

Course Title: International Baccalaureate (IB) Music Higher Level 2 (Music IB HL2)

Department: Visual and Performing Arts – Music, International Baccalaureate (IB)

Course Number: 7013

Grade Level(s): 12

Length of Course: Year

Subject Area: Music

UC/CSU (A-G) Distinction: F

Prerequisite(s): Completion of the International Baccalaureate (IB) Music Higher Level 1 (Music IB HL1) course.

UC Honors Design: Yes No

Integrated Course Yes No

College Credit:

Dual Enrollment/Annex: Yes No

Articulation: Yes No

Contingent on Exam: Yes No

Course Environment Classroom Based Hybrid Online

Brief Course Description:

This course meets UC/CSU and district requirements for visual and performing arts credit. This is the second year of a two-year course. Participating students will follow the curriculum and assessments included in the International Baccalaureate Diploma Programme Music Course Syllabus. Students will engage in scholarly listening, research, and analysis to clarify their understanding of music and music's place in the world. They will work both individually and collaboratively to extend and enhance their knowledge and ability of music performance and the production of music, demonstrating an understanding of style, performance practice and interpretation, appropriate technical ability, and performer interaction through the playing and creation of music. Students will maintain a portfolio of both personal and provided musical content that spans various musical genres from Personal, Local, and Global Contexts. Throughout the course, students will demonstrate an understanding of melodic and harmonic analysis, rhythm reading, transposition, composition, improvisation, and musical vocabulary. Students will further demonstrate the knowledge of the rudiments of music: scales, intervals, extended chords, tonality, modality, key signatures, meter, rhythm, and how each element is employed throughout the various eras and cultures studied including the evolution and interpretation of notational systems. Since IB Music HL2 participants will be co-enrolled in either

the Wind Ensemble course or the Percussion (Advanced Concert Band) course, all Wind Ensemble and Percussion (Advanced Concert Band) course participation prerequisites and requirements (including rehearsals and performances that take place outside the regular school day) will also apply to this course. IB Diploma Programme students have priority enrollment in this class. Other students may enroll if space permits. **All Students are expected to take the IB test at the end of this course's two-year duration. If students choose not to test, an alternate assessment will be assigned by the teacher.*

COURSE GOALS

The students will:

Explore the diversity of the art of music across time, cultures, and contexts. (Adv.MU:E.Pr4.1, Adv.MU:E.Pr6, Adv.MU:E.Re7.1, Adv.MU:E.Re8, Adv.MU:E.Re9, Adv.MU:E.Cn11)

Explore a range of musical contexts and make links to, and between, different musical practices, conventions, and forms of expression. (Adv.MU:E.Cr3.2, Adv.MU:E.Re7.2, Adv.MU:E.Re8, Adv.MU:E.Cn11)

Develop as imaginative and skilled music creators and collaborators. (Adv.MU:E.Cr1, Adv.MU:E.Re9)

Acquire, develop, and experiment with musical competencies through a range of musical practices, conventions, and forms of expression, both individually and in collaboration with others. (Adv.MU:E.Cr2, Adv.MU:E.Pr4.2, Adv.MU:E.Pr4.3, Adv.MU:E.Pr5, Adv.MU:E.Pr6)

Express ideas creatively and with competence in appropriate musical forms. (Adv.MU:E.Cr1, Adv.MU:E.Pr4.2, Adv.MU:E.Pr4.3, Adv.MU:E.Pr6)

Critically reflect on the process of creating and experiencing the art of music. (Adv.MU:E.Cr3.1, Adv.MU:E.Re9)

Evaluate and develop critical perspectives on their own music and the work of others. (Adv.MU:E.Cr3.1, Adv.MU:E.Re9)

Develop as informed, perceptive, and analytical practitioners of music. (Adv.MU:E.Pr4.1, Adv.MU:E.Pr4.3, Adv.MU:E.Pr5, Adv.MU:E.Pr6, Adv.MU:E.Re7.1, Adv.MU:E.Re7.2, Adv.MU:E.Re8, Adv.MU:E.Re9, Adv.MU:E.Cn10)

Build a lifelong appreciation for and desire to engage with music. (Adv.MU:E.Re9)

UNITS OF STUDY

SEMESTER 1

Unit 1: Music for dramatic impact, movement and entertainment – Exploring

Description: Students will explore various types of music that have been composed for dramatic impact, movement, and entertainment purposes. Examples of musical works considered in this Area of Inquiry include those written for film, ballet, or musical theatre. Class participants will assume the roles of researcher, creator, and performer while investigating the

music of this Area of Inquiry. Songs from both Western and Non-Western cultures and from various historical periods will be explored.

