

**James Island
Charter High School
2020-21 IB Music Syllabus**



**Student Handbook
Period 2A, Year Long**

Andrea K. Quinn, Director

e-mail*: andrea_quinn@charleston.sc.k12.us

Voicemail: 843-762-8295

www.jamesislandhsmusic.org

 Facebook: James Island Charter HS Piano & Strings
<https://www.facebook.com/JICHSmusic/>

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JICHS IB Music SL Syllabus 2020-21

Course Overview

This course, taken in addition to Band, Choir or Orchestra, will focus on Music Theory, Western Music History, World Music, Musical Forms and Musical Analysis. The student will acquire the knowledge necessary for a better understanding of their own musical heritage through the study of Western Music History. With that understanding, students will gain the ability to appreciate other cultures through their music.

This course, in conjunction with Band, Choir, or Orchestra, will fulfill the Music SL Solo Performance, Group Performance (Recommended), or Creation Requirements set forth by the IB.

Course Objectives At the end of the course, students should be able to: (by subject)

Music Theory (Forms and Analysis Included)

- Notate pitch and rhythm in all clefs and meters, following the standard practices of musical notation
- Read music in all clefs and meters
- Write and sing major, natural/harmonic/melodic minor scales and identify scale degree names
- Identify all modes
- Write and identify all intervals and their inversions and their qualities
- Write and identify all major and minor key signatures and the circle of fifths
- Identify and write triads and seventh chords and their inversions using figured bass symbols
- Aurally identify triad and seventh chord sonorities
- Understand functional chord progressions and harmonic rhythm
- Visually and aurally identify cadences
- Understand the concept of musical phrases
- Identify periodic structure and forms
- Compose original compositions utilizing multiple techniques in the forms of 12 bar blues and periodic structure and be able to perform the composition
- Identify and realize deceptive resolutions of dominant and secondary dominant chords
- Understand and identify different techniques of modulation

Music History (Western and World)

- Identify each musical time period including Antiquity, Middle Ages (Medieval), Renaissance, Baroque, Classical, Romantic and 20th Century, and understand the social/political/religious/economic circumstances/contributions of each
- Understand and identify typical composition techniques of each time period, the composers that used them, and their evolution
- Identify composers from each time period and their significance within their own time period, as well as the greater whole of music
- Compare and contrast time periods, as well as specific composers and pieces within those time periods
- Understand different media used throughout western history regarding

instrumentation

- Identify world music from specific cultures on each continent/major region, and be able to understand the contexts in which the music was intended
- Identify world music's influence on western music, citing specific examples (and vice versa)
- Discuss and explore the Musical Links Investigation (MLI), including acceptable topics and development of topics

Textbooks & Musical Scores

- Clendinning, J. P., & Marvin, E. W. (2016a). *The Musician's Guide to Theory and Analysis and Workbook*. W. W. Norton.
(Clendinning & Marvin, 2016)
- Clendinning, J. P., & Marvin, E. W. (2016b). *The Musician's Guide to Theory and Analysis Anthology*.
(Clendinning & Marvin, 2016)
- Clendinning, J. P., & Marvin, E. W. (2016c). *The Musician's Guide to Theory and Analysis: Third Edition*. W. W. Norton & Company.
(Clendinning & Marvin, 2016)
- Forney, K., & Machlis, J. (2014). *The Enjoyment of Music: An Introduction to Perceptive Listening*. W. W. Norton.
(Forney & Machlis, 2014)
- Paul, R. (2018). *IB Music Revision Guide, 3rd Edition: Everything you need to prepare for the Music Listening Examination (Standard and Higher Level 2019/2021)*. Anthem Press.
(Paul, 2018)
- Symphony No. 94 in G Major ("Surprise Symphony") Hob. I:94 "London No. 3": Eulenburg Audio+Score Series Paperback – March 15, 2008
- Rhapsody on a Theme of Paganini, Op. 43: The Masterworks Library Paperback

Class Setup

Schedule: IB Music SL is every A day on an A/B rotation for 90 minutes on A days. We will begin virtually and follow the JICHS mode of learning throughout the COVID pandemic and make concessions. If our *Independent Work*: Written homework and reading assignments are given at each class meeting. **Subject Split:** An attempt is made to work on each of the subject areas (Music Theory, Music History, World Music) equally, without a specific focus on one for more than a single class period. This is done to avoid any confusion that may occur from jumping from subject to subject within our musical studies.

