

# HORIZONTAL PLANNER

SAENZ - BAND & PERCUSSION MYP Year 3 – Grades 6-10

| Time Frame | Unit Title                   | Learning Experiences                                                                                                                                                                                      | Key Concept            | Related Concept(s)      | Global Context                                                                                                                                                 | Statement of Inquiry                                                                                                                                                                                                                                                                                                                                                                                       | Objectives/ Strands      | ATLs                                            | Learner Profile           |
|------------|------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------|-------------------------------------------------|---------------------------|
| Q1         | The Musical Language         | Basics, Scales, Rhythm & Notation, Introduction to Sight-reading, Self-Reflection, Progress Monitoring, At-home Practice Techniques<br><br><u>Summative Assessment:</u><br><i>Scale/Song Test</i>         | Form                   | Structure, Expression   | <b>Personal and Cultural Expression</b><br><br>Conceptual Understanding:<br><b>The development of skills leads to interpretation and expression of music.</b>  | <b>Symbols and conventions used to convey meaning to audiences are influenced by form and structure.</b><br>F: Does structure and repetition lead to improved performance?<br>C: How can a musician improve without practicing their skills?<br>D: Does having a mastery of skills give you more freedom in performance?                                                                                   | A.i., B.i., C.i., D.i.   | Affective Skills, Critical-Thinking Skills      | Communicators Inquirers   |
| Q2         | Setting the Stage            | Concert Preparation, Concert Programming, Posture, Performance Preparation, The Recording Process<br><br><u>Summative Assessments:</u><br><i>Concert Performance/Midterm Solo</i>                         | Communication          | Presentation, Role      | <b>Identities and Relationships</b><br><br>Conceptual Understanding:<br><b>Art is a structure of communication that allows students to express themselves.</b> | <b>Knowledge is a tool that allows you to express yourself more effectively across many cultures.</b><br>F: What elements of music allow us to communicate across various cultures?<br>C: How does knowing the elements of music allow us to communicate more effectively?<br>D: Is music a universal language?                                                                                            | A.ii., B.ii, C.i., D.ii. | Collaboration Skills, Organization Skills       | Open-Minded Caring        |
| Q3         | Learning Creative Elements   | Chromatic Scale, Instrument Range-Building, Dynamics, Score Mapping, Expression, Interpretation, Composer's Intent<br><br><u>Summative Assessment:</u><br><i>Scale/Song Test</i>                          | Creativity             | Composition, Innovation | <b>Personal and Cultural Expression</b><br><br>Conceptual Understanding:<br><b>Communication plays a necessary role in expressing yourself.</b>                | <b>The development of a collective creation involves intended communication and expression between performers and their audience.</b><br>F: What are the important components of a successful production?<br>C: How does a performance communicate our common experiences?<br>D: What's more important: the process or the product?                                                                        | A.i., B.i., C.i., D.i.   | Communications Skills, Creative-Thinking Skills | Knowledgeable Risk-Takers |
| Q4         | Connecting with the Audience | Extended Techniques, Sightreading, Phrasing, Extended Expression, Connecting with the Audience, Performance Etiquette<br><br><u>Summative Assessment:</u><br><i>Concert Performance/Final Exam Scales</i> | Time, Place, and Space | Genre, Audience         | <b>Orientation in Space and Time</b><br><br>Conceptual Understanding:<br><b>Performers create connections with their audience in the performance space</b>     | <b>Live music can create emotional and meaningful connections between the performers and the audience.</b><br>F: What elements of a performance will the audience members appreciate?<br>C: How can we modify our program to cater to the preferences and happiness of our audience members?<br>D: In what ways can we positively influence the emotional connections between the audience and performers? | A.ii., B.ii, C.i., D.ii. | Transfer Skills, Reflection Skills              | Thinkers Reflective       |

*\*All units connect to performance techniques for live performances and leadership/tutoring skills.*