

## GRADE 11 ADVANCED MUSIC STUDY – IB MUSIC

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### PRE-REQUISITES

- Read at least in one clef
- Perform at least one instrument (voice counts as an instrument)
- If the student is preparing a portfolio as a performer, private instruction is highly recommended.

### EXPECTATION OF THE CLASS

- Practice outside of class to refine individual pieces. Work collaboratively with other students is also advisable/allowed.
- Performing in School Events
- Using music editing software like Audacity or Garage Band
- Using music notating software. The school provides Sibelius.

### CONTENT

- Music History from the Middle Ages to Current Tendencies.
- Music theory from Reading and Notation basics to 7th chords: Circle of 5th, Intervals, Scale Degrees, Cadences, and Roman Number Analysis.
- World Music
- Sibelius Tutorial 1
- MLI (Musical Links Investigation)
- Performance Portfolio
- Creating Portfolio
- If the student is a HL IB student, it needs to prepare both a performance and creating portfolio.

- Prescribed works: a selection of two pieces given by the IB program. In class they are studied and analyzed.

## **RESOURCES**

- Norton - The Enjoyment of Music 11th Edition: PowerPoints, Scores & Recordings
- Solfege of Solfege by A. Dannhauser
- Musictheory.net
- World Sound Matters: Scores, Workbooks, and Recordings by Jonathan Stock. Teacher created presentations
- In class presentations to explain MLI format and guidelines.

## **REPERTOIRE**

- If the student is a performance-oriented student, repertoire for performances is selected in collaboration with private teacher, the student, and the IB/Adv. Music Teacher.
- If the student is composition-oriented 2 or 3 pieces will have to be developed through the two years. Forms and styles will be planned and determined in collaboration.

## **ASSESSMENTS**

For students to receive a credit towards their High School Diploma, they must demonstrate mastery in:

- Summative assessments set by the class teacher which may take the form of:
  - Tests at the end of every historical unit, as well as vocabulary lists.
  - In class assessments on note reading and form analysis.
  - In class analysis of music from different cultures in order to practice writing about musical appreciation using the appropriate musical vocabulary.
  - Other types of projects connected to works studied set by the teacher
- A final exam at the end of the year.

Students who are pursuing the IB Diploma in addition to the High School Diploma must complete both years of the program. While there are no internal assessments sent to the IB nor external exams set by the IB during the 1st year of the program, much of the work done will be prepared during the first year to be revised or adapted early in Year 2 to be evaluated by the IB.

## **YEAR 1:**

### **Content**

- Music History from the Middle Ages to the Classicism.
- Music theory from Reading and Notation basics to 7th chords: Circle of 5th, Intervals, Scale Degrees, Cadences, and Roman Number Analysis.
- World Music from Japan to Mali
- Sibelius Tutorial 1
- Introduction to MLI (Musical Links Investigation)
- Organization of Performance Portfolio

- Planning of Creating Portfolio
- If the student is a HL IB student, it needs to prepare both a performance and creating portfolio.
- Prescribed works: a selection of two pieces given by the IB program. In class they are studied and analyzed. The pieces will be introduced in the last quarter of the year.

## **PERFORMANCE INDICATORS**

### ***The student demonstrates knowledge, understand and perception of music in relation to time, place and cultures***

Listen, analyze and compare music from different cultures and from different historical periods.  
Establish links and difference between music from different cultures and historical periods.  
Study the purpose of music in both, secular and sacred settings.

### ***The student demonstrates appropriate musical terminology to describe and reflect their critical understanding of music***

Study and analyses of musical elements: notation, rhythm, harmony, texture and form.  
Develop musical terminology as it develops through music historical periods and different cultures.  
Learn about the different instrument families and voices, their ranges, and musical functionality.  
Learn to provide accurate location and detail of a musical passage or idea while using a printed score or recording.

### ***The student demonstrates comparative analysis of music in relation to time, place and cultures***

Listen, study and compare the prescribed works assigned for the IB term.  
Listen, study, and compare music from different countries and cultures.  
Find and explain musical links and differences in different musical examples.

### ***The student demonstrates creative skills through exploration, control and development of musical elements. (SL create, HL)***

Compose complete musical ideas and explore different compositional forms, using traditional notation.  
Create pieces for different types of ensembles: solo pieces, chamber music works, and orchestral works.  
Create musical pieces using electronic media and programs.  
Arrange preselected works to a different instrumental setting.  
Improvise solo passages during a given context or as a stand-alone piece.

### ***The student demonstrates performance skills through solo music making or group music making (sl performing, SL group performing, HL)***

Select and refine solo/group repertoire that suits the individual performance skills/level.

Perform selected repertoire, showing broad musicianship (contrasting styles, genres, and periods) in small and/or big events. Recordings should be done during these performances.

***The student demonstrates critical thinking skills through reflective thought***

Analyze, examine, and compare the appointed prescribed works using the appropriate musical vocabulary. Listen and study of world music to explore musical connections from pieces of music from distinct musical cultures.

SL Creating, and HL students write a reflective statement for each presented piece, showing the **intention** behind the work, the **process** of writing the piece, and the **outcome** of the creative process.