

IB DP MUSIC STANDARD LEVEL HANDBOOK

SAPPORO KAISEI SECONDARY SCHOOL



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INTRODUCTION

Music is a universal form of expression with inward significance for an individual or a community. The IB DP music program reinforces understanding of familiar and unfamiliar musical cultures in different parts of the world, at different times.

This course provides students an effective preparation for further study in music or in music career pathways. As for students pursuing other careers, this course provides an opportunity to be a lifelong participant in music.

Apart from music subject knowledge, students gain experience for their personal growth and develop an international perspective while maintaining their own identity during this course. It is a significant part in our school's mission statement.



MUSIC

STANDARD LEVEL (SL)

Music (SL) is provided as one of the subject choices in the arts (group 6) at Kaisei. Students are expected to spend 150 contact hours in the DP. Study of musical perception is compulsory; one of the following options, creating or solo performing, would be chosen to fulfill the subject requirements.



AIMS AND OBJECTIVES

Through studying arts, students become aware of how artists work and communicate. The aims of music subject are to enable students to:

1. Enjoy lifelong engagement with arts
2. Become informed, reflective and critical practitioners in the arts
3. Understand the dynamic and changing nature of the arts
4. Explore and value the diversity of the arts across time, place and cultures
5. Express ideas with confidence and competence
6. Develop perceptual and analytical skills
7. Develop their knowledge and potential as musicians, both personally and collaboratively.




APPROACHES TO
TEACHING AND
APPROACHES TO
LEARNING

Throughout the course, students study music from a range of times, places and cultures. At DP level, students own their learnings by actively engaging themselves in different course activities and making connections in their works under guidance. They are encouraged to develop critical thinking and participate in inquiry-based learning individually and collaboratively.

Student will learn to:

- Engage with music from different times, places and cultures
- Critically appraise music and use appropriate musical terminology
- Develop techniques for comparative analysis
- Develop investigative and thinking skills
- Create music
- Perform music
- Work both independently and collaboratively
- Develop reflection techniques for monitoring their work over time.

P. 11-12, IB DP Music guide



SYLLABUS OVERVIEW
AND CONTENT

Prior learning

The 4th grade music course at Sapporo Kaisei Secondary School in the MYP is required for this course.

For the solo performing option, students must have private individual instrumental or vocal tuition. Any level equivalent to ABRSM Grade 6 or above would be recommended.

Overview

This course consists of two major components. Musical Perception is compulsory for all students. They have to choose between Creating and Solo Performing in order to fulfill the subject requirements.

Musical perception – Compulsory (75 hours)

Students develop their aural perception and understanding of music by learning musical elements, notations, musical terminology and context in the following areas. Students are expected to analyze and examine the key features and connections of music from different cultures by the end of this course.

Content	Details
Western art music	Study of the styles and features of the following musical periods: <ul style="list-style-type: none">- Medieval- Renaissance- Baroque- Classical- Romantic- 20th century
Jazz/ Pop	Study of the features of the following musical styles: <ul style="list-style-type: none">- Jazz- Ragtime- Blues- Musical Theatre- Swing- Folk- Rock- Ska and Reggae- Pop
World music	Study of the styles and features of the following cultures: <ul style="list-style-type: none">- Asia- Africa and India- Trinidad and Arab- Gamelan- Miscellaneous
Prescribed works & musical links investigation	Analyze, examine and compare the features of the prescribed and selected works

Students have to choose one of the following options to fulfill the subject requirements.

Creating – Optional* (75 hours)

Students develop their musical knowledge and skills in creating. Students are expected to demonstrate contrasts in content, nature and intention through their final submissions, courseworks and reflective statements, by the end of this course.

Content	Details
Stylistic techniques	Study of the following compositional styles: - Bach chorale - Figured bass in the baroque style - 18 th -century string quartet - 19 th -century song accompaniment - 12-note/tone technique
Composing	Study of the technical capabilities and characteristics of the following areas: - Instrumental (solo, ensemble) - Vocal (solo, ensemble) - Orchestral - Notation
Arranging	Arrange a pre-existing piece of music for a variety of instruments, voices, electronic media, or any combination of these.

Solo Performing – Optional* (75 hours)

Students develop their instrumental skills with a high demand of self-discipline through solo music performing. Students must have private individual instrumental or vocal support throughout the course. The preparation progress would be closely monitored by the music teacher. Students are expected to select a number of contrasting pieces to display their strengths by the end of this course.



ASSESSMENT

External and internal assessments are both essential in the DP Music. External assessments are graded by the IB examiners; while internal assessments are graded by teacher and moderated by the IB.

Music Assessment Overview (SL)

Assessment component	Weighting
<p>External Assessment</p> <p>Listening paper (2 hours)</p> <p><u>Section A</u> Analyze and examine question: prescribed work</p> <ul style="list-style-type: none"> - Question 1 or question 2 <p><u>Section B</u> Analyze and examine question: western art music</p> <ul style="list-style-type: none"> - Question 3 (score provided) or question 4 (no score provided) <p>Analyze and examine question: jazz or pop</p> <ul style="list-style-type: none"> - Question 5 <p>Analyze and examine question: world music</p> <ul style="list-style-type: none"> - Question 6 <p>Musical links investigation</p> <p>A written media script, no more than 2000 words, investigating the significant musical links between two pieces from distinct musical cultures</p>	<p>50 %</p> <p>30%</p> <p>20%</p>
<p>Internal assessment</p> <p>Students choose one of the following options.</p> <p>Creating (SLC)</p> <p>Two pieces of coursework, with recordings and written work</p> <p>Solo performing (SLS)</p> <p>A recording selected from pieces presented during one or more public performance(s), 15 minutes</p>	<p>50%</p>



GLOSSARY

Students are expected to understand the following key terms used in examination questions. The most frequent terms are listed below. Students should note that other terms may be used in the examinations depending on situations.