Key Assignments: Students find and present a song from a musical theatre work. Students listen and respond to a song from a specific ballet. Students create a song to accompany a scene from a specific film of their choice and preserve it either by recording it or documenting it using standard musical notation. Students transcribe/adapt a song from a film for their respective instrument and perform it on their respective instrument.

Instructional Methods: Student-directed discovery, individual and full group music listening, class discussion, and teacher provided feedback.

Assessment Methods: Student portfolio/journal of primary and secondary sources. Student's written work demonstrating engagement with and understanding of musical material that shows diversity, breath, and balance of student's portfolio/journal. Student's written explanations of musical and extra-musical findings. Completion of the IB Music Exam Exploring Music in Context component – A textual document with a maximum of 2,400 words that will involve all four of the Areas of Inquiry identified in the IB Music Subject Guide. Students will be assessed using criterion-based rubric scoring as provided by the IB Music Subject Guide.

Unit 2: Area of Inquiry 3: Music for dramatic impact, movement and entertainment – Experimenting

Description: Students will experiment with various types of music that have been composed for dramatic impact, movement, and entertainment purposes. By taking on the roles of researcher, creator, and performer throughout their experimentation with music from this Area of Inquiry, class members will experiment with musical materials, musical findings, musical decisions, and musical skills. This will lead to a dynamic and interactive process of learning and growth for the students, and will require on going action, inquiry, and reflection by them. Songs from both Western and Non-Western cultures and from various historical periods will be explored.

Key Assignments: Students find and present a song from a film. Students listen to and analyze a song from a Non-Western musical theatre work and then experiment with it by changing either its tonality, meter, or instrumentation. Students document the composition of a self-composed song written for ballet-style dance movement, making sure to consider their progress at different points in the song's development and explicitly applying the concepts of action, inquiry, and reflection. Students document their preparation and performance of a song from a ballet on their respective instrument, making sure to consider their progress at different points in their preparation of the piece and explicitly applying the concepts of action, inquiry, and reflection.

Instructional Methods: Student-directed discovery, individual and full group music listening, class discussion, self-reflection, and teacher provided feedback.

Assessment Methods: Student portfolio/journal documenting their development of both self-composed musical works and personal music performances of their own musical pieces and works written by other individuals. Written work showing their reflection on the musical experimentation process and ongoing development of material that shows diversity, breath, and balance of student's portfolio/journal. Public performances of the student's self-composed musical works and their playing of musical works by other composers. Written commentaries based on the student's experimentation with and development of personal compositions and

performances. Completion of the IB Music Exam Experimenting With Music component – A written experimentation report with a maximum of 1,500 words and related audio recordings that demonstrate the student’s experimentation while composing and performing music. The textual document and accompanying audio recordings will involve all four of the Areas of Inquiry identified in the IB Music Subject Guide. Students will be assessed using criterion-based rubric scoring as provided by the IB Music Subject Guide.

Unit 3: Area of Inquiry 3: Music for dramatic impact, movement and entertainment – Presenting

Description: Students will present various types of music that have been composed for dramatic impact, movement, and entertainment purposes. In assuming the roles of researcher, creator, and performer while presenting the music of this Area of Inquiry, learners will be required to communicate, interpret, and express both their own musical ideas and the musical ideas of others. They will also develop their ability to produce written presentation materials such as program notes, analyzed scores, research notes, and commentaries. Class participants will present songs from both Western and Non-Western cultures and from various historical periods.

Key Assignments: Students find a song related to political expression and write program notes for it. Students listen to and analyze/annotate the score of a specific choral motet in groups. Students compose a protest song, preserve it either by recording it or documenting it using standard musical notation, and complete an oral presentation about it. Students perform the melody of a song from a musical theatre work either by singing it or playing it on their respective instrument.

Instructional Methods: Student-directed discovery, individual and full group music listening, class discussion, group work, and teacher provided feedback.

Assessment Methods: Student portfolio/journal of textual presentation materials (for example, program notes, analyzed scores, research notes, and commentaries), self-composed musical works, and personal music performances. Written work demonstrating engagement with and understanding of musical material that shows diversity, breath, and balance of student’s portfolio/journal. Public performances of the student’s self-composed musical works and their playing of musical works by other composers. Written reflections based on the student’s personal compositions and performances. Completion of the IB Music Exam Presenting Music component – A collection of textual program notes (maximum of 600 words) and audio recordings that demonstrate the student’s ability to improvise, compose, and perform music. The collection will involve all four of the Areas of Inquiry identified in the IB Music Subject Guide. Students will be assessed using criterion-based rubric scoring as provided by the IB Music Subject Guide.

