

HL Music Unit 1 - Designs HL

TEACHER

Courtney (Courtney) Duncan

SUBJECT

Music

SHARED GRADES

Year 2

START DATE

Week 2, February

DURATION

15 Weeks

COURSE PART

UNIT DESCRIPTION

INQUIRY & PURPOSE

Essential Understandings

The students will understand the structure and designs of music from different times, places and cultures.

CURRICULUM

Aims & Objectives

AIMS

Enjoy lifelong engagement with the arts

Become informed, reflective and critical practitioners in the arts

Explore and value the diversity of the arts across time, place and cultures

Express ideas with confidence and competence

Develop perceptual and analytical skills

Develop their knowledge and potential as musicians, both personally and collaboratively

OBJECTIVES

Having followed the music course at SL or HL, students will be expected to demonstrate

- knowledge, understanding and perception of music in relation to time, place and cultures
- appropriate musical terminology to describe and reflect their critical understanding of music
- comparative analysis of music in relation to time, place and cultures
- creative skills through exploration, control and development of musical elements (SLC, HL)
- performance skills through solo music making (SLS, HL) or group music making (SLG)
- critical-thinking skills through reflective thought

Syllabus Content

Musical perception (compulsory for SL and HL students)

- Study, analysis and examination, comparing and contrasting of musical cultures
- Study of two prescribed works
 - Prescribed works for 2017, 2018 and 2019:
 - Johann Sebastian Bach's Brandenburg Concerto, No. 2 in F Major (BWV 1047)
 - Zoltán Kodály's Dances of Galánta
- Investigating musical links

Creating (compulsory for HL and SLC students only)

- Options:
 - Composing
 - Music technology composing
 - Arranging
 - Improvising
 - Stylistic techniques

Solo performing (compulsory for HL and SLS students only)

- Solo performance
- Music technology
- Small group

Content, Skills & Concepts

CONTENT

Students will know and understand musical structure and design within different styles, genres and eras of music.

Students will know musical symbols and terminology.

SKILLS

Students will be able to read and write music using the appropriate symbols and terminology

Students will be able to aurally and visually analyse known and unknown repertoire.

Students will be able to write an extended written response to unknown questions to the prescribed works.

Students will be able to perform music as a soloist or in a group.

Students will be able to compose a piece of music showcasing their individual style.

ASSESSMENT

Formative assessment

Practice questions

Drafting

Questioning

ASOT whiteboards

Summative assessment

Solo Performance

Musical Links Investigation

Exam

Creating

Peer and self assessment

Tracking student understanding through evaluation of knowledge and skills explicitly linked to the learning objectives.

Standardization and moderation

Cross marking

Assessment criteria

Internal Assessment criteria for Performing and Creating

External Assessment criteria for Musical Links Investigation and Musical Perception Exam

HL Criteria

Internal Assessment

Creating. Three pieces of coursework, with recordings and written work

- A: Control and development of musical elements
- B: Musical coherence
- C: Idiomatic understanding of instruments
- D: Notation (Composing, arranging, stylistic techniques)
- D: Sound quality (Music technology composing)
- D: Spontaneity (Improvising)
- E: Impression
- F: Reflection

Solo performing. A recording selected from pieces presented during one or more public performance(s), 20 minutes

- A: Selection of programme
- B: Technical proficiency
- C: Understanding of style
- D: Musical communication

External Assessment

Listening paper: Musical perception questions.
Section A

Questions on the prescribed works

Listening paper: Musical perception questions.
Section B: Analyse and examine questions on music from different times and places, encompassing: jazz/pop, western art music, world music

- A: Musical elements
- B: Musical structure
- C: Musical terminology
- D: Musical context

Musical links investigation. A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures

- A: Musical cultures, examples and links
- B: Analysis and comparison of musical elements
- C: Musical terminology
- D: Organization and presentation
- E: Overall impression

LEARNING EXPERIENCES

Prior learning experiences

Students complete a year 10 IB Preparatory year to learn fundamental knowledge.

Prior knowledge is reviewed at the beginning of the unit.

In-class formative questions and quizzing will indicate gaps in knowledge.

Pedagogical approaches

Lecturing, peer-to-peer tutoring, individual/group research, musical analysis tasks and presentation of new content as well as creating tasks that reinforce students musical knowledge.

Feedback

ASOT whiteboards, quizzes and testing, in-class questioning, draft processes with written and verbal feedback. Practice questions using the criteria and mark schemes.

Student expectations

Clear learning goals and expectations will be delivered at the beginning of the unit. Criteria will be made available at all times and mark schemes will be used when preparing for and reflecting on practice questions.

Support materials

Examples

Rubrics

Sample Exam Questions

Mark Schemes

Learning Process

Lecture

Small group/pair work

PowerPoint lecture/notes

Individual presentations

Group presentations

Differentiation

Affirm identity - build self-esteem

Value prior knowledge

Scaffold learning

Extend learning

Students are challenged to think critically and be inquirers and are also encourage to affirm their own identity through composing and performing music in their own styles that match their ability levels. The IB Learners Profile identifies that academic knowledge is no longer sufficient and there must be an emphasis on creativity, communication, information and media literacy as well as life and career skills. Tasks are initially scaffolded providing students with fundamental skills from which they are encouraged to expand and grow.

CONNECTIONS

Approaches to Learning

 **Thinking**

 **Social**

 **Communication**

 **Self management**

 **Research**

Thinking: Most of this unit's work is both new and complex. Students will need to correctly assimilate new knowledge then apply this knowledge to understand, analyse and explain music that they listen to, create and perform.

Social: Working in teams to complete practical working in class. Students are also building a supporting team that collaborates well and celebrates success. Working together for peer-to-peer revision.

Communication: Music literacy skills to process information and clearly present with an analysis and evaluation of music. Strategies include open-ended questioning, informal conversations and peer-to-peer critique.

Self management: Independent creation of topic review notes. Good time management to alleviate stress. Strategic study to review content and practice specific areas that are found to be a weakness based on formative and summative assessment.

Research: Students seek reliable sources of information for use in their Musical Links Investigation and to bolster knowledge of musical eras, styles, genres and composers. Use of the research process to define a topic and develop a strategy before selecting, finding, evaluating and writing/citing.

Learner Profile

Inquirers

Students are encouraged to develop a natural curiosity about music and explore a range of genres and styles that they may not usually be inclined to listen to in order to prepare for the Section B part of the exam.

Communicators

Communicating music ideas through recording and notating compositions as well as

Risk-takers (Courageous)

Performing music in front of a large audience made up of their peers

Academic Honesty

Turnitin for Musical Links Investigation.

Regular teacher checks for creating work.

Information Communication Technology

Recording and music equipment, music notation software in creating tasks, use of ICTs in researching for and preparing the Musical Links Investigation.

Language and learning

Activating background knowledge

Scaffolding for new learning

Acquisition of new learning through practice

Demonstrating proficiency

TOK Connections

Personal and shared knowledge

Ways of knowing

Areas of knowledge

The knowledge framework

Music allows students to investigate and reflect on the complexities of the human condition. By exploring a range of materials and technologies, students should aim to develop an understanding of the technical, creative, expressive and communicative aspects of the arts.

Music analyses knowledge from various perspectives, and they acquire this knowledge through experiential means as well as more traditional academic methods.

Music complements the theory of knowledge (TOK) ethos by revealing interdisciplinary connections and allowing students to explore the strengths and limitations of individual and cultural perspectives. Studying the arts requires students to reflect on and question their own bases of knowledge.

CAS Connections

Creativity