Grading Policies of the IB Assessment Component Weighting

- **Musical Links Investigation** A written media script of no more than 2,000 words, investigating the significant musical links between two (or more) pieces from distinct musical cultures
- **Internal Assessment (75 Teaching Hours)** This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
- **Group Performing (SLG)** A recording selected from pieces presented during two or more public performances, 20 minutes (20 marks)
- **External Assessment (75 Teaching Hours) Listening Paper (2 hours 15 minutes) - REMOVED due to COVID 19 restraints!!!**

External Assessment Components

Musical Links Investigation: The Musical Links Investigation requires the student to engage in a sustained investigation that is self-directed. It is designed to allow the student the opportunity to investigate the musical connections between pieces from two distinct musical cultures by exploring one (or more) musical piece(s) from each distinct musical culture.

Through comparative exploration, analysis and examination of these pieces, the student is required to demonstrate two or more significant musical links – that is to say, links concerning **musical elements**.

The two musical cultures chosen should be sufficiently distinct: the musical pieces chosen should therefore be clearly definable as belonging to distinct musical cultures. (Students are advised **not** to choose two pieces where one has NOT influenced the other – for example, the Beatles’ music reflecting Indian Raga influences.)

The Musical Links Investigation must be submitted as a **media script** of no more than **2,000** words, not including quotations and citations of sources. If the student exceeds 2,000 words, the examiner’s assessment must be based on the first 2,000 words. Computer word-count tools are discouraged.

For the purposes of the external assessment, students must submit a paper copy of the media script, regardless of the medium chosen.

Teachers may only give written/verbal advice on the final draft. **NO EXCEPTIONS.**

ACADEMIC HONESTY Students are ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged. For further information about academic honesty, please refer to the latest edition of the IB publication *Academic Honesty*. Please see the *JICHS Academic Honesty Policy*.

Internal Assessment Components

Internal assessment is an integral part of the course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge and to pursue their personal interests, without the time limitation and other constraints that are associated with written examinations.

The IB organization currently offers three internal assessment options:

- Group Performance (recommended at JICHS)
 - Creation
 - Solo Performance (1 or 2 instruments) 10 minutes
 - Group Performance (multiple ensembles) 13-20 minutes

The Group Performance Option (SLG) is currently the recommended option at JICHS unless you take private lessons. In this option, your recorded performances with the band/choir/orchestra will result in the remaining 50% of your total IB Music Assessment.

The Group Performance submission to the IB must be between 13-20 minutes in total length, and represent **two or more** public performances of different programs by the ensemble.

The teacher, in consultation with the students, is responsible for making the final choice of material to be assessed. From two or more of these performances a selection of at least two contrasting pieces must be made.

The work of the group will be internally assessed by the teacher and externally moderated by the IB. **NOTE: All students who are members of the same group receive the same mark.**

JCHS Performing Arts Virtual Learning Policies/Procedures Fall 2020

I. IB Music, Piano 1-4H & Guitar 1 Courses:

A. A. Grading policies & weighting CP/Hon/AP/IB Weighting:

1. 20% - Rehearsal Skills (daily participation, warm-ups, rudiments, materials, bring instrument, good posture, proper technique)
2. 80% (Modules, Virtual projects, Self Assessments, SmartMusic, Written Work)

B. Testing Procedures:

1. Summative (Some formative) Assessments:

- **Formative Rehearsal Performance Grades:** Music Theory, Foundations of Music, Scales/Exercises, Daily Checks, Written Assignments
- **Summative Performance Grades:** Performance Test, Chair Placements, Project, Self Assessment, Critique, Essay, Virtual Performance
- **Grade entry:**

1. Something should be in the gradebook on a weekly basis on classwork
2. Grade turn around should not exceed 2 weeks, assessments should not exceed 1 week. Essays, follow a different timeline, but should be returned ASAP for student feedback/growth.

C. Assessment policies/practices

o Frequency of Assessments:

1. Summative: end of unit (test/essay/project) - virtual really lends itself to projects and essays over multiple choice testing *see below for alternative ideas on summative assessments
2. Formative: once a week (every 5 days) (doesn't need to be a quiz) *see below for alternative ideas on ways to assess on a formative level other than quiz

o Work Load

1. 90 minutes of work daily: live class on class days during scheduled class hours for no more than 45 minutes, *MAX one new recorded/live lecture per class period*
Asynchronous/ synchronous together cannot be more than 90 minutes per class period)
2. Homework assignments should not exceed typical in-class volumes and expectations

o JI Virtual vs. JI Remote expectations

1. *JI Remote follows expectations and guidelines of Virtual Academy*
 - JI Virtual: classes **must** operate on Canvas
 - JI Remote: **classes** should operate on Canvas;

o Communications with students:

