



International School of Kenya

Empowering students to create solutions for tomorrow's challenges

Strand 1: Developing practical knowledge and skills

IB Music

<i>Standard 1.1: Sing alone and/or with others, a varied repertoire of music</i>		<i>Standard 1.2: Perform on instruments, alone and/or with others, a varied repertoire of music</i>		<i>Standard 1.3: Improvise melodies, variations and accompaniments</i>		<i>Standard 1.4: Read and notate music</i>	
IB 1.1.1	Accurately echo and sing rhythmic and melodic phrases.	IB. 1.2.1	Perform with good posture, position and stylistic accuracy to produce quality intonation and articulation on the instrument.	IB 1.3.1	Improvise rhythmic accompaniments using body patching, clapping, or playing on instruments.	IB 1.4.1	Recognize and uses standard symbols used to notate complex rhythms.
IB 1.1.2	Sing on pitch and in rhythm, and maintains a steady beat when singing with a group or independently.	IB. 1.2.2	Respond to expressive qualities using phrasing, dynamic contrast, tempo change.	IB 1.3.2	Improvise melodic patterns in the same style as given phrases.	IB 1.4.2	Recognize the standard symbols for complex meters – compound or irregular. For example in 5/4, 6/8 or any other complex meters.
IB 1.1.3	Sing with appropriate timbre, diction and posture.	IB 1.2.3	Perform a varied repertoire of music representing diverse genres and styles.	IB 1.3.3	Improvise complex rhythmic variations and simple melodic embellishments on familiar melodies	IB 1.4.3	Know symbols and traditional terms for dynamics, tempo, and articulation.
		IB 1.2.4	Perform in a group while playing independent part with accuracy of melody, rhythm, and tempo.				



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Strand 2: Developing creative expression of concepts and ideas

IB Music

Standard 2.5: Compose and arrange music within specified guidelines

IB 2.5.1	Compose instrumental pieces with varied melody, appropriate harmony and syncopated rhythm.
IB 2.5.2	Create music to accompany readings or dramatizations (e.g., manipulates dimensions such as the variety of sounds, tempo, loudness, mood).
IB 2.5.3	Create and arrange short songs and instrumental pieces within specified guidelines (e.g., a particular style, form, instrumentation, compositional technique).

Strand 3: Communicating, interpreting and reflecting in the arts

IB Music

IB Music

Standard 3.6: Listen to, analyze and describe music

Standard 3.7: Evaluate music and music performances

IB 3.6.1	Listens to and analyzes music to identify meter, form, rhythm melody and instrumentation using technical music vocabulary	IB 3.7.1	Evaluate performances and compositions, of others and of self, using a variety of assessment tools.
IB 3.6.2	Identify all major, minor, perfect, diminished and augmented intervals aurally	IB 3.7.2	Know own preferences and can evaluate and describe successful performances using appropriate vocabulary without teacher help.
IB 3.6.3	Identify tonality aurally		
IB 3.6.4	Identify accurately western vs. world culture instruments		



Strand 4: Understanding the arts in context	
IB Music	
<i>Standard 4.8: Understand relationships between music, other arts and disciplines outside the arts</i>	
IB 4.8.1	Identify and describe common elements within and among dance, theater, music and the visual arts (e.g. movement, form, repetition)
IB 4.8.2	Describe ways in which other disciplines are related to music (e.g. acoustics, folk art / music)
IB 4.8.3	Describe the use of music in the media (e.g. in movie trailers, commercials, TV shows like American Idol or Dancing with the Stars)
IB 4.8.4	Explain and demonstrate how musical preferences reflect own personal experiences.

Strand 5: Developing connections, relationships and applications in the arts			
IB Music		IB Music	
<i>Standard 5.9: Understand music in relation to history and culture</i>		<i>Standard 5.10: Understand music in relation to technology</i>	
IB 5.9.1	Identify examples of music that represent various historical periods and events, from ancient to modern.	IB 5.10.1	Identify musical elements through watching and listening to videos and recordings downloaded from the internet
IB 5.9.2	Know how basic elements of music are manipulated in the various music cultures of the world, and classifies selected works by selected genre (e.g. folk song) or style (e.g. pop rock).	IB 5.10.2	Manipulate recording and notation software to capture performances and compositions.
IB 5.9.3	Explain how important composers have influenced various genres of music throughout history.		
IB 5.9.4	Demonstrate understanding of the impact of broad historical changes (e.g. social, political, philosophical, scientific, religious) on music and musicians.		
IB 5.9.5	Demonstrate understanding of the roles of musicians (e.g. conductors, folk singers, instrumentalists) in various music settings and cultures.		