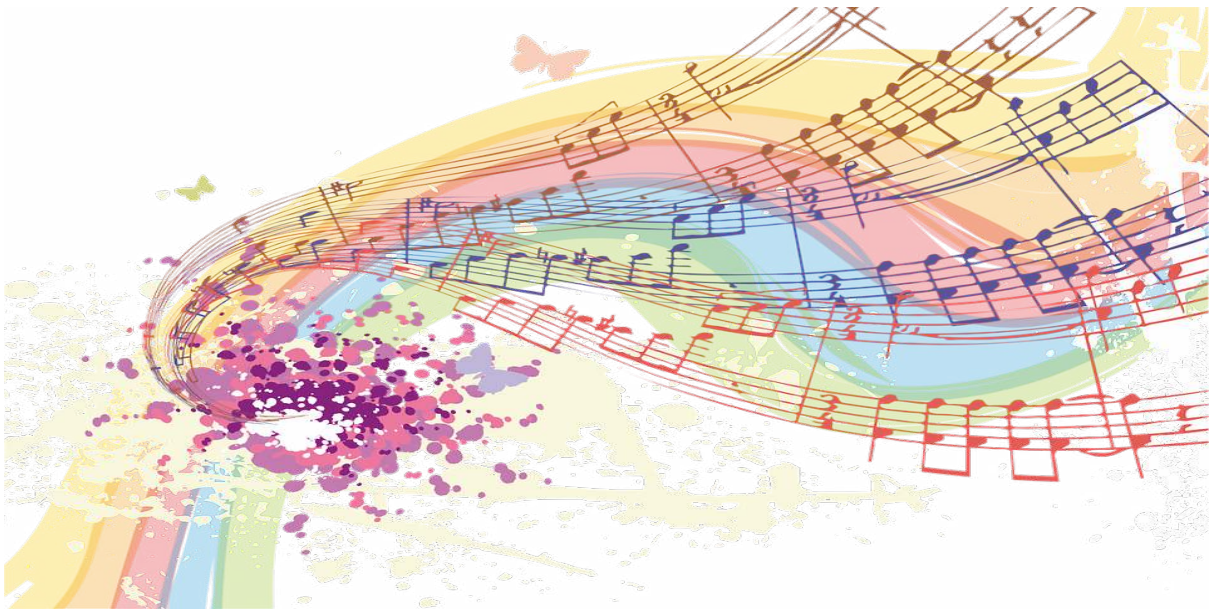


MUSIC

SUBJECT CONTINUUM



At TRINT, we believe that creative thinking is a skill needed in the 21st century workplace. It is therefore important that the students learn to approach challenges from different perspectives and that they learn to express themselves in different ways.

In addition to practical, critical and problem-solving skills, the students will learn how the arts can also improve quality of life by stimulating curiosity and enhancing the imagination. The students will develop and express a strong sense of self and a sense of the world around them, as well as developing their own personal bonds with indigenous heritage and various cultures from around the world

HOW TO READ THIS DOCUMENT:

The document is sectioned into two parts; the Primary Years Programme (PYP) and the Middle Years Programme (MYP).

PRIMARY YEARS PROGRAMME,

IN THE SECTION FOR THE PYP YOU WILL FIND:

Written Curriculum for the various year levels.

Contains conceptual understandings from the International Baccalaureate PYP subject documents as well as competency targets from the Norwegian curriculum. We are obliged to teach the Norwegian curriculum, and we teach through the framework and lens of the IB. Therefore, they are written parallel to each other to show correlation.

Examples of taught curriculum

Examples of how we work with the targets above in our lessons and our units. This is not an extensive list, neither is it a representation of what is done every year. It gives insight into methods and approaches that may be used by our teachers.

Milestones

The milestones refer to skills and understandings that we believe a child will reach by the end of this age-mix. These are milestones that we are working towards, connected to the written curriculum.

How can you support your child

These are tips from our teachers on how you can support your child in the subject at home, outside of the regular homework.

PRIMARY YEARS PROGRAMME

How are arts practices changing?	
Increased emphasis on:	Decreased emphasis on:
collaborative planning and dialogue with classroom teachers and other single-subject teachers	individual planning in isolation from other teachers
arts teachers involved with the process of developing the units of inquiry and defining the central idea	classroom teachers developing the units of inquiry and defining the central ideas that are disseminated to arts teachers
planning for a conceptual understanding	thematic planning: for example, working on a play, composition, dance or a piece of visual art that is connected to a particular theme or topic
arts teachers viewed (and viewing themselves) as PYP teachers	arts teachers seen as solely single-subject teachers
students learning, observing and performing in different areas of the school and community	students remaining at all times in the arts rooms for lessons
arts as an avenue to inquiry	arts supporting other areas of the PYP
a variety of modalities, activities, assessments and artistic experiences	a textbook-driven arts curriculum
students exposed to arts from multiple cultures, genres, time periods and languages	students allowed access only to arts from a single culture
students' questions directing arts projects, and individual creativity valued and encouraged	teacher-led arts projects
deeper understanding of concepts behind artistic experiences	superficial use of artistic conventions
assessing students' understanding regularly through all stages of the creative process, as well as the final product.	assessment of the end product or performance only.