1. Remind is strongly encouraged to be used by teachers for communication to classes for at least first 2 weeks as Canvas is being introduced to students; student emergency issues should be communicated here
2. Possibly set up a Google Voice account and give students/parents the number to text & call you if needed. *we can ensure teacher understanding of this tool

Contingency plans for "glitches" (connectivity & technology issues)

o Internet outage/down:

1. Student Outage = need to send remind message or email teacher ASAP that there was an outage and was unable to attend live class / student would be expected to watch the recorded live class through Canvas/Google Classroom (to verify viewing and/or through Canvas if we can verify viewing) and post on Technical Issues discussion board with a paragraph description of the live class & fill out the missed class due to technical issue google [form](#). (A paragraph = more than 5 sentences)

- a) Kids with 3+ internet issues = teacher should reach out to student's guidance/admin and problem solve
2. **Teacher Outage** = ASAP need to record the lesson and post to Canvas. Get ahold of Howard/Wakefield so that they can update your class on your connectivity issues and/or put up work for you, etc - when teacher posts "makeup" class asynchronously students have 24hours to fill out the PA dept attendance form (being made).

Class Rules

1. Follow Directions. Adhere to JCHS Student Handbook policies and follow your classes' Social Contract.
2. Enter and exit in an orderly manner. Upon arrival, independently unpack immediately in the first five minutes of class and warm up.
3. Respect all people, instruments and property.
4. Keep Hands, feet, and objects to yourself.
5. No food, drinks, gum, candy, head gear, allowed in Music room. Please ask permission to use and phones and headphones/earbuds. No charging of phones permitted.

Positives:

Verbal Praise, Calls Home, Individual Incentives, Notes Home Emails, Class-Wide Incentives

Consequences:

1. Non Verbal/Verbal Warning # 1
2. Behavior Log/Verbal Warning. "Last Out"- Student will talk to teacher in the last five minutes of class.
3. Parent Contact and 30-minute after school work session.
4. 2, 30-minute after school work sessions and Discipline Essay. Possible Guidance Referral.
5. Office Referral

Severe Clause

Any extremely disruptive behavior like fighting, vandalism, extreme defiance, or bullying will result in immediate referral. Teacher reserves the right to skip any step.

Technology/Cell Phone Policy:

1. The school Cell Phone policy states that students can use cell phones before school, during their scheduled lunch period, and after school. Also teachers have the discretion to allow students to use cell phones for educational purposes inside the classroom. Cell phones or headphones may be used in the hallways if one ear is free from an earbud. Any students not in accordance this policy will have their phone confiscated. Confiscated phones will be returned to the student's parent or guardian after the student attends Saturday school. (Pg. 75 of Student Handbook) Permission from teacher should be asked if student is unsure.
2. Taking pictures or videos, Snap Chat, using Twitter, updating Facebook Statuses, posting to Twitter and Instagram are strictly PROHIBITED. Other Apps can be added to list by the director any time. Cell phones will be taken until the end of class and pictures/videos must be deleted.
3. Students are not to listen to music with or without ear buds unless given specific permission.

Consequences for using cell phones inappropriately

1. Warning, ask students to put device away for non-compliance
2. Item confiscated and returned at the end of the class period
3. Item confiscated and returned at the end of the school day, Call home
4. Item confiscated with Office Referral and returned during Parent Conference or after Saturday School.

Class Materials

Required:

2. *Pencils with working erasers (pens are not acceptable)
3. 3 Ring Binders for Class Notes, Graded Assignments, and Handouts
4. Sketchbook, Large notebook, OR Digital Google Doc for IB Music Journal.
5. Access to digital formats of music will be required throughout the class.
6. Students will be assigned various school-owned text and will be responsible for its care: *(Provided by the school)*
 - a. Clendinning, J. P., & Marvin, E. W. (2016a). *The Musician's Guide to Theory and Analysis and Workbook*. W. W. Norton.
(Clendinning & Marvin, 2016)
 - b. Clendinning, J. P., & Marvin, E. W. (2016b). *The Musician's Guide to Theory and Analysis Anthology*.
(Clendinning & Marvin, 2016)
 - c. Clendinning, J. P., & Marvin, E. W. (2016c). *The Musician's Guide to Theory and Analysis: Third Edition*. W. W. Norton & Company.
(Clendinning & Marvin, 2016)
 - d. Forney, K., & Machlis, J. (2014). *The Enjoyment of Music: An Introduction to Perceptive Listening*. W. W. Norton.
(Forney & Machlis, 2014)
 - e. Paul, R. (2018). *IB Music Revision Guide, 3rd Edition: Everything you need to prepare for the Music Listening Examination (Standard and Higher Level 20192021)*. Anthem Press.
(Paul, 2018)
 - f. Symphony No. 94 in G Major ("Surprise Symphony") Hob. I:94 "London No. 3": Eulenburg Audio+Score Series Paperback – March 15, 2008
 - g. Rhapsody on a Theme of Paganini, Op. 43: The Masterworks Library Paperback

