety of instruments (e.g., orchestral, band, instruments from various cultures) and voices (e.g. male, female and children's voices).</p> |
| <p>7. Understands the relationship between music and history and culture (MYP Objectives A, C & D)</p> | <p>7.1 Identify (by genre or style) music from various historical periods and cultures</p> <p>7.2 Know how basic elements of music are used in music from various cultures of the world</p> <p>7.3 Understand the roles of musicians (e.g. orchestra conductor, folk singer, church organist) in various music settings and cultures</p> |

Music – Years 8 & 9 (MYP Years 2 & 3)

| Standards & links to MYP Objectives | Benchmarks - Students will be taught how to: |
|--|---|
| 1. Sings, alone and with others, a varied repertoire of music (MYP Objectives B, C & D) | 1.1 Sing with breath control, expression, and technical accuracy (e.g. appropriate timbre, intonation, and diction; correct pitches and rhythms) at a level that includes modest ranges and changes of tempo, key, and metre 1.2 Sing music written in two parts |
| 2. Performs on instruments, alone and with others, a varied repertoire of music (MYP Objectives B, C & D) | 2.1 Perform on an instrument (e.g. band or orchestra instrument, keyboard instrument, fretted instrument such as guitar, electronic instrument) accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow, or stick control 2.2 Perform with expression and technical accuracy on a string, wind, percussion, or other classroom instrument a repertoire of instrumental literature that may include modest ranges and changes of tempo, key, and metre 2.3 Perform music representing diverse genres and cultures, with expression appropriate for the work being performed. 2.4 Play by ear simple melodies (e.g. folk songs) on a melodic instrument and simple accompaniments (e.g. strummed, I, IV, V, vi, ii chords) on a harmonic instrument |
| 3. Improvises melodies, variations, and accompaniments (MYP Objectives B, C & D) | 3.1 Improvise simple harmonic accompaniments (e.g. pentatonic scales to create simple counter melodies) 3.2 Improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys 3.3 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, in a consistent style (e.g. classical, blues, folk, gospel), meter (e.g. duple, triple), and tonality (e.g. major, pentatonic) |
| 4. Composes and arranges music within specified guidelines (MYP Objectives B, C & D) | 4.1 Know how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions 4.2 Compose short pieces within specified guidelines (e.g. ABA form, limited range, simple rhythms) 4.3 Arrange and/or re-mixing classics (e.g. apple garage band site) simple pieces for voices or instruments other than those for which the pieces originally were written (e.g. a guitar accompaniment for a folk song) 4.4 Use a variety of traditional and nontraditional sound sources and electronic media (e.g. synthesizer, sequencer) when composing and arranging |

| | |
|---|---|
| <p>5. Reads and notates music (MYP Objectives B, C & D)</p> | <p>5.1 Read sixteenth and dotted notes and rests in 6/8, 3/8, and alla breve (2/2) metres</p> <p>5.2 Read at sight simple melodies in either the treble or bass clefs</p> <p>5.3 Use standard notation to record musical ideas</p> <p>5.4 Use notes - quavers, crotchets, minims and semibreves with some confidence</p> <p>5.5 Use rests - crotchets, minims and semibreves with some confidence</p> |
| <p>6. Knows and applies appropriate criteria to music and music performances (MYP Objectives A, C & D)</p> | <p>6.1 Identify specific music events (e.g. entry of oboe, change of meter, return of refrain) when listening to music</p> <p>6.2 Understand how the elements of music are used in various genres and cultures</p> <p>6.3 Understand the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions</p> <p>6.4 Know criteria that affect the quality (e.g. use of elements to create unity, variety, tension/release, balance) and effectiveness (e.g., expressive impact) of music performances and compositions</p> |
| <p>7. Understands the relationship between music and history and culture (MYP Objectives A, C & D)</p> | <p>7.1 Understand distinguishing characteristics (e.g. relating to instrumentation, texture, rhythmic qualities, melodic lines, form) of representative music genres and styles from a variety of cultures</p> <p>7.2 Understand characteristics that cause various musical works (e.g. from different genres, styles, historical periods, composers) to be considered exemplary</p> <p>7.3 Understand the functions music serves, roles of musicians (e.g. lead guitarist in a rock band, composer of jingles for commercials, singer in Peking opera), and conditions under which music is typically performed in various cultures of the world</p> |

