

**IB HL 2 Music**  
**Ms. Davis 2010-2011**  
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**COURSE GOALS**

- Purpose of the course: To develop the necessary skills to study, create, and appreciate music; to gain appreciation and respect for music of different styles, genres, and cultures; to foster and expand musical creativity; to challenge preconceived ideas about music
- Beliefs: the study, creation, and appreciation of music is accessible to every student; risk-taking is an inherent part of the study of music and contributes to the self-actualization of the individual
- Essential Questions: How can we improve our musical performance skills? What is considered a *good* performance? How do we judge this quality in our own and other's performances?

**COURSE OBJECTIVES**

- Content/Knowledge: to understand the stylistic and cultural changes in classical music from the 11<sup>th</sup> to the 20<sup>th</sup> century; to understand the role of the performer, conductor, and audience in those societies; to continue the intensive study of music theory and incorporate that knowledge into original compositions; to be able to identify style characteristics in music from our own and other cultures
- Skills: to develop aural perception by analyzing and describing the elements of music from a wide variety of styles and genres; to evaluate and respond to music orally, verbally, and through writing using appropriate terminology; to perform original compositions; to compose music with Sibelius software; to perform, alone and with others, a variety of musical styles in front of an audience
- Attitudes: to develop and maintain respectful attitudes towards other members of the class, and towards the music of other styles, cultures, and periods
- Cross Disciplinary Connections: to make connections between music and the period and/or culture from which it comes
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**TEACHING STRATEGIES AND RESOURCES**

- Teacher and student-designed activities include performing on the student's primary instrument; listening activities for the identification of musical elements and for style, cultural, and period recognition; musical composition; engaging in intelligent discussions on a broad range of topics in music
- Teaching strategies include class discussion on issues in music; short lectures with review; listening to a wide variety of music; writing about music; theory and other worksheets; reading with guiding questions; concert attendance and participation; and engaging in research
- Resources and materials include CDs, worksheets, musical instruments, various websites, and a wide variety of performances on DVDs, videos, and the Internet; Textbooks are: *The Enjoyment of Music* and *Elementary Harmony: Theory and Practice*

## ASSESSMENT

- Forms of Assessment include quizzes; tests; worksheets; performances; projects; homework; and participation and effort
- Relationship between assessment and grades is as follows:

Classwork/Homework/Effort	30%
Quizzes	15%
Tests	30%
Projects/Performances	25%
- Late Work will be assessed by dropping the grade 10% for each week it is late.
- Extra Credit assignments may be earned for: individual solo/and or group performances; research on special topics; and other approved assessments *only* if the required work has already been completed.