Unit 4: Implementation/Managing of The Contemporary Music Maker Component

Description: Students will continue implementing and managing their project for The Contemporary Music Maker component of the IB Music course. This element of the class culminates in a collaborative project that is inspired by real-life practices in contemporary music-making. The project brings together the roles and skills of researcher, creator, and performer, as well as the processes of exploration, experimentation, and presentation, through a real-life music-making situation within a contemporary setting. It challenges students to investigate the potential opportunities, limitations and demands of being a musician in the 21st century. Students are required to work in [collaboration](#) with at least one other student.

Key Assignments: Students continue implementing and making progress on their The Contemporary Music Maker project in groups. Students manage their The Contemporary Music Maker project and navigate their groups through both the accomplishments and challenges presented by it. Students continually reflect upon the progress of their The Contemporary Music Maker project in groups and make adjustments to it as needed.

Instructional Methods: Student-directed discovery, student-directed planning, group work, community outreach, self-reflection, and teacher provided feedback.

Assessment Methods: Presentation of one final project idea for The Contemporary Music Maker component. Completion of the IB Music Exam The Contemporary Music Maker component – A continuous multimedia presentation (maximum of 15 minutes) that documents a real-life musical project. The multimedia presentation will include the project's proposal, process, evaluation, and performance/product or a curated selection of its performance/product. Students will be assessed using criterion-based rubric scoring as provided by the IB Music Subject Guide.

SEMESTER 2

Unit 5: Finalization/Presentation of The Contemporary Music Maker Component

Description: Students will finalize and present their The Contemporary Music Maker project. This element of the class culminates in a collaborative project that is inspired by real-life practices in contemporary music-making. The project brings together the roles and skills of researcher, creator, and performer, as well as the processes of exploration, experimentation, and presentation, through a real-life music-making situation within a contemporary setting. It challenges students to investigate the potential opportunities, limitations and demands of being a musician in the 21st century. Students are required to work in [collaboration](#) with at least one other student.

Key Assignments: Students finalize their The Contemporary Music Maker project. Students present their The Contemporary Music Maker project to their fellow class members and instructor.

Instructional Methods: Student-directed discovery, student-directed planning, group work, community outreach, self-reflection, and teacher provided feedback.

Assessment Methods: Demonstrated implementation of and progress on the students' The Contemporary Music Maker projects. Completion of the IB Music Exam The Contemporary Music Maker component – A continuous multimedia presentation (maximum of 15 minutes) that documents a real-life musical project. The multimedia presentation will include the project's proposal, process, evaluation, and performance/product or a curated selection of its performance/product. Students will be assessed using criterion-based rubric scoring as provided by the IB Music Subject Guide.

Unit 6: Area of Inquiry 4: Music technology in the electronic and digital age – Exploring

Description: Students will explore various types of music that have been composed via electronic/digital means and with electronic musical instruments. This Area of Inquiry includes electronic dance music and the technology used in popular music production. Class participants will assume the roles of researcher, creator, and performer while investigating the music of this Area of Inquiry. Songs from both Western and Non-Western cultures and from various historical periods will be explored.

Key Assignments: Students find and present a piece of music composed with electronic instruments in the Western art tradition. Students listen and respond to a piece of Non-Western electronic dance music. Students create a song using electronic musical instruments and preserve it either by recording it or documenting it using standard musical notation. Students transcribe/adapt a piece of electronic dance music that was composed in the Western art tradition for their respective instrument and perform it.

Instructional Methods: Student-directed discovery, individual and full group music listening, class discussion, and teacher provided feedback.

Assessment Methods: Student portfolio/journal of primary and secondary sources. Written work demonstrating engagement with and understanding of musical material that shows diversity, breath, and balance of student's portfolio/journal. Written explanations of musical and extra-musical findings. Completion of the IB Music Exam Exploring Music in Context component – A textual document with a maximum of 2,400 words that will involve all four of the Areas of Inquiry identified in the IB Music Subject Guide. Students will be assessed using criterion-based rubric scoring as provided by the IB Music Subject Guide.

