



Subject: Music

Nature of the Subject

The music course has been designed to prepare the 21st century music student for a world in which global musical cultures and industries are rapidly changing. The course is grounded in the knowledge, skills and processes associated with the study of music and offers a strengthened approach to student creativity through practical, informed and purposeful explorations of diverse musical forms, practices and contexts. The course ensures a holistic approach to learning, with **the roles of performer, creator and researcher** afforded equal importance in all course components.

The course seeks to be inclusive of students with wide-ranging personal and cultural musical backgrounds. In place of prescribed musical content, students and teachers in the new course have the agency to personalize unique approaches to musical forms, genres and pieces. The exploration of diverse musical material is focused through the lenses of four areas of inquiry:

1. Music for sociocultural and political expression
2. Music for listening and performance
3. Music for dramatic impact, movement and entertainment
4. Music technology in the electronic and digital age

Distinction between Higher and Standard Level:

Both SL and HL students are engaged to all three roles, that of the performer, the creator and the researcher. They may also investigate the same areas of inquiry. The distinction is made in the assessment tasks.

Students at SL and HL submit 3 common assessment tasks. HL students submit one additional assessment task.

The three common tasks are:

An exploration portfolio: Written work demonstrating engagement with, and understanding of, diverse musical material, along with practical exercises in creating and performing

An experimentation report: Written work in the form of a rationale and commentary that supports practical musical evidence of experimentation in creating and performing

A musical presentation: Finished works in creating and performing, supported by programme notes.

In addition, HL students will submit the following project:

A collaborative project: A continuous multimedia presentation documenting a real-life project, containing evidence of the project proposal, the process and evaluation, and the realized project, or curated selections of it.

Prior Learning

It is helpful and recommended that both HL and SL students have prior knowledge of Theory of Music and playing an instrument up to Grade 5.

Syllabus outline

The course is designed for students that are interested in both the practical and theoretical aspects of music and respond to a creative approach to composition and performance.

During the course:

- They broaden their musical horizons through engagement with diverse musical material, styles and genres, as creators, performers and researchers.
- They develop their analysis skills by analyzing a wide range of music.
- The study theory, orchestration and composition techniques.

- They are engaged with music technology as a compulsory part of the course.
- They gain experience as creators and performers.
- They participate in school performances

Syllabus component	Teaching hours	
	SL	HL
<p>Exploring music in context Students will learn how to engage with a diverse range of music that will broaden their musical horizons and provide stimuli to expand their own music-making. They will demonstrate diversity and breadth in their exploration by engaging with music from the areas of inquiry in personal, local and global contexts.</p>	45	45
<p>Experimenting with music Students connect theoretical studies to practical work and gain a deeper understanding of the music they engage with. Through this theoretical and practical work as researchers, creators and performers, they will learn to experiment with a range of musical material and stimuli from the areas of inquiry across local and global contexts.</p>	45	45
<p>Presenting music Students learn to practise and prepare finished pieces that will be performed or presented to an audience. In working towards completed musical works, they expand their musical identity, demonstrate their level of musicianship, and learn to share and communicate their music as researchers, creators and performers.</p>	60	60
<p>The contemporary music maker (HL only) Music at higher level (HL) builds on the learning of musical competencies and challenges students to engage with the musical processes in settings of contemporary music-making. For the HL component, students plan and collaboratively create a project that draws on the competencies, skills and processes in all of the musical roles of the music course and is inspired by real-life practices of music-making.</p>	n/a	90
Total teaching hours	150	240

Assessment Objectives

	External/ internal	SL	HL
<p>Exploring music in context Students select samples of their work for a portfolio submission. Students submit:</p> <ul style="list-style-type: none"> a) written work demonstrating engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing 	External	30%	20%
<p>Experimenting with music Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/ or global context. The report provides a rationale and commentary for each process. Students submit:</p> <ul style="list-style-type: none"> a) a written experimentation report that supports the experimentation b) practical musical evidence of the experimentation process in creating and performing 	Internal	30%	20%
<p>Presenting music Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains:</p> <ul style="list-style-type: none"> a) Programme notes b) Presenting as a creator: composition and/ or improvisation c) Presenting as a performer: solo and/ or ensemble 	External	40%	30%
<p>The contemporary music-maker (HL only) Students submit a continuous multimedia presentation documenting their real-life project which evidences:</p> <ul style="list-style-type: none"> a) the project proposal b) the process and evaluation c) the realized project, or curated selections of it. 	Internal		30%
		100%	100%