

Livermore Valley Joint Unified School District

Course Title:	IB Music HL II A/B
Grade Level(s):	11-12
Length of Course:	Two semesters or equivalent term
Credit:	10 units
Prerequisite:	Successful completion of IB Music HL I A/B

Course Overview:

IB Music HL II A/B is Year 2 of the 2-year IB Music HL course. In this course, students and teachers will continue on a journey of imagination and discovery through partnership and collaboration. Students will develop and affirm their unique musical identities while expanding and refining their musicianship. Throughout the course, students are encouraged to explore music in varied and sometimes unfamiliar contexts. By experimenting with music, students will gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students will also learn to communicate critical and artistic intentions and purpose. As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

The course will focus on four Areas of Inquiry as in Music HL I, in increasing depth and breadth:

- Music for sociocultural and political expression
- Music for listening and performance
- Music for dramatic impact, movement and entertainment
- Music technology in the electronic and digital age

IB Music HL II A/B is designed to enable students to learn through cognitive, metacognitive and affective skills. Students will experience a music syllabus that develops the following skills:

- Thinking skills
- Social skills
- Communication skills
- Self-management skills
- Research skills

The music course is student-centered and places student creativity at the heart of a holistic learning experience. Learning about music invites students to explore music practically and understand the correlation between the musical roles: researcher, creator and performer. Each role is associated with distinct musical competencies and skills. These musical competencies are directly linked to inquiry into familiar and unfamiliar music, and to solving technical and creative problems. Inquiry into familiar and unfamiliar music and problem-solving requires students to use higher-order thinking skills.

Students must also understand the similarities and differences between solo music-making and collaborative music-making. When collaborating, students develop valuable social and communication skills. In the course, students communicate learning through oral, visual and written work, as well as through creating and participating in solo and ensemble performances. Students should also learn to make critical musical choices by deciding what is relevant and useful for their own creative processes. Students will develop self-management skills by setting long-term goals and working on ideas from draft to final product.

By the end of the course students will have:

- Broadened their musical horizons through engagement with diverse musical material
- Analyzed a wide range of music
- Engaged with music technology as a compulsory part of the course
- Gained confidence in the essential processes associated with music-making
- Developed as holistic musicians with experience as creators and performers
- Developed both independent and collaborative working skills
- Honed their inquiry, reflection and critical thinking skills

IB Music HL II A/B will be offered within the Symphony Band, Choir, Orchestra or Jazz Ensemble class sections as a blended course. At the end of IB Music HL II A/B, students may opt to register for the IB Music HL Exam and submit their IB Music HL assessments to IB for evaluation and to potentially earn college credit.

Schools Offering:

Granada High School
Del Valle High School
Livermore High School
Vineyard High School

Meets University of California
Entrance Requirements:

Seeking “f” Visual and Performing Art approval

Board Approval:

Pending Board Approval

Course Materials:

N/A

Supplemental Materials:

IB Library Resources
BBC Radio 3 web site at <http://www.bbc.co.uk/radio3>
PRI's “The World” at <http://www.theworld.org>
Las Positas College Library/Music Program resources
Various music scores, CDs, websites and online audio and video resources
Teacher Notes and Handouts

IB MUSIC HL II A/B

COURSE CONTENT

Units: Areas of Inquiry (These four IB-required Areas of Inquiry Units will be the focus of the course content and will be taught throughout the two years of the course of Music HL I and HL II. Teachers will move back and forth among these Areas of Exploration units throughout the two years of the course. The units will not necessarily be taught in order and may often overlap in the study of a given area.)

Unit 1: Music for sociocultural and political expression

This area focuses on music that **expresses** and communicates social and cultural messages, conveys political ideas and/or helps preserve social and cultural traditions. Examples of relevant musical materials may include the following genres:

- Protest songs
- Liturgical music
- National anthems

Summary of Key Assignments and/or Activities

Students will create a piece of music with the intention of sociocultural or political expression. In this project, students will explain their purpose of the piece and discuss the musical choices made to achieve their purpose. Students will present their piece and explain it to the class. Students will reflect on their process in creating this project.

Unit 2: 2. Music for listening and performance

This area focuses on music that expresses and communicates intrinsic aesthetic values. Such music is sometimes referred to as “absolute music.” Examples of relevant music materials may include the following genres.

- Chamber music of the Western art tradition
- Cool jazz
- Experimental music

Summary of Key Assignments and/or Activities

Year 2 Music Note Cards Multimedia Project: Students will revise and convert their Year 1 *annotated* note cards based on their study of musical genres, styles and history into a multimedia presentation for the class. The presentation will include “Works Cited” information for each source. Sources for the note cards may include recordings, scores studied, websites, books etc. In this presentation, students will consider the following:

- Describe the musical structures and form of the piece of music.
- Describe the musical instruments used in the piece of music.
- Explain the musical and/or production elements and compositional devices that define the piece of music.