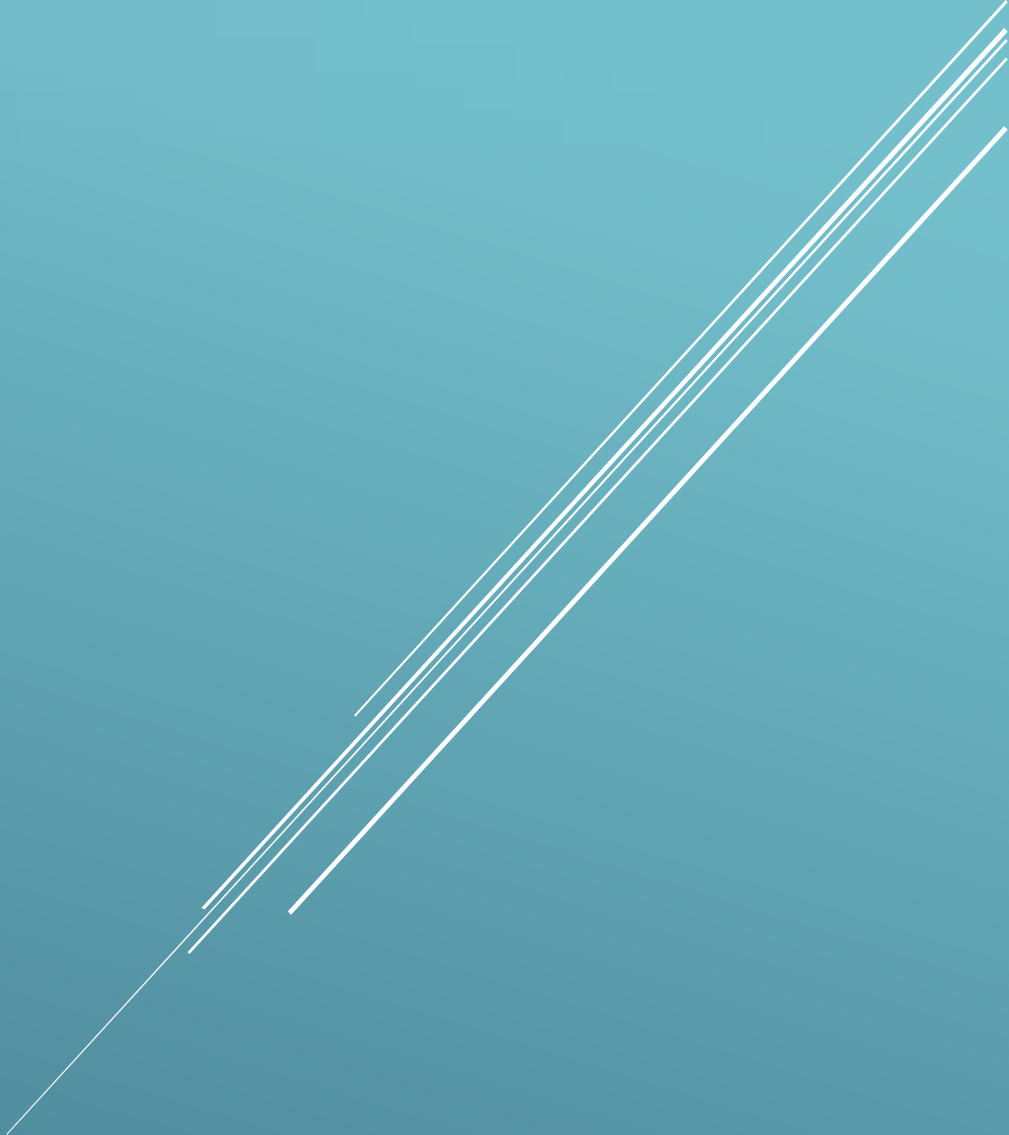
Prescribed Works (2020-2021 Exam)

- Haydn: *Symphony No.94* in G major (Hob. 1:94), "*The Surprise*"
- Rachmaninoff: *Rhapsody on a Theme of Paganini*, Op.43

References

- *A History of Western Music* (9th Ed.)
- *Aural Matters*
- *Music for Analysis: Examples from the Common Practice Period and the Twentieth Century*
- *Techniques and Materials of Music* (7th Ed.)
- *The Enjoyment of Music* (13th Ed.)
- *World Music: A Global Journey*

Command term	Definition
Analyze	Break down in order to bring out the essential elements or structure.
Compare	Give an account of similarities between two (or more) items or situations, referring to both (all) of them throughout.
Compare and contrast	Give an account of similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Contrast	Give an account of differences between two (or more) items or situations, referring to both (all) of them throughout.
Define	Give the precise meaning of a word, phrase, concept or physical quantity.
Demonstrate	Make clear by reasoning or evidence, illustrating with examples or practical application.
Describe	Give a detailed account.
Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
Distinguish	Make clear the differences between two or more concepts or items.
Evaluate	Make an appraisal by weighing up the strengths and limitations.
Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
Explain	Give a detailed account including reasons or causes.
Explore	Undertake a systematic process of discovery.
Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
Identify	Provide an answer from a number of possibilities.
Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
Justify	Give valid reasons or evidence to support an answer or conclusion.
Outline	Give a brief account or summary.



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