

KIS International School Weekly Planning Documentation: Specialists

Music Department

Wk Beg: 21 March 2022 - Music - G2 - G5

Grade:	Teachers and collaborators:	Week Beginning:	
G2-G5	Chris Parry	21 March 2022 Week 9	
TD Theme:	Central Idea:	Lines of Inquiry:	
How we Express Ourselves	Playing a musical instrument requires practice and dedication	An enquiry into musical instruments, how they work, how we play together and what skills are necessary for success.	
Focus LP:	Focus QLB	Key Concepts & Related concepts:	ATLs/Skills:
			Communication skills
Guiding Questions:		Teacher Questions:	
Vocabulary: ensemble, percussion, reggae, samb. guitar, ukelele, fret.blues. Rock and roll.			

Grade Level	Learning Outcomes	Learning engagements	Success criteria/Assessments	Seesaw Activity / Google Classroom Engagement
G2	Display ensemble skills through group singing or playing of songs from around the world Maintain a part as a member of a group in a simple part song or piece of music Maintain a part in a group instrumental piece Perform from signals and or written symbols and respond to a variety of musical instructions.	Read and reproduce basic rhythms. Instrument selection. Introduction to pentatonic scale Playing together as we begin to create our ensemble Transition between different sections of our music	Students can read and reproduce a basic rhythm written in stick notation and beat circles divided into multiple parts Students will begin to hold their own part within an ensemble piece Students can begin to transition between musical sections	
G3	Display ensemble skills through group singing or playing of songs from around the world Maintain a part as a member of a group in a simple part song or piece of music Perform from signals and or written symbols and respond to a variety of musical instructions. Maintain a part in a group instrumental piece	Read and reproduce rhythms. Instrument selection. Move to samba reggae Transition between different sections of our music	Students can read and reproduce a more complex rhythm written in stick notation, bars and beat circles. Students will begin to hold their own part within an ensemble piece and transition between different musical sections	
G4	Play and sing an expanding repertoire of increasingly challenging songs from around the world as a group. Play and sing with others to continue further	Ukelele, how it works, how to care for it. Basic chords: The chords of C, Am, F and G Students will transition between chords in a song	Students will hold their instruments correctly and be able to play the chords of C, Am, F and G Students can sing and play	

	<p>development of ensemble skills and awareness of audience. Perform pieces and accompaniments on a wide range of instruments, using a range of appropriate playing techniques and with dexterity and control over the musical elements Read from a written system of symbols to perform new songs and respond to a variety of musical instructions.</p>	<p>Play along: The Show</p>	<p>their first song Students will transition, with care, between chords Students will follow a written song sheet and follow a play along song</p>	
G5	<p>Play and sing an expanding repertoire of increasingly challenging songs from around the world as a group. Play and sing with others to continue further development of ensemble skills and awareness of audience. Perform pieces and accompaniments on a wide range of instruments, using a range of appropriate playing techniques and with dexterity and control over the musical elements Read from a written system of symbols to perform new songs and respond to a variety of musical instructions.</p>	<p>Guitar, how it works, how to care for it. Basic chords: The chord of A, D and E Students will transition between chords in a song Play along: 12 Bar Blues Play along: Blue Suede Shoes</p>	<p>Students will hold their instruments correctly and be able to play the chord of A, D and E Students can sing and play their first song Students will play, with care, a 12 bar blues pattern and read a written song sheet</p>	