



XV. GIMNAZIJA
International Baccalaureate Department
Middle Years Programme

MUSIC
Course description 2021/2022

WHAT IS THE COURSE ABOUT?

MYP Music course gives students access to musical experiences that develop their thinking skills, communication and the ability to relate to others. Engagement with existing and emerging music from the local community and from around the world allows students to understand the significance of music to the cultures of the world and to develop understanding of how the act of making music is a significant and universal aspect of human expression. Students will develop musical literacy skills by using the creative and critical analysis in a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

As part of music teaching, students will learn about these topics:

Unit	MYP 4	MYP 5
Unit 1	<i>The Magic of Sound</i>	<i>Rock music</i>
Unit 2	<i>The role of music in society through ages</i>	<i>Improvisation as the basis of Jazz music</i>
Unit 3	<i>Is music more than formula?</i>	<i>Does music manipulate our emotions?</i>
Unit 4	<i>Let's play it!</i>	<i>World music as cultural postcard</i>

AIMS AND OBJECTIVES OF STUDYING MUSIC:

The aims of studying MYP Arts, according to the IB Arts guide, are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world

In order to reach the aims of studying arts students should be able to meet the following objectives:

Objective A: Knowing and understanding

Through the study of theorists and practitioners of the arts, students discover the aesthetics of art forms and are able to analyse and communicate in specialized language. Using explicit and tacit knowledge alongside an understanding of the role of the arts in a global context, students inform their work and artistic perspectives.

In order to reach the aims of arts, students should be able to:

- i. demonstrate knowledge and understanding of the art form studied, including concepts, processes and the use of subject specific terminology
- ii. demonstrate an understanding of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to purposefully inform artistic decisions in the process of creating artwork

Objective B: Developing skills

The acquisition and development of skills provide the opportunity for active participation in the art form and in the process of creating art. Skill application allows students to develop their artistic ideas to a point of realization. The point of realization could take many forms. However, it is recognized as the moment when the student makes a final commitment to his or her artwork by presenting it to an audience. Skills are evident in both process and product.

In order to reach the aims of arts, students should be able to:

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

Objective C: Thinking creatively

The arts motivate students to develop curiosity and purposefully explore and challenge boundaries. Thinking creatively encourages students to explore the unfamiliar and experiment in innovative ways to develop their artistic intentions, their processes and their work. Thinking creatively enables students to discover their personal signature and realize their artistic identity.

In order to reach the aims of arts, students should be able to:

- i. develop a feasible, clear, imaginative and coherent artistic intention
- ii. demonstrate a range and depth of creative-thinking behaviours
- iii. demonstrate the exploration of ideas to shape artistic intention through to a point of realization

Objective D: Responding

Students should have the opportunity to respond to their world, to their own art and to the art of others. A response can come in many forms; creating art as a response encourages students to make connections and transfer their learning to new settings. Through reflecting on their artistic intention and the impact of their work on an audience and on themselves, students become more aware of their own artistic development and the role that arts play in their lives and in the world. Students learn that the arts may initiate change as well as being a response to change.

In order to reach the aims of arts, students should be able to:

- i. construct meaning and transfer learning to new settings
- ii. create an artistic response which intends to reflect or impact on the world around them
- iii. critique the artwork of self and others

REQUIREMENTS:

Music classes takes place in Art classroom with two periods a week. Most of supplies are available in the Music classroom, but students also need a notebook – so called Process journal that is used for recording process and progress during the course which is formatively assessed.

ASSESSMENT:

Students are assessed continually - oral and written work alike- through various written assignments such as commentaries on a piece of music they listen, different types of essays, tests, quizzes, homework assignments, etc. They will be assessed individually, as a member of a group working as a team, in pair work or class discussion. Also personal engagement throughout the school year will be taken into consideration. This means that students are assessed formatively throughout the school year (Process Journal).

The assessment criteria and assessment tasks are presented at the beginning of each task/project either orally or in written form. However depending on the nature of a task specific assessment criteria and rubrics will be provided-either orally or in a written form.

Summative assessment:

- Written exams about knowledge and understanding of key terms used in topic
- Power Point/Prezi/Oral presentations
- Esseys

Formative assessment:

- Process journal
- Posters about specific topic
- Use of knowledge and language in planning, researching and presentation about music topics
- Written evaluations and reflections of musical compositions

The general assessment and grade descriptors for MYP Music are criterion-related, based on four equally weighted assessment criteria which also correspond directly to the objectives of MYP Music. Not all of the criteria are necessarily always assessed.

CRITERION	MAXIMUM LEVEL OF ACHIEVEMENT
A: Knowing and understanding	8 points
B: Developing skills	8 points
C: Thinking creatively	8 points
D: Responding	8 points

Within each unit it is possible to provide more than one summative assessment assignment. At the end of the school year the levels of achievement for each of the assessment criteria will be decided on and then the total will be converted into the final grade. The conversion table is prescribed by the IB and cannot be changed or adapted.

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Music

Grade	Boundaries
1	0-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32