
IB MUSIC SYLLABUS

Welcome to IB Music! I'm overjoyed to be able to bring this class to LHS to expand our music department and band program. Through this class you will learn different styles of music throughout the world, create music, present research on music, and perform. Keep in mind: this course is not IB Band. We will explore many styles and means of music making that are far beyond the world of band. This class will not be easy, but it is more than manageable if you are able to keep up with your work independently.

This course will be taught at the same time as the normal 4th period band class, with every Friday being designated for specific IB instruction (see calendar in Google Classroom for details.) Seeing as we will only have one day per week together, a majority of this work will be done on your own throughout the week. I am always available to help you if you need it, please don't struggle in silence! I hope this syllabus will provide some clarity to you. Please reach out if you have any questions!

Musically yours,

Brady Moffett

Director of Bands

Basic Information

- Instructor
 - Mr. Brady Moffett
 - brady.moffett@lattavikings.com
- Class Meeting Time/Location
 - 4th Period, 2:05-3:35
 - Class will meet in the band room unless otherwise specified
- Eligibility
 - Any junior or senior student who has a familiarity with music and musical notation. You must have previously been enrolled in a music course at LHS. Enrollment will be subject to approval of the instructor and IB coordinator.

- Requirements
 - All students must participate in at least one extracurricular ensemble per semester while they are enrolled in the class.
 - All students must participate in SCBDA region band auditions and SCBDA solo & ensemble.
 - All assignments must be turned in on time. Late work will not be accepted. If you need an extension, let me know at least 24 hours in advance via email. Remember...don't suffer in silence! Let me help you!
 - Students will keep a continuing music journal via Google Docs. We will set this up in class. I will be able to see your edit history on the document, so don't try to finesse me. It won't work.
 - Students will attend and participate in all performances and rehearsals required of the LHS band class.

Class Rules

1-Be Punctual –be on time

2-Bring all necessary materials to class- you always need a pencil and notebook paper

3-Follow teacher directions and project instructions

4-Treat all classmates and teacher with respect.

5-Work and participate productively the entire class period.

6-Most importantly: *keep an open mind*. You will be exposed to a LOT of music in this class. Some of it you will like, some of it you won't. You may even hate some of the music. The purpose of this class is not for you to like all types of music, rather for you to be able to eloquently articulate your feelings towards music and its contexts.

Grading

- Listening Journal: 30%
 - This journal will be graded on the QUALITY of your work, not the quantity. Sometimes all you have to say about something is a sentence. That's okay! Just make sure you can explain why you feel that way.
- Performances/Music Requirements: 25%
- Participation: 10%
 - Participating in M-Th band lessons and IB specific discussions.
- Tests/Projects: 20%

- Quizzes: 15%

Your internal assessment (Music Experimentation Report) will count as your final exam.

Topics Covered/Repertoire

It is worth noting that all IB courses are college level courses, and thus the content taught in this course will be at the collegiate level. There will be no inappropriate content, but it is expected that each student will progress through this course with an open mind and a mature attitude.

- Area of Inquiry 1: Music for Sociocultural and Political Expression
 - Fortunate Son-Creedence Clearwater Revival
 - This is America-Childish Gambino
 - Come Thou Fount of Every Blessing-Trad.
 - It's Coming Home-Three Lions
 - A Mother of a Revolution!-Omar Thomas
 - Strange Fruit-Billie Holiday
- Area of Inquiry 2: Music for Listening and Performance
 - El Camino Real-Alfred Reed
 - Take the A Train-Duke Ellington
 - Sumer Is Icumen In-Trad.
 - Fishin' in the Dark-Nitty Gritty Dirt Band
 - Prelude in C# Minor-Sergei Rachmaninoff
 - Lady Marmalade-Patti LaBelle
- Area of Inquiry 3: Music for Dramatic Impact, Movement, and Entertainment
 - Damned-Brian Tuey, James McCawley, Kevin Sherwood, Treyarch Sound
 - Cha Cha Slide Part 2-Mr. C the Slide Man
 - Naruto Main Theme-Toshio Masuda
 - Finale (from *The Firebird*)-Igor Stravinsky
 - All I Ask of You-Andrew Lloyd Webber
 - Indiana Jones Main Theme-John Williams
 - Spaceship Scene (from *Einstein on the Beach*)-Philip Glass
- Area of Inquiry 4: Electronic Music
 - Believe-Cher
 - Black Angels-George Crumb
 - Harder, Better, Faster, Stronger-Daft Punk
 - Hung Up-Madonna
 - Show Me Love-Hundred Waters ft. Chance the Rapper
 - Stupid Horse-100 Gecs
- 3 Roles as a Learner
 - Researcher
 - Creator
 - Performer

- 3 Contexts of Music
 - Personal
 - Local
 - Global
- Music History: Medieval-Modern Era
- Music Theory
 - Basics-7th chords & inversions
 - Arranging and Composing
 - Extended Techniques
 - 20th Century Theory

Internal/External Assessments

- External Assessments
 - Exploring Music in Context
 - Students select samples of their work for a portfolio submission. Students submit: a) written work demonstrating engagement with, and understanding of, diverse musical material b) practical exercises in creating and performing.
 - SL: 30% of your IB score
 - HL: 20% of your IB score
 - Presenting Music
 - Students submit a collection of works demonstrating engagement with diverse musical material from four areas of inquiry. The submission contains: a) Program notes b) Presenting as a creator: composition and/or improvisation c) Presenting as a performer: solo and/ or ensemble
 - SL: 40% of your IB score
 - HL: 30% of your IB score
- Internal Assessments
 - Experimenting with Music
 - Students submit an experimentation report with evidence of their musical processes in creating and performing in two areas of inquiry in a local and/ or global context. The report provides a rationale and commentary for each process. Students submit: a) a written experimentation report that supports the experimentation b) practical musical evidence of the experimentation process in creating and performing
 - SL: 30% of your IB score
 - HL: 20% of your IB score
 - (HL ONLY) The Contemporary Music-maker
 - Students submit a continuous multimedia presentation documenting their real-life project which evidences: a) the project proposal b) the process and evaluation c) the realized project, or curated selections of it.

- HL: 30% of your IB score
- For the 2022 cohort, only the Experimenting with Music and Exploring Music in Context portions are required.

HL & SL

All IB Diploma candidates will be required to complete the SL (standard level) curriculum. All other students (whether they are taking just IB Music or any other combination of IB classes) that are NOT IB Diploma candidates will be required to complete the HL (higher level) curriculum. SL students will be tasked in helping HL students complete their final project as it is required to be collaborative.

Calendar

A calendar of required events and assignments will be posted in Google Classroom. It is your responsibility to periodically check this calendar as due dates and requirements may change. I will do my best to distribute this information as readily as I am able to, but you are ultimately responsible for your own grade. Again—don't suffer in silence. Ask for help if you need it!