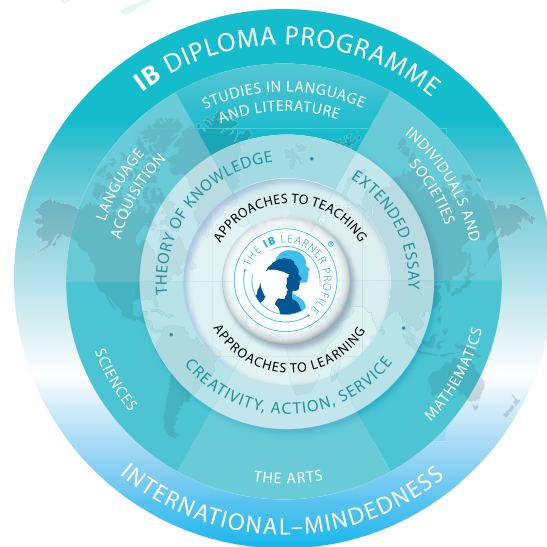


# International Baccalaureate Diploma Programme Subject Brief

## The Arts Visual Arts - HL



### I. Course description and aims

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

In addition, the aims of the visual arts course at SL and HL are to enable students to:

7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

### II. Curriculum model overview

Component	Recommended teaching hours
<p><b>Visual arts in context</b></p> <ul style="list-style-type: none"> <li>• Examine and compare the work of artists from different cultural contexts.</li> <li>• Consider the contexts influencing their own work and the work of others.</li> <li>• Make art through a process of investigation, thinking critically and experimenting with techniques.</li> <li>• Apply identified techniques to their own developing work.</li> <li>• Develop an informed response to work and exhibitions they have seen and experienced.</li> <li>• Begin to formulate personal intentions for creating and displaying their own artworks.</li> </ul>	<p><b>80</b></p>

### Visual arts methods

- Look at different techniques for making art.
- Investigate and compare how and why different techniques have evolved and the processes involved.
- Experiment with diverse media and explore techniques for making art.
- Develop concepts through processes informed by skills, techniques and media.
- Evaluate how their ongoing work communicates meaning and purpose.
- Consider the nature of “exhibition”, and think about the process of selection and the potential impact of their work on different audiences.

80

### Communicating visual arts

- Explore ways of communicating through visual and written means.
- Make artistic choices about how to most effectively communicate knowledge and understanding.
- Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
- Select and present resolved works for exhibition.
- Explain the ways in which the works are connected.
- Discuss how artistic judgments impact the overall presentation.

80

- Analyse artworks from a variety of different contexts
  - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
3. Demonstrate synthesis and evaluation
    - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
    - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
    - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
    - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
  4. Select, use and apply a variety of appropriate skills and techniques
    - Experiment with different media, materials and techniques in art-making
    - Make appropriate choices in the selection of images, media, materials and techniques in art-making
    - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
    - Produce a body of resolved and unresolved artworks as appropriate to intentions

## Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	<ul style="list-style-type: none"> <li>• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which need to be by different artists</li> <li>• 3–5 screens which analyse the extent to which the student’s work and practices have been influenced by the art and artists examined</li> <li>• A list of sources used</li> </ul>	20
Process portfolio	<ul style="list-style-type: none"> <li>• 13–25 screens which evidence sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities</li> </ul>	40
Internal		40
Exhibition	<ul style="list-style-type: none"> <li>• A curatorial rationale that does not exceed 700 words</li> <li>• 8–11 artworks</li> <li>• Exhibition text (stating the title, medium, size and intention) for each artwork</li> </ul>	40

Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

## III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
  - Identify various contexts in which the visual arts can be created and presented
  - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
  - Recognize the skills, techniques, media, forms and processes associated with the visual arts
  - Present work, using appropriate visual arts language, as appropriate to intentions
2. Demonstrate application and analysis of knowledge and understanding
  - Express concepts, ideas and meaning through visual communication

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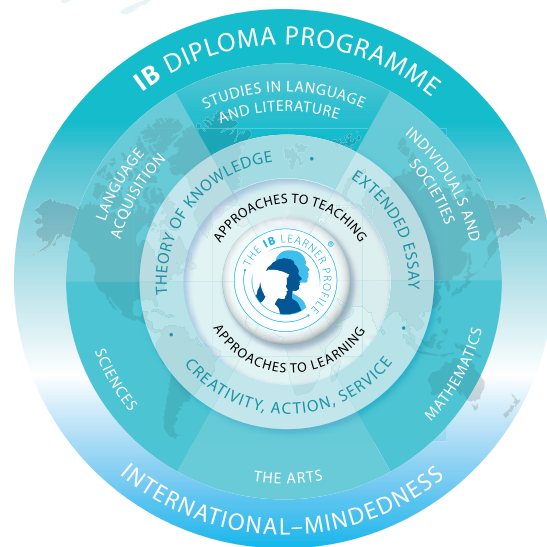
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# International Baccalaureate Diploma Programme Subject Brief

## The Arts Visual Arts - SL



### I. Course description and aims

The IB Diploma Programme visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

The role of visual arts teachers should be to actively and carefully organize learning experiences for the students, directing their study to enable them to reach their potential and satisfy the demands of the course. Students should be empowered to become autonomous, informed and skilled visual artists.

The aims of the arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills.

In addition, the aims of the visual arts course at SL and HL are to enable students to:

7. make artwork that is influenced by personal and cultural contexts
8. become informed and critical observers and makers of visual culture and media
9. develop skills, techniques and processes in order to communicate concepts and ideas.