- Explain the function of musical and/or production elements.
- Discuss the function of the identified musical elements and compositional devices in relation to the area of inquiry.

Unit 3: Music for dramatic impact, movement and entertainment

This area focuses on music used for dramatic effect, music that supports choreographed movement or dance and/or music that is incidental or intended to purposefully serve as entertainment. Examples of relevant music materials may include the following genres.

- Music for film
- Music for ballet
- Musical theatre

Summary of Key Assignments and/or Activities

In small groups, students will choose a film, ballet or work of musical theater and study its music. Students will try to create an additional piece of music for their chosen work that will adhere to the thematic concepts of the work. Students will present their works to the class.

Unit 4: Music technology in the electronic and digital age

This area focuses on music created, performed and/or produced using electronic or digital technologies. Such technologies are an important aspect of contemporary musical experiences, often transforming some of the ways that we understand and engage with music. Examples of relevant musical materials may include the following genres.

- Electronic dance music
- *Elektronische Musik*
- Technology in popular **music production**

Summary of Key Assignments and/or Activities

Students will choose and study a musical work made with various electronic and digital technologies used for creating music. Students will complete a project in which identify the intended effects of the chosen piece and use their choice of technologies to create their own piece of music in which they will try for similar effects. Students will document their process of creating for this project in a Musical Journal.

California Content Standards – Nine through Twelve – Advanced Visual and Performing Arts: Music Content Standards

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music

Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- 1.1 Read a full instrument or vocal score and describe how the elements of music are used.

1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1–6).

1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1–6).

Listen to, Analyze, and Describe Music

1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.

1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music

Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal or Instrumental Skills

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).

2.2 Sing music written in four parts with and without accompaniment.

2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6).

2.4 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 5 on a scale of 1–6).

2.5 Perform in small instrumental ensembles with one performer for each part (level of difficulty: 5 on a scale of 1–6).

Compose, Arrange, and Improvise

2.6 Compose music in distinct styles.

2.7 Compose and arrange music for various combinations of voice and acoustic and digital/ electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.

2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture (e.g., gamelan, symphonic, and mariachi).

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music

Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.

3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).

3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.

Diversity of Music

- 3.4 Perform music from a variety of cultures and historical periods.
- 3.5 Compare and contrast instruments from a variety of cultures and historical periods.
- 3.6 Compare and contrast musical styles within various popular genres in North America and South America.
- 3.7 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
- 3.8 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

4.0 AESTHETIC VALUING*Responding to, Analyzing, and Making Judgments About Works of Music*

Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- 4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.

Derive Meaning

- 4.2 Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
- 4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS*Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers*

Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- 5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.
- 5.2 Analyze the process for arranging, underscoring, and composing music for film and video productions.

Careers and Career-Related Skills

- 5.3 Identify and explain the various factors involved in pursuing careers in music.

Instructional Methods and/or Strategies

The teacher will guide students as they study the topics listed above. Students will be encouraged and required to work both independently and collaboratively. Students will be encouraged to explore musical resources independently via the internet (such as the BBC or PRI link listed and others) or with scores and other online resources to which the teacher will guide them. Students will make choices based on their discoveries. Following a "spiral curriculum," students will re-visit topics at various stages of the class with

steadily increasing breadth and depth. Students will collaborate on group ensemble projects such as learning a specific work, or an instrumental duet or ensemble piece. All students will be expected to mentor, assist and work collaboratively with each other on their projects. Student's discoveries and efforts will be respected, shared and encouraged by all members of the class.

Typical class period will be broken in the following parts: Group Activities (lecture and discussion/during ensemble period) such as study of musical genres and styles and their connections to the four Areas of Inquiry; and independent work (research) and/or individualized/small group instruction/practice on ensemble performance or instruction/work on musical investigation (independent work and/or research using computers or working with other students or one on one with the instructor).

