



IB Diploma Music COURSE OUTLINE

Higher Level

Guidelines for Course Entry: 18 credits in Level 1 Music with Merit grades in two Achievement Standards. Students must have individual instrumental or vocal tuition throughout the two-year IB course.

Course Content:

This course enables students to develop their musical skills through solo performance and composition, to develop their perceptual skills in response to a wide variety of music (classical, jazz etc.) and to explore the diversity of music throughout the world. Students also undertake an investigation into a topic of their choice consisting of no more than 2,000 words. This course assists students in developing their potential as a musician, both personally and collaboratively.

Assessment:

Internal: 50% – Solo performance and written composition

External: 50% – Listening examination, musical links investigation

Standard Level

Guidelines for Course Entry: Basic knowledge of music theory (approximately Grade 2) but formal music study is not essential. Two to three years' experience on an instrument prior to starting the IB course, or experience of playing/singing in a group. Students must have individual instrumental or vocal tuition throughout the two-year IB course.

Course Content:

This course enables students to develop their musical skills through solo or group performance, to develop their perceptual skills in response to a wide variety of music (classical, jazz and crossover styles) and to explore the diversity of music throughout the world. Students also undertake an investigation into a topic of their choice. This course assists students in developing their potential as a musician, both personally and collaboratively.

Assessment:

Internal: 50% – Solo performance and written composition

External: 50% – Listening examination, musical links investigation

Having followed the music course at SL or HL, you will be expected to demonstrate:

1. knowledge, understanding and perception of music in relation to time, place and cultures
2. appropriate musical terminology to describe and reflect your critical understanding of music
3. comparative analysis of music in relation to time, place and cultures (unlike at SL, HL you are also expected to demonstrate this in response to pieces not previously studied)
4. creative skills through exploration, control and development of musical elements (SLC, HL)
5. performance skills through solo music making (SLS, HL) or group music making (SLG)
6. critical-thinking skills through reflective thought.

Syllabus component	Suggested teaching hours	
	SL	HL
Musical perception This component is compulsory for SL and HL students.	75	90
Creating This component is compulsory for HL and SLC* students only.	75	75
Solo performing This component is compulsory for HL and SLS* students only.	75	75
Group performing This component is compulsory for SLG* students only.	75	N/A
Total teaching hours	150	240

Assessment objective	Which component addresses this assessment	How is the assessment objective addressed?
1. Demonstrate knowledge, understanding and perception of music in relation to time, place and cultures	Listening paper	External assessment—mark band descriptors, criteria and detailed mark schemes
	Musical links investigation	External assessment criteria
2. Demonstrate appropriate musical terminology to describe and reflect your critical understanding of music	Listening paper	External assessment—mark band descriptors, criteria and detailed mark schemes
	Musical links investigation	External assessment criteria
3. Demonstrate comparative analysis of music in relation to time, place and cultures	Listening paper	External assessment—mark band descriptors, criteria and detailed mark schemes
	Musical links investigation	External assessment criteria

4. Demonstrate creative skills through exploration, control and development of musical elements (SLC, HL)	Creating	Internal assessment criteria
5. Demonstrate performance skills through solo music making (SLS, HL) or group music making (SLG)	Performing	Internal assessment criteria
6. Demonstrate critical-thinking skills through reflective thought	Listening paper	External assessment—mark band descriptors, criteria and detailed mark schemes
	Musical links investigation	External assessment criteria
	Creating	Internal assessment criteria

Assessment Outline – Standard Level

Assessment component	Weighting
External assessment (75 teaching hours)	50%
<i>Listening paper (2 hours 15 minutes)</i>	30%
Five musical perception questions (100 marks)	
Section A	
You answer two questions. Question 1 or question 2 (20 marks) Question 3 (20 marks)	
Section B	
You answer three questions. Question 4 or question 5 (20 marks) Question 6 (20 marks)	
Question 7 (20 marks)	

<p>Internal assessment (75 teaching hours)</p> <p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>You choose <i>one</i> of the following options.</p> <p><i>Creating (SLC)</i></p> <p>Two pieces of coursework, with recordings and written work (30 marks)</p> <p><i>Solo performing (SLS)</i></p> <p>A recording selected from pieces presented during one or more public performance(s), 15 minutes (20 marks)</p> <p><i>Group performing (SLG)</i></p> <p>A recording selected from pieces presented during two or more public performances, 20–30 minutes (20 marks)</p>	<p>50%</p>
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Assessment Outline – Higher Level

Assessment component	Weighting
<p>External assessment (90 teaching hours)</p>	<p>50%</p>
<p><i>Listening paper (3 hours)</i></p> <p>Seven musical perception questions (140 marks)</p> <p>Section A</p> <p>You answer two questions. Question 1 or question 2 (20 marks) Question 3 (20 marks)</p> <p>Section B</p> <p>You answer four questions. Question 4 (20 marks)</p> <p>Question 5 (20 marks) Question 6 (20 marks) Question 7 (20 marks)</p> <p>Section C</p> <p>You answer one question. Question 8 (20 marks)</p>	<p>30%</p>

Internal assessment (150 teaching hours)	50%
This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.	
<i>Creating (75 hours)</i>	25%

REQUIRED MATERIALS

Pen

Pencil

IB Student Companion

TEXTS

Roger Kamien, Music: An Appreciation, 9th ed.

American in Paris, George Gershwin (music score) Petite Messe Solennelle, Rossini (music score)

ONLINE RESOURCES

<https://computermusic.musicfirstclassroom.com.au/>

<https://sites.google.com/site/ibmusicworkshopsingapore/home>

www.musictheory.net/

www.musictheoryvideos.com/

www.emusictheory.com/

www.gmajormusictheory.org/

www.essential-music-theory.com/

www.imslp.org (scores)

IB Diploma Music Internal Dates 2015

Monday: Listening | **Tuesday:** MLI | **Wednesday:** MLI/Composition

Thursday: Composition | **Friday:** Performance Masterclass

Date	Internal
Monday March 23	Creating #1 Draft
Monday March 30	MLI Draft
Monday April 20	Creating #1 Realisation Due.
Tuesday April 28	MLI Due
Mon/Tues June 18 & 19	Solo Performance #1 5 mins
Monday June 22	Creating #2 Draft
Monday July 27	Creating #2 Realisation Due.
Mon & Tues Sept. 7 & 8	Solo Performance #2 5 mins

Diploma Music Course