Extra Resources:

- The Piano library has quite a few solo piano books that students may use as supplement material throughout the semester and at recital time.
- The library is currently the only CCSD library that carries solo piano literature on its shelves! Please check out some of these books of all levels and styles. There is a significant amount of reference materials as well.
- Talk to your Strings, Jazz, Band, Piano, and ensemble teachers about solo literature.
- www.imslp.org This website contains all public domain music, it is free and you can even print parts! Another popular music downloading website is www.musicnotes.com You will have to pay for the music, but you can find lots of pop music and a wide-variety of arrangements.
- www.noteflight.com This website is a free composition website. You can sign up with an email address and then compose music online for free with the software.
- <http://www.youtube-mp3.org/> This is another free website which converts any Youtube vide file into an mp3 recording.

Communication on Remind & Canvas:

It's and EASY and CONVENIENT for us all ☺

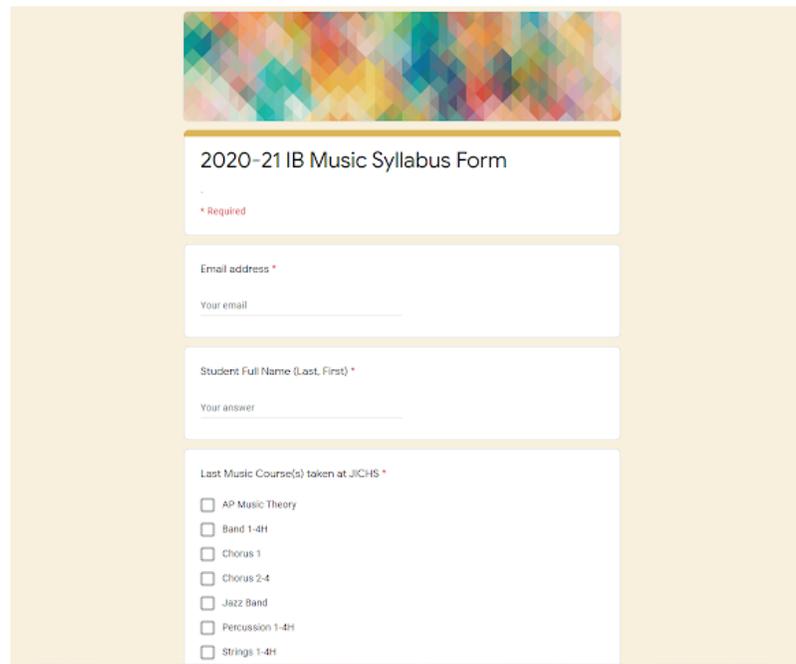
- **Send your text the message @20-ibmusic to the number 81010**
This is the class code for IB Music. Students and parents can always use IB Music 2020-21 to join this class. (Just list yourself as a parent)

* Short, 140 character messages, and links to attachments of upcoming performances and activities. Be sure to de-activate your account before changing phone numbers!

Canvas: Please check your school email on DETAILED instructions on logging in to Canvas. Video on "How to Canvas":
<https://drive.google.com/file/d/1y4YyHXBmn-e98rZVlzeTwxuUYzplmir2/view>

Contact Information Instructions (Google Form):

- Students must Sign in to their Gmail account.
- Check your email for the message containing on a Google Form.
- Please work on this with your child so I can get the most up-to-date information that will reach you everyone
- A working phone number and email is required.
- You will be able to sync our music calendar with your Google calendar.



The image shows a Google Form titled "2020-21 IB Music Syllabus Form". The form has a decorative header with a colorful mosaic pattern. Below the title, there is a red asterisk indicating a required field. The form contains three main sections: 1. "Email address *": A text input field with the placeholder "Your email". 2. "Student Full Name (Last, First) *": A text input field with the placeholder "Your answer". 3. "Last Music Course(s) taken at JCHS *": A list of checkboxes for various music courses: AP Music Theory, Band 1-4th, Chorus 1, Chorus 2-4, Jazz Band, Percussion 1-4th, and Strings 1-4th.