Assessment Methods and/or Tools

Students will work throughout the duration of the class on refining the drafts of the three major IB Assessments they completed in Year 1 for submission to IB. **Students in Year 2 will also complete the fourth major IB Assessment for IB Music HL shown below** and prepare this for submission to IB as well. The teacher will assess these projects as a part of the class grade in addition to assessment by IB for those student who choose to submit their work. The four IB Assessments for the Music HL course are:

1. Exploring music in context

Students select samples of their work for a portfolio for submission in Year 2 (maximum 2,400 words). The portfolio will include:

- a. Written work demonstrating engagement with, and understanding of, diverse musical material
- b. Practical exercises:
 - Creating: one creating exercise (score maximum 32 bars and/or audio 1 minute as appropriate to style)
 - Performing: one performed adaptation of music from a local or global context for the student's own instrument (maximum 2 minutes)
- c. Supporting audio material (not assessed)

2. Experimenting with music

Students create an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/or global context. The report provides a rationale and commentary for each process. Students will submit:

- a. A written experimentation report that supports the experimentation (maximum 1,500 words)
- b. Practical musical evidence of the experimentation process
 - Three related excerpts of creating (total maximum 5 minutes)
 - Three related excerpts of performing (total maximum 5 minutes)

3. Presenting music

Students create a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:

- a. Presenting as a researcher
 - Programme notes (maximum 600 words)
- b. Presenting as a creator

- Composition and/or improvisation (maximum 6 minutes)
- c. Presenting as a performer
 - Solo and/or ensemble (maximum 12 minutes)
 - Excerpts, where applicable (maximum 2 minutes)

4. The contemporary music-maker

In this assessment component, students prepare a multimedia presentation evidencing the effective planning and development of a real-life music project.

Students create and record a continuous multimedia presentation documenting their real-life project. Students submit their multimedia presentation (maximum 15 minutes), evidencing the:

- a. Project proposal
- b. Process and evaluation
- c. Realized project, or curated selections of it

Students will be assessed in a variety of ways as they work on these IB assessments and other projects throughout Year 2 of the course:

- *Summative Assessments* - Students will demonstrate their individual knowledge of the IB Music HL II A/B course material which will make students responsible for understanding and retaining the course content. This will include practice and work on the IB assessment projects throughout the course.
- *Group Assessments* - Students will demonstrate their knowledge of the content as well as communicate and work together with in small groups or with a partner on musical analysis. This will also challenge students' critical thinking skills.
- *Group Performances* - Students will practice, rehearse and perform in groups throughout the course. These performances will be subject to formative and summative evaluation using the IB criteria.
- *Homework* - Students will practice the content material individually through assigned music listening analytical writings, and use them as a basis for reflecting on their learning throughout each unit.
- *Class Questions* - Students will respond verbally or with written work to questions posed in class that will ask students to explain their arguments and reasoning behind their work in the analysis of music. This will require that students work on their reasoning skills as well as their oral or written delivery for their responses.

Assessment Objectives: Students will be expected to demonstrate and achieve the following assessment objectives:

- **Demonstrate knowledge and understanding of specified content, contexts and processes**
 - Explore the relationship between music and its contexts
 - Identify information from academic and practical inquiry
 - Present ideas, discoveries, and learning in authentic ways
- **Demonstrate application and analysis of knowledge and understanding**
 - Experiment with musical findings in local and global contexts
 - Articulate a clear rationale to support the musical decision-making processes
 - Justify the use of creating and performing elements
- **Demonstrate synthesis and evaluation**

- Communicate and present diverse musical conventions and practices
- Purposefully present created and performed works
- Make informed choices in communicating and presenting music
- Evaluate their own work and the work of others
- **Select, use and apply a variety of appropriate skills and techniques**
 - Select musical information in academic and practical inquiry through relevant musical skills and techniques
 - Identify, select and apply musical skills and techniques to shape and transform musical material
 - Demonstrate appropriate use of musical conventions and practices when creating and performing in diverse contexts
 - Work collaboratively to achieve defined musical project outcomes
 - Demonstrate planning, responsibility and ownership in managing and completing a musical project

Assessment Criteria

A+ > 99%	93% < A < 99%	90% < A- < 92%
87% < B+ < 89%	83% < B < 86%	80% < B- < 82%
77% < C+ < 79%	73% < C < 76%	70% < C- < 72%
67% < D+ < 69%	63% < D < 66%	60% < D- < 62%
F < 59%		

Honors Courses

In this course, students will be expected to not only demonstrate high level content knowledge through research, creative, and performance tasks, but will also be required to individually design and carry out the four high-level IB assessment projects. Students will also have an opportunity to express their creativity in choosing the format for the presentation of their IB assessment projects, in creating their own musical works, and in their musical performances.

By studying in the IB, students develop core skills for success at university, including:

- Interest and experience in authentic research
- Applied critical thinking, inquiry, and problem solving skills
- Strong academic language and writing skills
- A sense of international mindedness and cultural understanding
- Time management and organizational skills necessary to complete the performance tasks associated with the major assessments central to the course