Unit 7: Area of Inquiry 4: Music technology in the electronic and digital age – Experimenting

Description: Students will experiment with various types of music that have been composed via electronic/digital means and with electronic musical instruments. By taking on the roles of researcher, creator, and performer throughout their experimentation with music from this Area of Inquiry, class members will experiment with musical materials, musical findings, musical decisions, and musical skills. This will lead to a dynamic and interactive process of learning and growth for the students, and will require on going action, inquiry, and reflection by them. Songs from both Western and Non-Western cultures and from various historical periods will be explored.

Key Assignments: Students find and present a piece of electronic dance music. Students listen to and analyze a piece of Non-Western electronic music and then experiment with it by changing either its tonality, meter, or instrumentation. Students document the composition of a self-composed work of electronic dance music, making sure to consider their progress at different points in the song's development and explicitly applying the concepts of action, inquiry, and reflection. Students document their preparation and performance of a piece of electronic music, making sure to consider their progress at different points in their preparation of the piece and explicitly applying the concepts of action, inquiry, and reflection.

Instructional Methods: Student-directed discovery, individual and full group music listening, class discussion, self-reflection, group work, and teacher provided feedback.

Assessment Methods: Student portfolio/journal documenting their development of both self-composed musical works and personal music performances of their own musical pieces and works written by other individuals. Written work showing their reflection on the musical experimentation process and ongoing development of material that shows diversity, breath, and balance of student's portfolio/journal. Public performances of the student's self-composed musical works and their playing of musical works by other composers. Written commentaries based on the student's experimentation with and development of personal compositions and performances. Completion of the IB Music Exam Experimenting With Music component – A written experimentation report with a maximum of 1,500 words and related audio recordings that demonstrate the student's experimentation while composing and performing music. The textual document and accompanying audio recordings will involve all four of the Areas of Inquiry identified in the IB Music Subject Guide. Students will be assessed using criterion-based rubric scoring as provided by the IB Music Subject Guide.

Unit 8: Area of Inquiry 4: Music technology in the electronic and digital age – Presenting

Description: Students will present various types of music that have been composed via electronic/digital means and with electronic musical instruments. In assuming the roles of researcher, creator, and performer while presenting the music of this Area of Inquiry, learners will be required to communicate, interpret, and express both their own musical ideas and the musical ideas of others. They will also develop their ability to produce written presentation materials such as program notes, analyzed scores, research notes, and commentaries. Class participants will present songs from both Western and Non-Western cultures and from various historical periods.

Key Assignments: Students find a piece of Non-Western electronic music and write program notes for it. Students listen to and write a commentary for a specific piece of electronic dance music written in the Western art tradition. Students complete an improvised musical performance using an electronic musical instrument. Students then take notes on the inspiration for their performance, what content/techniques they used during their performance, and what they most liked and disliked about their performance. Students perform a piece of electronic music using electronic/digital music technology and complete a reflection on their performance and the work performed.

Instructional Methods: Student-directed discovery, individual and full group music listening, class discussion, self-reflection, and teacher provided feedback.

Assessment Methods: Student portfolio/journal of textual presentation materials (for example, program notes, analyzed scores, research notes, and commentaries), self-composed musical works, and personal music performances. Written work demonstrating engagement with and understanding of musical material that shows diversity, breath, and balance of student's portfolio/journal. Public performances of the student's self-composed musical works and their playing of musical works by other composers. Written reflections based on the student's personal compositions and performances. Completion of the IB Music Exam Presenting Music component – A collection of textual program notes (maximum of 600 words) and audio recordings that demonstrate the student's ability to improvise, compose, and perform music. The collection will involve all four of the Areas of Inquiry identified in the IB Music Subject Guide. Students will be assessed using criterion-based rubric scoring as provided by the IB Music Subject Guide.

Course Materials: Quality and well-maintained musical instrument (woodwind, brass, percussion, string, or voice), sharpened pencil with eraser, black three-ring binder with sheet protectors and provided sheet music, provided lanyard, plastic badge, and coordinate sheets (during marching season), blank lined notebook paper, blank staff paper, access to the Canvas Learning Management System, and access to an online digital file storage service (Microsoft OneDrive or Google Drive).

Required Textbook: Appropriate sheet music and recordings for performance, analysis, and listening and additional textbooks are currently being explored.

Supplementary Materials: Quality and well-maintained sound reinforcement equipment (mixer, speakers, and related cables), music notation software and appropriate input devices with related cables, digital Audio Workstation (DAW) software and triggering devices with related cables, subscription to Grove Music Online music encyclopedia, subscription to online NAXOS Music Library of recorded music, and subscription to online Spotify music streaming service.