



Simplified IB Music Guide

The new IB Music curriculum is explained in an 80-page document (www.UHSband.com/IBmusic/IBmusic_guide2022.pdf) which you will want to read in full at some point. This, however, is a 2-page document that just explains *what the kids need to turn in*. This should help keep you from feeling like you're wandering lost in the woods of the official IB Music Guide as it aimlessly wanders back and forth explaining the philosophy, rationales, details, rubrics, requirements, and expectations.

The new curriculum is based on four **Areas of Inquiry**:

- Music for sociocultural and political expression
- Music for listening and performance
- Music for dramatic impact, movement, and entertainment
- Music technology in the electronic age

Each of these areas should be examined in a **personal, local, and global** context.

The students will need to upload two external assessments and two internal assessments. They are as follows:

- Exploring Music (external)
- Presenting Music (external)
- Experimenting with Music (internal)
- The Contemporary Music-Maker (internal, HL only)

The assessments will need to be uploaded to IB as single audio files and a multimedia presentation. The students (and the teacher!) are going to need some training in notation software like Sibelius or Finale, audio software like Audacity or Garage Band, and video software like iMovie or Final Cut to effectively put all of this together.

Exploring Music

External Assessment, Part I

The "Exploring Music" assessment starts with detailed student research into a diverse body of music from two Areas of Inquiry. Students should be keeping a "music journal" of all sorts of research, and compile selections from that into a research notebook. They will then need to write a short composition (32 bars/1 minute) and do a performed adaptation (maximum 2 minutes) on their instrument, both of which should both be based on the student's research.

This assessment will be uploaded as a written document with a maximum of 2400 words. It has four parts:

- A research journal examining a diverse body of music from two Areas of Inquiry.
- An explanation of the composition and how it relates to the research. The score for the composition should be embedded in the document.
- An explanation of the performed adaptation and how it relates to the research.
- A bibliography (not part of the word count) of all the different sources the students researched.

Along with this document, you'll also need to upload a single audio file with the following recordings on it:

- the composition (maximum 1 minute)
- the musical material on which the performed adaptation is based (maximum 1 minute)

- the performed adaptation (maximum 2 minutes)

Finally, you'll also need to upload a single audio file (maximum 3 minutes) with recordings of any music analyzed and discussed in the written document.

Presenting Music

External Assessment, Part II

For this component, students need to create an original composition or improvisation (maximum 6 minutes) as well as up to 12 minutes of solo performance and then write program notes on it.

You'll need to upload a written document with four parts:

- program notes for the composition/improvisation and solo performances (maximum 600 words)
- a track listing
- scores or visual representation for the composition/improvisation
- bibliography

You'll also need to upload a single audio track with the composition/improvisation and solo performances.

Experimenting with Music

Internal Assessment, Part I

What IB means by "experimentation" is a research project on music in a local and global context with the aim of producing **three brief compositions** and **three brief performing excerpts** (maximum 10 minutes total) based on the research. They then submit an "Experimentation Report" that summarizes the research and how the excerpts are connected to it.

You'll need to upload:

- a written document explaining the experimentation (maximum 1500 words)
- three excerpts of creating (maximum 5 minutes total)
- three excerpts of performing (maximum 5 minutes total)

The Contemporary Music-Maker

Internal Assessment, Part II

For this component, the students need to come up with their own musical project. The project needs to be "guided by musical intentions," the students need to document extensive planning and research, and the final product needs to demonstrate "musicality and technical proficiency." Other than those broad guidelines, the students seem to have a lot of freedom to come up with their own project.

The students are encouraged to have "collaborators," although it looks like each student does need to come up with his or her own individual product.

What gets submitted is basically a 15-minute documentary video explaining the entire process. There should be footage explaining how the student came up with the idea for the project, the work that went into preparing it, and samples of the work in progress, concluding with the final product. The final performance itself can be up to 7 minutes of the video.