



XV. GIMNAZIJA
 International Baccalaureate Department
 Middle Years Programme

MUSIC
Course description 2023./2024.

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: Investigating

- i. investigate a movement or genre in their chosen arts discipline, related to the statement of inquiry
- ii. analyse an artwork or performance from the chosen movement or genre

Objective B: Developing

- i. practically explore ideas to inform development of a final artwork or performance
- ii. present a clear artistic intention for the final artwork or performance in line with the statement of inquiry

Objective C: Creating/Performing

- i. create or perform an artwork

Objective D: Evaluating

- i. appraise their own artwork or performance
- ii. reflect on their development as an artist

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 / Investigating	8 points
B: Developing skills / Developing	8 points
C: Thinking creatively / Creating/Performing	8 points
D: Responding / Evaluating	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

Grade 7 - Produces frequently innovative and imaginative artistic intentions that lead to highquality artistic responses. Communicates comprehensive, nuanced understanding of the art form studied, including concepts, processes and contexts. Consistently demonstrates sophisticated creative-thinking behaviours and exploration of ideas through the creation and critique of the art of self and others. Frequently transfers knowledge and applies skills and techniques, with independence and expertise, to produce work in new settings.

Grade 6 - Produces occasionally innovative and imaginative artistic intentions that lead to highquality artistic responses. Communicates extensive understanding of the art form studied, including concepts, processes and contexts. Demonstrates insightful creativethinking behaviours and exploration of ideas, frequently with sophistication, through the creation and critique of the art of self and others. Transfers knowledge and applies skills and techniques, often with independence, to produce work in new settings.

Grade 5 - Produces artistic intentions that generally lead to high-quality artistic responses. Communicates good understanding of the art form studied, including concepts, processes and contexts. Demonstrates creative-thinking behaviours and exploration of ideas, sometimes with sophistication, through the creation and critique of the art of self and others. Usually transfers knowledge, and applies skills and techniques, with some independence, to produce work in new settings.

Grade 4 - Produces artistic intentions that often lead to good-quality artistic responses. Communicates basic understanding of the art form studied, including concepts, processes and contexts. Demonstrates some creative-thinking behaviours and some exploration of ideas through the creation and critique of the art of self and others. Transfers some knowledge and applies some skills and techniques, with support, to produce work in new settings.

Grade 3 - Produces artistic intentions that often lead to acceptable quality artistic responses. Communicates basic understanding of the art form studied, including some concepts, processes and contexts. Begins to demonstrate some creative-thinking behaviours and some exploration of ideas through the creation and critique of the art of self and others. Begins to transfer knowledge and apply skills and techniques, requiring support even in familiar settings.

Grade 2 - Produces work of limited quality. Communicates limited understanding of the art form studied, including some concepts, processes and contexts. Demonstrates limited evidence of creative-thinking behaviours or exploration of ideas. Limited evidence of transfer of knowledge or application of skills or techniques.

Grade 1 - Produces work of a very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates creativethinking behaviours or exploration of ideas. Very inflexible, rarely shows evidence of knowledge or skills.