

PACETTI BAY MIDDLE SCHOOL

MS. SUE SPARKMAN
PRINCIPAL

MS. KELLY JACOBSON
ASSISTANT PRINCIPAL



IB Middle Years Programme Band Year 1,2,3

Course Information

The band program provides students with a holistic music education focused on developing the skills and knowledge necessary to perform and express themselves on a musical instrument. Classes are offered for various levels of experience: beginning, intermediate and advanced. Additional classes in jazz and percussion are also offered that allow the students to explore the styles and techniques of jazz and classical percussion.

Band students will participate in music theory application by developing a rich music vocabulary and knowledge base related to music notation. Students will learn to think musically as they develop competency and knowledge in rhythms, notation, and music technology. The students will work both alone and in small groups as they acquire an awareness of how performing a solo or small ensemble piece is different than playing with the full band.

Each semester, the band students will be part of a large ensemble performance in our school or community. Concert programs will often include pieces demonstrating various genres and styles; representing various time periods or cultures. Students will be expected to demonstrate an appreciation of world music and other forms/styles of music through live performance and listening examples. By experiencing music with their peers, band students will have an opportunity to develop and grow in a caring and open-minded environment.

The Aims of IB MYP Arts

The aims of the teaching and study of MYP arts are for students to:

- Understand how the arts play a role in developing and expressing personal and cultural identities
- Appreciate how the arts innovate and communicate across time and culture
- Become informed and reflective practitioners of the arts
- Experience the process of making art in a variety of situations
- Explore, express and communicate ideas
- Become more effective learners, inquirers and thinkers
- Develop self-confidence and self awareness through art experiences
- Appreciate lifelong learning in and enjoyment of the arts

Objectives of IBMYP Performing Arts

- Knowledge and understanding
- Application
- Reflection and evaluation
- Personal engagement

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Topics

Unit Title	Areas of Interaction	Unit Question
Instrumental Music	Human Ingenuity	How do you express rich musical ideas through your instrument?
Ensemble Playing	Environment	How does the individual affect the class?
Music Theory/History	Human Ingenuity	How and why has music changed over time?
Technology	Human Ingenuity	How can I use technology to create music?
Performances that Matter	Community	How can I as a musician give to my community?

Teaching and Assessment

Criterion A: Knowledge and Understanding

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts
- demonstrate knowledge and understanding of the elements of the art form studied, including specialized language, concepts and processes
- communicate a critical understanding of the art form studied in the context of their own artwork.

Criterion B: Application

- develop an idea, a theme or a personal interpretation to a point of realization, expressing and communicating their artistic intentions
- apply skills, techniques and processes to create, perform and/or present art.

Criterion C: Evaluation and Reflection

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work
- use feedback to inform their own artistic development and processes.

Criterion D: Personal Engagement

- show commitment in using their own artistic processes
- demonstrate curiosity, self-motivation, initiative and a willingness to take informed risks
- support, encourage and work with their peers in a positive way
- be receptive to art practices and artworks from various cultures, including their own.

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Texts and Resources

- Recordings of professional musical groups
- Audio Equipment such as Mp3 player, ipad, laptops, etc.
- Visual equipment such as DVD player, VHS, etc.
- Technology such as LCD projectors, SMARTboards, various web based program for teaching music and developing music theory skills.
- Various method books and workbooks to supplement the concepts taught in the class
- Musical Instruments
- Musical Compositions (ranging in difficulty) of various styles, genres and cultural influence

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IB Middle Years Programme Arts – Years 1,2,3

Course Information

The arts enable us to have an experience we can have from no other source and through such an experience to discover the range and variety of what we are capable of feeling.

Eisner, E. 2002. The Arts and the Creation of Mind

In this class, students will explore art from around the world and throughout time. They will understand that art is connected in dynamic ways to the activities and ideas that all humans have in common. These common human experiences are captured by themes explored in the visual arts program.

The visual arts program will help your child enjoy the processes involved in creating and responding to art. As part of the study of art, all students will create art works that connect meaningfully to their lives. They will learn how to perceive, think, talk, and write and artworks. While becoming aware of beauty in the environment and the importance of art and design in everyday life, students will learn about careers in art and the many art resources in the community.

The student will experience enhance learning of content introduced and will be offered many opportunities to develop in-depth understanding of art as they raise questions and explore issues, relationships and complexities within focused limited topics.

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Topics

UNIT TITLE	IB MYP Area of Interaction	Unit Questions
Who Am I !?	Health and Social Education	How can I communicate who I am through Art?
Principles of Art and Design	Human Ingenuity	How can we use language to describe perceptions?
What is propaganda?!	Community and Services Environment	How can graphic design be used to influence people?

Teaching and Assessment

The visual arts team will provide a combination of a structured, studio-like experience for student arts with a more traditional, middle school teaching environment. Students will work towards final products within each of the topics, and will be assessed using the IB MYP Arts assessment criteria as well as the standard grading scale. Each topic will have a set period of time for instruction, with clear articulation of daily activities.

In addition to completing final products, students will work with a development workbook. This tool, provided by the school, will serve as more than a sketchbook but less than a comprehensive book of everything that happens in class. Students will include critical learning in their workbook, artistic reflections, and examples of art principles. The development workbook will serve as a bridge between teacher and student, with the teacher on occasion providing comments and suggestions on student's efforts in the workbook.

The following assessment criteria have been established by the IB for arts in the MYP. These criteria will be fully explained to students and parents, and will serve as the basis for IB MYP marks provided for final projects and assessing the developmental workbook.

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Criterion D: Personal Engagement

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- support, encourage and work with their peers in a positive way
- be receptive to art practices and artworks from various cultures, including their own.

Texts and Resources

- Arts Guide, Middle Years Programme
- Discovery Education
- Teacher Tube
- Brain Pop

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IB Middle Years Programme Performing Arts – Year 1

Course Information

Performing Arts is a class which provides students an opportunity to develop their creative thinking and communication skills. The students will explore the world of performing arts through a variety of interactive lessons. The performing arts classes will have a weekly performance in the classroom, allowing students to develop confidence in their presentation and performance ability. Reflection of their weekly performances will also encourage growth in developing these skills.

Students will create and perform original raps, jingles, commercials, and music videos. These presentations will include elements of creative writing, drama, music, and movement. Students will also design and perform, in small groups, a reader's theater and musical theater presentation.

In a weekly listening activity, students will be exposed to various genres of music. Students will experience world music and music throughout the decades. They will be asked to apply critical thinking skills as they analyze the various forms of music each week.

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Topics

Unit Title	IB MYP Area of Interaction	Unit Question
Verbal and Non-Verbal Communication	Communication	Why is it important to be a strong communicator?
Rhythm in Our World	Human Ingenuity	Where do we find rhythm in our everyday world?
Creativity in the Arts	Human Ingenuity	How do performers use their creativity to influence society?

Teaching and Assessment

Teaching-

- Connection

s will be made through aural, visual, and kinesthetic demonstrations.

- Through creative writing, students will create a rap, jingle, and a commercial.
- Students will work in groups to create a performance.
- Students will demonstrate physical control and kinesthetic skills in their choices of body percussion and choreography for their performances.

Assessments -

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- be receptive to art practices and artworks from various cultures, including their own.

Texts and Resources

- Audio equipment such as CD players, ipods, laptops, etc
- Visual equipment such as DVD, VHS, etc.
- Technology such as LDC projectors, smartboards, and various software programs
- Various workbooks to reinforce concepts (Sound Ideas by Goodkin, Introduction to Theatre Arts by Zimmerman, and Creative Activities for Music Classes by Parker)

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