

The IB Diploma Programme, for students aged 16 to 19, is an academically challenging and balanced programme of education that prepares students for success at university and life beyond. Students take courses in six different subject groups, maintaining both breadth and depth of study. Music standard level is in group 6, the arts. In addition, three core elements—the extended essay, theory of knowledge and creativity, action, service—are compulsory and central to the philosophy of the programme.

**About the IB: For over 40 years the IB has built a reputation for high-quality, challenging programmes of education that develop internationally minded young people who are well prepared for the challenges of life in the 21st century and able to contribute to creating a better, more peaceful world.**

The IB subject briefs illustrate four key course components in the IB Diploma Programme.

- I. Course description and aims
- II. Curriculum model overview
- III. Assessment model
- IV. Sample questions

## Overview of the music standard level course and curriculum model

### I. Course description and aims

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. In addition, the course enables students to:

- enjoy lifelong engagement 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
- develop their knowledge and potential as musicians, both personally and collaboratively.

### II. Curriculum model overview

#### Music standard level

Components		
Core	Musical perception	75 hours
Options	Students choose one of the three options <ul style="list-style-type: none"> <li>• Creating</li> <li>• Solo performing</li> <li>• Group performing</li> </ul>	75 hours
<b>Total teaching hours</b>		<b>150 hours</b>

### III. Assessment model

#### Assessment for music standard level

The IB assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme courses, which are to provide students with:

- a broad and balanced, yet academically demanding, programme of study
- the development of critical-thinking and reflective skills
- the development of research skills
- the development of independent learning skills
- the development of intercultural understanding
- a globally recognized university entrance qualification.

The assessments aim to test all students' knowledge and understanding of key concepts through various activities that 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
- performance skills through solo or group music making
- critical-thinking skills through reflective thought.

Students' success in the music standard level course is measured by combining their grades on external and internal assessment.

## Assessment for music standard level (continued)

Throughout the teaching of the course students should be encouraged to develop critical thinking and participate in inquiry-based learning, while working both individually and collaboratively.

The listening paper is based on musical perception, reflected through analysis and examination of pieces of music. Section A relates to two prescribed works, of which students study one. Section B relates to music from different times and places, encompassing jazz/pop, western art music and world music.

In the musical links investigation, through the study of pieces from two distinct musical cultures, students are encouraged to explore, analyse and examine the musical connections existing between two (or more) pieces of music. Through investigative study and analysis of the similarities and differences between the selected pieces of music, students learn to demonstrate significant musical links.

For the creating option, students create two 3- to 6-minute pieces, choosing from a wide range of styles and media, including traditional instruments, voices and/or music technology, and reflect on their understanding of the intention, process and outcome of the pieces.

For the solo performing option, students must submit a programme of contrasting pieces in any style of music that is 15 minutes in length.

For the group performing option, a submission is made for students in the group of pieces selected from two or more public performances that is 20–30 minutes in length.

Assessment criteria are used to assess students' achievement in music. These criteria are related to the assessment objectives established for the music course and to the group 6 grade descriptors.

## Assessment at a glance

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
<b>External</b>			<b>50</b>
<i>Listening Paper</i>	Four musical perception questions	2	30
<i>Musical links investigation</i>	A written media script of 2,000 words or less, investigating the significant musical links between two or more pieces from distinct musical cultures		20
<b>Internal</b>			<b>50</b>
<i>Creating or performing</i>	Students choose one of the three options. <b>Creating:</b> Two pieces of coursework with recordings and written work <b>Solo performing:</b> A recording selected from pieces presented during one or more public performances <b>Group performing:</b> A recording selected from pieces presented during two or more public performances		

## IV. Sample questions

The following questions appeared in previous IB Diploma Programme music standard level examinations.\*

### Listening paper section A

Sample: *El Salón México* by A Copland

Demonstrate the rhythmic sophistication found in Copland's *El Salón México* by discussing at least four elements/features in the passage between rehearsal numbers 11–27 (bar/measure 103–267).

\* the syllabus for examinations current until 2019

### Listening paper section B

Sample: *First movement* from *Symphony No 1, Op 25*

“*Classical*” by S Prokofiev (score provided)

With clear reference to the score provided, analyse, examine and discuss in detail what you hear in this extract.

Sample: Unidentified Piece (no score provided)

Analyse, examine and discuss in detail what you hear in this extract.

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