PYP 1 – 2 WRITTEN CURRICULUM

IB curriculum framework	Norwegian curriculum
<p>We can express ourselves through arts.</p> <p>Applying a range of strategies helps us to express ourselves.</p> <p>We enjoy and experience different forms of arts.</p> <p>The art is a means of communication and expression.</p> <p>People share art with others.</p> <p>We are receptive to art practices and artworks from different cultures, places and times (including our own).</p>	<p>Participate in a repertoire of singing games, songs and dances taken from the students’ own musical culture and from their cultural inheritance</p>
<p>The creative process involves joining in, exploring and taking risks</p>	<p>Explore and experiment with pulse, rhythm, tempo, timbre, melody, dynamics, harmony and form in dance, with their voice and by playing instruments</p>
<p>We can enjoy and learn from creating art.</p> <p>In creating art, people make choices to construct meaning about the world around them</p> <p>We solve problems during the creative process by thinking critically and imaginatively.</p> <p>We are receptive to the value of working individually and collaboratively to create art.</p> <p>People make meaning through the use of symbols</p> <p>People communicate ideas, feelings and experiences through the arts.</p>	<p>Play with the basic elements of music through sound and voice, make patterns and put together the patterns to make simple improvisations and compositions, including using ICT.</p>
<p>Our experiences and imagination can inspire us to create.</p> <p>We can communicate our ideas, feelings and experiences through our artwork.</p> <p>We express our responses to artwork in a variety of ways.</p> <p>We reflect on our artwork and the work of others.</p> <p>We are receptive to art practices and artworks from different cultures, places and times (including our own).</p>	<p>Communicate experiences of different musical expressions through conversations and artistic forms of expressions.</p>

EXAMPLES OF TAUGHT CURRICULUM

- Working with **creating and expressing music** through singing songs they know, singing as a group, including indigenous songs, dancing and playing games from around the world, playing percussion instruments, composing sequences of music using percussion, garage band
- Working with **listening to and enjoying music** through listening to music and drawing in response, talking about how music makes us feel, discussing similarities and differences in music from different cultures.

MILESTONES

- Be open to learning songs in various languages.
- Sing in unison and in canon
- Remember melody and lyrics for a Norwegian and an English song.
- Discuss music related to feelings expressions
- Make a small composition using simple instruments
- Express music through movement
- Communicating with your peers using music and movement

HOW CAN YOU SUPPORT YOUR CHILD

- Share the music you enjoy
- Dance and sing together
- Experience live performances
- Explore music from other cultures and in other languages
- Read texts with rhymes and rhythm
- Play clapping games and other rhythmical games

PYP 3 – 4 WRITTEN CURRICULUM

PYP curriculum framework	Norwegian Curriculum
We make connections between our artwork and that of others to extend our thinking.	Carry out and explore a repertoire of songs and dances from various musical cultures, including Sami music culture
When experiencing arts, we make connections between different cultures, places and times.	
We can reflect on and learn from the different stages of creating.	Sing and play instruments individually and with others by ear or using simple notation
	Experiment with rhythms, melodies and other elements of music, put together patterns to make compositions including using digital tools, and describe ways of working and results
We can explore our personal interests, beliefs and values through arts.	Express their own experiences of music and describe the use of musical effects with the help of simple subject terminology
We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.	
Arts have the power to influence thinking and behaviour	Talk about and reflect upon how music creates meaning when it is used in various social contexts
There is a relationship between the artist and the audience.	
People explore issues, beliefs and values through arts.	
There are different kinds of audiences responding to different arts	

EXAMPLES OF TAUGHT CURRICULUM

- Working with **creating and expressing music** through singing in rounds, expression in singing, dancing to different instruments and music, playing ukulele and keyboard, musical notation and tabs, garage band
- Working with **listening to and enjoying music** through listening to music and discussing, talking about how music makes us feel, discussing similarities and differences in music from different cultures, reflecting on film music and advertisement, dancing together for fun

