

Theme: How We Express Ourselves <u>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</u>	
Central idea: " We can express ourselves through making music and by responding to music."	Lines of inquiry: <ul style="list-style-type: none"> • Listening and responding to different kinds of music • Moving to different kinds of music • Making music creatively
Concepts: function, causation, reflection Related Concepts: sequences, pattern, interpretation	Targeted Profile: Risk Taker, Open-minded Targeted Attitudes: Appreciation, Cooperation, and Independent Targeted Transdisciplinary Skills: Communication Skills
Pre-assessment: "What do you know about music?" "How do you respond to different kinds of music?"	Summative Task: The students will be performing their musical project as their summative task in their first Assembly in 27 August . CRITERIA: <ul style="list-style-type: none"> ▪ Students choose one instrument to be used for their performance ▪ Students use appropriate techniques in applying it ▪ Students perform in an individual performance and/ or group performance

PYP Planning combined with Kath Murdoch's Inquiry Model:

Time and Duration	What do we want to learn from The Expressions through Music Unit? <i>Apa yang dipelajari dalam pembelajaran Ekspresi dengan Musik?</i>	How best will we learn during The Expressions through Music Unit? <i>Bagaimana rancangan pembelajaran " Ekspresi dengan Musik" yg terbaik ?</i>	How will we know what we have learned about The Expressions through Music Unit? <i>Bagaimana dapat diketahui apa yang telah dipelajari tentang "Ekspresi dengan Musik" - penilaian?</i>	What resources will we use for The Expressions through Music Unit? <i>Sumber belajar apakah yang akan digunakan untuk mendukung pembelajaran "Ekspresi dengan Musik"?</i>
19 – 23 July 2010	Students will be able to understand or have an idea of what is music. Students feel the differences and similarities between the various forms of music (pop, rock, dangdut, slow, high beat, etc).	Tuning In - Ask children what is 'music' to them. Encourage them to either draw or illustrate their ideas to explain what they think of when they are asked about music. Teacher should conduct a conference with each child and record each child's response as explanation of what was drawn, written or expressed. - Show different musical instruments and ask children if	Pre-assessment: Teachers will be able to assess children's existing knowledge on music. Students Output/ response (drawings) Teachers Observation/ Anecdotal Record	-A4 paper -Colour pencils -Different types of musical instruments at Music centre -Books about music at reading centre

		they recognize these. Do they know what sound each instrument creates? - Read books about music.		
	Students will be introduced to different patterns and follow those.	Finding Information Math Integration Teachers create pattern and ask children to follow it. The pattern can be varied. (tap, tap, clap, etc)	Teachers Observation	
	To listen and respond to stories about musical instruments.	Language Integration Teachers will read books about music to students and ask them about their understanding on what they have listened to. Discuss the book. Ask them to identify the musical instruments in the classroom.	Students response Anecdotal Record Teachers Observation	Books
26 -31 July 2010	Students will be able to discuss further and share ideas on what they know about music.	Sorting Out The teacher will ask the same question as last week, this time, the children are expected to say something more than what they shared previous week. "What is Music?" Teacher then will encourage everyone to discuss further their answers. Teacher might introduce musical instruments and together, will listen how an instrument sounds.	Anecdotal record Teacher's observation Students response	A4 paper Color pencils Musical instruments
	To recognize and recreate patterns	Math Integration Teacher show patterns in different areas: symbols, colours, numbers, letters, movements etc. Ask children	Anecdotal record	Shapes Whiteboard Symbols Colors Students themselves

		what are these and encourage to recreate pattern using different medium.		
	Students are able to share and discuss their favourite instruments	Language Integration Students will pick their favourite instruments and share their thoughts with peers.	Observations	Musical instruments
2- 6 August, 2010	Students are able to tell sound of a musical instrument by just listening to it being played.	Going Further Children will be given opportunity to develop a skill of telling the sound made by a particular musical instrument. "Guess what am I" game will be played with children. The teacher will play different musical instruments with children's eye closed (or their backs facing the teacher). Then, the teacher will ask the children to guess what kind of musical instrument was just played.)	Students' awareness of sound made by a musical instrument. Checklist Teacher's observation	Actual musical instrument inside the classroom.
	Tapping with pattern	Math Integration: Students bring in their favourite musical instruments and let children apply pattern as they make sound out of the instruments.	Children will be observed how they integrate numbers/measurement using musical instruments Student's responses Student's checklist Teacher's observation	Math Their Ways Musical instruments Paper Star and circle shapes
	Students will be able to develop awareness of names of letters and recite it.	Language Integration: Children will be singing "ABC" song Children will be introduced with letter 'a' and words which started with it. (e.g ambulance, apple, angel, arrow, ant,etc)	Teacher's Checklist	Musical instruments 'a' flash cards Letter treasure bags

		Children will be asked to look for letter 'a' in the treasure bags.		
9-13 August, 2010	Students will be able to respond (movement) to different music presented to them. (Fast, slow, happy, classic, modern)	<p>Going Further Teacher will play different music (tempo, lyrics, language etc) and let children react/ respond to the music. DO they respond differently if they hear music in familiar language? ...Do they respond accordingly to the rhythm of the music?</p> <p>In mat time after the activity, ask children in groups why they danced with fast & active music? In general, ask children why they reacted/responded the way they did?</p>	<p>Children will be assessed on their understanding of their responses to music they heard. - Will they move slowly to a fast music or vice versa?</p> <p>Children will be assessed on their understanding of their responses to the music they heard.</p> <p>Student's response Teacher's observation</p>	Audio CD CD player
	Students are able to show one-to-one correspondence when counting the musical instruments	<p>Math Integration: Sorting musical instruments into 2 categories (small and big) and counting them in correct sequence.</p> <p>Different musical instruments will be provided to the children and they will sort it out based on their size. They count the musical instruments in correct sequence</p>	Teacher's Observation	<p>Musical instruments inside the classroom</p> <p>Song: one little, two little, 3 little Indians; 5 little ducks</p>
	Students are able to develop and build up vocabulary about their current unit: music, instruments, rebana, xylophone, drum, movements, fast, slow, etc.	<p>Language Integration: Teacher will encourage children to use the new vocabulary relating to the unit by using it first and encouraging children to use it in their conversations.</p>	Children will be observed in their understanding and use of vocabulary related to the unit (Music).	Flash card Pictures of different objects

<p>16-20 August 2010</p>	<p>They should be able to talk about the music they heard and why they respond the way they did. Children will be observed on their reactions: - When they hear different kinds of music. Record. - What type of music children can relate to if they are happy, sad, scared etc</p>	<p>Reflection</p> <p>Teacher will play several music and record children's reactions.</p> <p>Teacher ask children's feelings when they hear music.</p>	<p>Children will be assessed on:</p> <p>-Their reactions when they hear different types of music. -Can they talk about their feelings when they hear different types of music.</p>	<p>Audio Player</p>
	<p>To use movements and objects to create pattern</p>	<p>Math Integration: Teacher will model how to do pattern in movement (i.e. stand up, sit down, stand up, sit down; 2 sit downs and 1 stand up, etc)</p> <p>Using previous week's material, instead of calling out the names, the children will have to count and sort the items according to the number they get.</p>	<p>Student's response Teachers observation</p>	
	<p>Children will learn to take turn in sharing their feelings about particular music within a group and listen to their peers.</p>	<p>Language Integration: Class sharing</p>	<p>Children will talk about what they feel when they listen to different types of music</p>	
<p>27 August 2010</p>		<p>Action Performance in the Assembly</p>		