

**MT. DIABLO UNIFIED SCHOOL DISTRICT  
COURSE OF STUDY**

**COURSE TITLE:** IB Music SL Group Performance  
**COURSE NUMBER:** 350280  
**CBEDS NUMBER:** 2360  
**DEPARTMENT:** Visual & Performing Arts  
**LENGTH OF COURSE:** 1 Year  
**CREDITS PER SEMESTER:** 5  
**GRADE LEVEL(S):** 11<sup>th</sup> or 12<sup>th</sup>  
**REQUIRED OR ELECTIVE:** Fulfills one year VAPA requirement; “g” elective credit

**PREREQUISITES:**

**Required -** Concurrent enrollment in Jazz Band, Wind Ensemble, Orchestra, or Concert Choir  
**Recommended -** Prior ensemble experience or instructor approval

**BOARD OF EDUCATION ADOPTION:** May 22, 2017

**NOTE:** This course is previously approved by the UC/CSU, under the International Baccalaureate Organization (IBO). The official IB Subject Guide was used to create the Course of Study submitted to the IBO on April 1, 2016, along with the Application for Authorization. The Course of Study submitted was approved by the IBO as meeting the requirements of the course. **Please see the attached Music guide published by the IBO, 2009, updated 2014.**

**COURSE DESCRIPTION:**

The IB Diploma Programme standard level music course seeks to develop students’ knowledge and potential as musicians, both personally and collaboratively. IB Diploma Programme music students are required to study musical perception and actively listen to a wide range of music from different parts of the world, musical cultures and time periods. They also develop aural perception and understanding of music by learning about musical elements, including form and structure, notations, musical terminology and context. Through the course of study, students become aware of how musicians work and communicate.<sup>1</sup>

**COURSE PURPOSE:**

The standard music level course enables students to:

- Enjoy lifelong engagements with the arts
- Become informed, reflective and critical practitioners in the arts
- Understand the dynamic and changing nature of 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

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<sup>1</sup> IBO, IB music standard level subject brief, 2010

- Develop their knowledge and potential as musicians, both personally and collaboratively<sup>2</sup>

**COURSE OUTLINE:**

(Please see Music Guide, pages 10 to 21, for more details.)

1. Elements of music/introduction to musical perception.
  - a. Fundamental music theory concepts.
  - b. In-depth study of pitch, timbre, texture, and form.
2. Introduction to World Music
  - a. The purpose of music in culture.
3. Medieval and Renaissance music
4. Music of South & Central America
5. The Baroque Period
  - a. Bach: an in-depth study,
    - i. Analysis of 4-part chorale writing
    - ii. Study of Bach's impact on the future of written music
6. Music of Asia
7. The Classical Period
8. The Romantic Period
  - a. Aesthetic valuing and meaning in music
9. 20th Century Music
10. Folk music of Eastern Europe
11. Jazz and Pop styles

**KEY ASSIGNMENTS:**

(Please see Music Guide, pages 10 to 21, for more details.)

**INSTRUCTIONS METHODS and/or STRATEGIES:**

(Please see Music Guide, pages 11 and 12 for more details.)

General IB approaches to teaching are:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by formative and summative assessment

Strategies to meet these approaches with students include deliberate lesson planning that encourages students to develop these approaches to learning skills:

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

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<sup>2</sup> IBO, 2010

## **ASSESSMENTS INCLUDING METHODS and/or TOOLS**

(Please see Music Guide, pages 22 to 51 for more details.)

There are ongoing formative and summative assessments throughout the course as prepared by the instructor. In addition, there are specific IB assessments called Internal Assessment (IA) and External Assessment (EA). Preparation for both the IAs and EAs are ongoing throughout the course.

IA: A 20 to 30 minute group recording selected from two or more public performances.

EA: Listening paper consisting of four musical perception questions  
Musical links investigation: A written script of 2,000 words, investigating the significant musical links between two or more pieces from distinct musical cultures.

### **For VAPA Courses Only:**

(Please see Music Guide, pages 4 to 22 for more details.)

### **ARTISTIC PERCEPTION:**

- 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

### **CREATIVE EXPRESSION:**

- 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

### **HISTORICAL and CULTURAL CONTEXT:**

- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
- 3.3 Describe the differences between styles in traditional folk genres.
- 3.4 Perform music from various cultures and time periods.
- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

### **AESTHETIC VALUING:**

- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

**CONNECTIONS, RELATIONSHIPS, and APPLICATIONS:**

5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

5.2 Analyze the role and function of music in radio, television, and advertising.

5.3 Research musical careers in radio, television, and advertising.

**INSTRUCTIONAL MATERIALS:**

Board approved text book for the course, sheet music, instruments, audio recorders, various listening resources.

**For Honors Distinction:**

IB Music SL Group Performance is recognized for honors distinction in the UC/CSU Approved Course List portal.

**CORRESPONDING NON-HONORS COURSE:**

Wind ensemble, orchestra, jazz band, or concert choir.

**DIFFERENCES in HONORS/NON-HONORS COURSES:**

Compared to the other music courses, IB Music SL Group Performance goes more in-depth into learning about the history and cultural context of the pieces to be performed. In addition, the Internal and External assessment evaluations are more rigorous than the typical final given in the non-honors courses.

**Committee Members:**

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| 1. Zachary Pattison  | 4. Efa Huckaby   |
| 2. Carissa Weintraub | 5. David Ramirez |
| 3. Sasha Robinson    | 6. Kelly Cooper  |