MILESTONES

- Transcribe music using formal or informal notation
- Play an instrument in a structured way by following formal or informal notation
- Knowing names of common instruments, indigenous instruments, as well as musical terminology: melody, rhythm, form
- Using melody, rhythm and form in composition
- Expressing emotions and ideas through music and dance
- Discuss which areas in the subject they enjoy most: genre, dance, instruments, singing, listening, language,
- Discuss differences in music connected to genres and culture
- Sing in unison, canon, call and response, in smaller groups and solo.
- Listen to and respond to the musical expressions of your peers

HOW CAN YOU SUPPORT YOUR CHILD

- Share the music you enjoy
- Dance and sing together
- Experience live performances
- Explore music from other cultures and in other languages
- Read texts with rhymes and rhythm
- Play clapping games and other rhythmical games
- Participate in the cultural offers in Tromsø (choir, dance, band, instruments etc)

PYP 5 - PYP 6 WRITTEN CURRICULUM

PYP curriculum framework	Norwegian curriculum
Through exploring arts across cultures, places and times we can appreciate that people innovate.	Carry out a repertoire of music, songs, other vocal expressions and dances from contemporary time and history
People communicate across cultures, places and times through arts.	
We act on the responses to our artwork to inform and challenge our artistic development.	Explore and discuss how music from the past influences modern music
	Practice and perform songs and music, in groups or individually, playing by ear or with the use of simple notation.
	Listen, experiment and create new expressions with instruments, body, voice or sound from other sources, and present the result.
We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.	Use technology and digital tools to create, practice and process music.
	Use subject terminology in descriptions of and reflection upon work processes, results, musical expressions and effects.
	Explore and express musical experiences
The arts provide us with multiple perspectives.	Explore how gender, gender roles and sexuality are presented in music and dance in the public sphere and create expressions that challenge stereotypes.
Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.	Reflect upon how music can play different roles for the development of individuals' and groups' identity.
We reflect and act on the responses to our creative work.	

EXAMPLES OF TAUGHT CURRICULUM

- Working with **creating and expressing music** through singing with different voices, expression and pitch in singing, dancing to other students playing, learning dance steps, playing ukulele and keyboard and composing own songs, musical notation and tabs, garage band and sound trap.
- Working with **listening to and enjoying music** through investigating what music is used where, watch and analyse music videos and lyrics, music in different contexts, music and dance to show identity.

MILESTONES

- Research music from different eras and cultures
- Understand the basics of formal notation and be able to apply it
- Learn chords and scales and improvise with these
- analyse music videos and lyrics
- Sing in unison, canon, call and response, in smaller groups, solo and with two-part harmonies
- Develop areas in the subject they enjoy most: genre, dance, instruments, singing, listening, language,
- Using melody, rhythm, form, timbre, dynamics in compositions connected to music and dance
- Perform music and dance together with awareness of the different roles

HOW CAN YOU SUPPORT YOUR CHILD

- Take part in your child's musical interests
- Share the music you enjoy
- Dance and sing together
- Experience live performances
- Explore music from other cultures and in other languages
- Read texts with rhymes and rhythm
- Participate in the cultural offers in Tromsø (choir, dance, band, instruments etc)
- Have instruments at home
- Watch music and dance documentaries
- Practice active listening

*MIDDLE YEARS PROGRAMME,
IN THE SECTION FOR THE MYP YOU WILL FIND:*

Written Curriculum for the various year levels.

This section contains the competency targets from the Norwegian curriculum, and a brief outline of the four criteria used for assessment. We are obliged to teach the Norwegian curriculum, and we teach through the framework and lens of the IB.

Examples of taught curriculum

Here you will see examples of how we work with the targets above in our lessons and our units. This is not an extensive list, neither is it a representation of what is done every year. It gives insight into methods and approaches that may be used by our teachers.

Milestones

The milestones refer to skills and understandings that we believe a child will reach by the end of this age-mix. These are milestones that we are working towards, connected to the written curriculum.

How can you support your child

These are tips from our teachers on how you can support your child in the subject at home, outside of the regular homework.

MIDDLE YEARS PROGRAMME

MYP Music is a framework fostering conceptual knowledge rather than a pre-set progression from one single book.

In the MYP the students will have assessments leading to a final grade in the subject. In comparison to many other programmes and countries, the MYP assess students in four pre-set criteria that links to the main objectives of the subject.