Music – Years 10 & 11 (MYP Years 4 & 5)

| Standards & links to MYP Objectives | Benchmarks - Students are able to: |
|--|---|
| 1. Sings, alone and with others, a varied repertoire of music (MYP Objectives B, C & D) | 1.1 Sing a varied repertoire of vocal literature with expression and technical accuracy at a moderate level of difficulty (e.g. attention to phrasing and interpretation, various metres and rhythms in a variety of keys) 1.2 Sing music written in two and three parts 1.3 Use ensemble skills (e.g. balance, intonation, rhythmic unity) |
| 2. Performs on instruments, alone and with others, a varied repertoire of music (MYP Objectives B, C & D) | 2.1 Perform with expression (e.g. appropriate dynamics, phrasing, rubato) and technical accuracy a large and varied repertoire of instrumental literature at a moderate level of difficulty (e.g. attempts to add phrasing and interpretation, performs various metres and rhythms in a variety of keys) 2.2 Use ensemble skills (e.g. balance, intonation, rhythmic unity) when performing as part of a group |
| 3. Improvises melodies, variations, and accompaniments (MYP Objectives B, C & D) | 3.1 Improvise stylistically appropriate harmonising parts 3.2 Improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys (e.g. folk songs, standard pop songs) 3.3 Improvise original melodies over given chord progressions in a consistent style, metre, and tonality |
| 4. Composes and arranges music within specified guidelines (MYP Objectives B, C & D) | 4.1 Compose music in a variety of distinct styles (e.g. classical, folk, pop, jazz, rock) 4.2 Use the elements of music for expressive effect (e.g. pitch, rhythm, harmony, dynamics, timbre, texture, form) 4.3 Arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music (e.g. piano music, duets, trios, quartets) 4.4 Compose and arranges music for voices and various acoustic and electronic instruments 4.5 Understand the ranges and traditional uses of various sound sources (e.g. voices, acoustic instruments, electronic instruments) |
| 5. Reads and notates music (MYP Objectives B, C & D) | 5.1 Read at sight simple melodies in both the treble and bass clefs 5.2 Use notes and rests in simple and compound time, and able to uses dotted notes 5.3 Read an instrumental or vocal score of up to four staves 5.4 Know symbols and traditional terms referring to dynamics (e.g. piano, forte, crescendo, diminuendo), tempo (e.g., presto, ritard, accelerando), and articulation (e.g., staccato, legato, marcato, accent) |

| | | |
|--|-----|--|
| | 5.5 | Know standard notation symbols for pitch, rhythm, dynamics (e.g. piano, forte, crescendo, diminuendo), tempo, articulation (e.g. accents, legato, staccato, marcato), and expression (e.g., phrasing) |
| | 5.6 | Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements |
| 6. Knows and applies appropriate criteria to music and music performances (MYP Objectives A, C & D) | 6.1 | Understand how the elements of music and expressive devices are used in music from diverse genres and cultures |
| | 6.2 | Understand the technical vocabulary of music (e.g. Italian terms, form, harmony, tempo markings) |
| | 6.3 | Understand compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (e.g. motives, imitation, retrograde, inversion) |
| | 6.4 | Know specific criteria that affect the quality and effectiveness of music performances, compositions, arrangements, and improvisations (e.g. considers questions of unity or variety, consistency, appropriate use of resources) |
| 7. Understands the relationship between music and history and culture (MYP Objectives A, C & D) | 7.1 | Classify unfamiliar but representative aural examples of music (e.g. by genre, style, historical period, culture) |
| | 7.2 | Know sources of selected genres (e.g. swing, Broadway musical, blues), the evolution of these genres, and musicians associated with them |
| | 7.3 | Know various roles that musicians perform (e.g. entertainer, teacher, transmitter of cultural tradition) and representative individuals who have functioned in these roles |

Reference material:

McRel Standards and Benchmarks (Music)

<http://www.mcrel.org/compendium/SubjectTopics.asp?SubjectID=11>