

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 higher 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 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 higher level course and curriculum model

### I. Course description and aims

The IB Diploma Programme higher 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 higher level

Components	
<i>Musical perception</i>	90 hours
<i>Creating</i>	75 hours
<i>Solo performing</i>	75 hours
<b>Total teaching hours</b>	<b>240 hours</b>

### III. Assessment model

#### Assessment for music higher 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 music making
- critical-thinking skills through reflective thought.

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

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.

## Assessment for music higher level (continued)

The listening paper is based on musical perception—analysis, examination, comparing and contrasting of pieces of music. Section A relates to two prescribed works and section B to music from different times and places, encompassing jazz/pop, western art music and world music. Section C relates to comparing and contrasting two extracts from section B.

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.

In creating, students create three pieces of 3 to 6 minutes in length 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.

In the performing component, students must submit a programme of contrasting pieces in any style of music that is 20 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>	Seven musical perception questions	3	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 and performing</i>	<b>Creating:</b> three pieces of coursework with recordings and written work		25
	<b>Solo performing:</b> A recording selected from pieces presented during one or more public performances		25

## IV. Sample questions

The following questions appeared in previous IB Diploma Programme music higher level examinations.

### Listening paper section A

Sample: *Violin Concerto II Allegro – Adagio* by A Berg and *Adiós Nonino* by A Piazzolla

Investigate significant musical links between these two pieces by analysing and comparing and contrasting their timbre/tone colour and melody.

### Listening paper section B

Sample: Unidentified Piece (no score provided)

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

Sample: *String Quartet No. 8, Op. 110 - Movement I* by D Shostakovich (score provided)

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

### Listening paper section C

Sample: Select any two of the extracts from section B. Investigate and evaluate two (or more) significant musical links between these extracts. Arguments must be fully justified, located and relevant to the chosen extracts.

Learn more about how the IB Diploma Programme prepares students for success at university by going online to [www.ibo.org/universities](http://www.ibo.org/universities) or email us at [recognition@ibo.org](mailto:recognition@ibo.org).