Criterion A: Investigating

Through the study of art movements or performances, students come to understand and appreciate the arts. They use and further develop their research skills to draw on a range of sources, understanding that, in the arts, sources are not limited to texts; they can also include audio and video recordings and images. All sources used must be referenced in accordance with the school's academic integrity policy. Students use and further develop information literacy skills to evaluate and select relevant information about the art movements or performances. While contextual information should be included, the focus of the investigation is the art movements or performances, not extensive biographical information about artists. Students learn how to critique the artworks of others and to communicate in subject-specific language or terminology.

Criterion B: Developing

Development of ideas through practical exploration provides the opportunity for active participation in the art form. Practical exploration requires students to acquire and develop skills/techniques and to experiment with the art form. Evidence of practical exploration cannot be limited to written form. Students must evidence extensive and varied practical exploration and refinement in their idea(s).

Criterion C: Creating/Performing

The acquisition and development of skills is evident in both process and outcome. Formative assessment supports students' acquisition and development of skills and techniques in the process stage. The students' command of skills and techniques is demonstrated through the creation or performance of a finalized artwork that is summative assessed.

Criterion D: Evaluating

MYP arts promote the development and application of reflection and critical-thinking skills so that students become reflective practitioners. Through reflecting on their work and on themselves, students become more aware of their own artistic development and the role that the arts play in their lives and in the world. When evaluation their own artwork or performance, students should consider elements, techniques and context. The arts process journal should be used throughout the process stage to keep a record of reflections that students can refer to when developing the final reflection. Development as an artist includes development of personal skills, such as affective skills and problem-solving skills, as well as development of artistic skills and techniques.

MYP 2-5 Written Curriculum

Norwegian competency targets

Carry out a varied repertoire of music, songs, other vocal expressions and dances

Reflect upon how musical traditions, including Sami music traditions, are preserved and renewed

Work together with others in order to plan and carry out practice sessions which include songs chosen by the students, other vocal expressions, playing instruments or dancing, and show the result in a group or individually.

Create and program musical sequences by experimenting with sound from various sources

Explore and express musical experiences and reflect upon the use of musical tools (?)

Listen and try out different expressions and explain your choice of creative processes from ideas up until finished result

Use aural and notation techniques as support in creative work

Use relevant subject terminologies in creative work and in reflections related to processes and results

Explore and reflect on how music, song and dans as aesthetical expressions are influenced by, and expressions for, historical and societal relationships, and create expressions which focus on contemporary challenges

Explore and discuss the significance of music and dance in society and ethical issues connected to musical statements and culture

Carry out a varied repertoire of music, songs, other vocal expressions and dances

Reflect upon how musical traditions, including Sami music traditions, are preserved and renewed

Work together with others in order to plan and carry out practice sessions which include songs chosen by the students, other vocal expressions, playing instruments or dancing, and show the result in a group or individually.

Create and program musical sequences by experimenting with sound from various sources

Explore and express musical experiences and reflect upon the use of musical tools (?)

Listen and try out different expressions and explain your choice of creative processes from ideas up until finished result

Use aural and notation techniques as support in creative work

Use relevant subject terminologies in creative work and in reflections related to processes and results

Explore and reflect on how music, song and dans as aesthetical expressions are influenced by, and expressions for, historical and societal relationships, and create expressions which focus on contemporary challenges

Explore and discuss the significance of music and dance in society and ethical issues connected to musical statements and culture

Carry out a varied repertoire of music, songs, other vocal expressions and dances

EXAMPLES OF TAUGHT CURRICULUM

- Working with **creating and expressing music** through singing with different voices, expression and pitch in singing, dancing to other students playing, learning dance steps, playing instruments and composing own songs, musical notation and tabs, digital tools
- Working with **listening to and enjoying music** through investigating what music is used where, watch and analyse music videos and lyrics, music in different contexts, music and dance to show identity, learning about music history, active listening

MILESTONES FOR END OF MYP 3:

- Study the connection between music history and important historical events
- Study indigenous music
- Develop areas in the subject they enjoy most: genre, dance, instruments, singing, listening, language, composition, production, notation and musical theory.
- analyse music videos and lyrics
- Sing in unison, canon, call and response, in smaller groups, solo and with three-part harmonies
- Using elements of music in compositions connected to music and dance
- Perform music and dance together with awareness of the different roles
- Share ideas, plan, create, evaluate and reflect on your own creative work.

HOW YOU CAN SUPPORT YOUR CHILD:

- Take part in your child's musical interests
- Encourage ownership over musical journey (support them finding and buying concert tickets, theatre experiences etc)
- Share musical experiences during common shared activities (meals, mornings, car, etc)
- Experience live performances
- Explore music from other cultures and in other languages
- Participate in the cultural offers in Tromsø (choir, dance, band, instruments etc)
- Have instruments at home
- Watch music and dance documentaries
- Practice active listening