### II. Curriculum model overview

Component	Recommended teaching hours
<p><b>Visual arts in context</b></p> <ul style="list-style-type: none"> <li>• Examine and compare the work of artists from different cultural contexts.</li> <li>• Consider the contexts influencing their own work and the work of others.</li> <li>• Make art through a process of investigation, thinking critically and experimenting with techniques.</li> <li>• Apply identified techniques to their own developing work.</li> <li>• Develop an informed response to work and exhibitions they have seen and experienced.</li> <li>• Begin to formulate personal intentions for creating and displaying their own artworks.</li> </ul>	<p><b>50</b></p>

### Visual arts methods

- Look at different techniques for making art.
- Investigate and compare how and why different techniques have evolved and the processes involved.
- Experiment with diverse media and explore techniques for making art.
- Develop concepts through processes informed by skills, techniques and media.
- Evaluate how their ongoing work communicates meaning and purpose.
- Consider the nature of “exhibition” and think about the process of selection and the potential impact of their work on different audiences.

50

### Communicating visual arts

- Explore ways of communicating through visual and written means.
- Make artistic choices about how to most effectively communicate knowledge and understanding.
- Produce a body of artwork through a process of reflection and evaluation, showing a synthesis of skill, media and concept.
- Select and present resolved works for exhibition.
- Explain the ways in which the works are connected.
- Discuss how artistic judgments impact the overall presentation.

50

- Analyse artworks from a variety of different contexts
  - Apply knowledge and understanding of skills, techniques, media, forms and processes related to art-making
3. Demonstrate synthesis and evaluation
    - Critically analyse and discuss artworks created by themselves and others and articulate an informed personal response
    - Formulate personal intentions for the planning, development and making of artworks that consider how meaning can be conveyed to an audience
    - Demonstrate the use of critical reflection to highlight success and failure in order to progress work
    - Evaluate how and why art-making evolves and justify the choices made in their own visual practice
  4. Select, use and apply a variety of appropriate skills and techniques
    - Experiment with different media, materials and techniques in art-making
    - Make appropriate choices in the selection of images, media, materials and techniques in art-making
    - Demonstrate technical proficiency in the use and application of skills, techniques, media, images, forms and processes
    - Produce a body of resolved and unresolved artworks as appropriate to intentions

Throughout the course students are required to maintain a visual arts journal. Although sections of the journal will be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

## III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
  - Identify various contexts in which the visual arts can be created and presented
  - Describe artwork from differing contexts, and identify the ideas, conventions and techniques employed by the art-makers
  - Recognize the skills, techniques, media, forms and processes associated with the visual arts
  - Present work, using appropriate visual arts language, as appropriate to intentions
2. Demonstrate application and analysis of knowledge and understanding
  - Express concepts, ideas and meaning through visual communication

## Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
External		60
Comparative study	<ul style="list-style-type: none"><li>• 10–15 screens which examine and compare at least 3 artworks, at least 2 of which should be by different artists</li><li>• A list of sources used</li></ul>	20
Process portfolio	<ul style="list-style-type: none"><li>• 9–18 screens which evidence the student’s sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities</li></ul>	40
Internal		40
Exhibition	<ul style="list-style-type: none"><li>• A curatorial rationale that does not exceed 400 words</li><li>• 4–7 artworks</li><li>• Exhibition text (stating the title, medium, size and intention) for each artwork</li></ul>	40

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# International Baccalaureate Diploma Programme Subject Brief

## Theatre Visual Arts – HL



### Course Description

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

The aims of all DP arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills

In addition, the aims of the HL theatre course are to enable students to:

7. explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
8. understand and engage in the processes of transforming ideas into action (theatre processes)
9. develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)
10. understand and appreciate the relationship between theory and practice (theatre in context, theatre processes, presenting theatre).

### II. Curriculum model overview

Component	Recommended teaching hours
<p><b>Theatre in context</b></p> <ul style="list-style-type: none"> <li>• Research and examine the various contexts of:                             <ul style="list-style-type: none"> <li>o at least one theatre theorist</li> <li>o at least one published play text and reflect on live theatre</li> <li>o at least one world theatre tradition.</li> </ul> </li> <li>• Reflect on personal approaches, interests and skills in theatre. Research and examine at least one starting point and the approaches employed by an appropriate professional theatre company, and consider how this might influence personal approaches.</li> </ul>	80

Component	Recommended teaching hours
<b>Theatre processes</b> <ul style="list-style-type: none"> <li>• Explore at least one theorist and collaboratively engage in creating theatre based on their theory.</li> <li>• Take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.</li> <li>• Practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.</li> <li>• Respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.</li> </ul>	80
<b>Presenting theatre</b> <ul style="list-style-type: none"> <li>• Create, present and evaluate at least one theatre piece based on an aspect of a theatre theorist's work.</li> <li>• Direct and present at least one scene or section from one published play text.</li> <li>• Present a moment of theatre which demonstrates the performance convention(s) of at least one world theatre tradition.</li> <li>• Participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others.</li> </ul>	80

2. Demonstrate application and analysis of knowledge and understanding
  - Explain the relationship and significance of the integration of production, performance and research elements
  - Explore and demonstrate different ways through which ideas can be presented and transformed into action
  - Explain what has informed, influenced and had impact on their work
3. Demonstrate synthesis and evaluation
  - Evaluate their work and the work of others
  - Discuss and justify choices
  - Examine the impact their work has had on others
4. Select, use and apply a variety of appropriate skills and techniques
  - Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles
  - Demonstrate organization of material including use and attribution of sources
  - Demonstrate the ability to select, edit and present work appropriately

From the beginning of the course, and at regular intervals, students are required to maintain a theatre journal. Although elements of the journal may be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

### III. Assessment model

Having followed the visual arts course, students are expected to:

1. Demonstrate knowledge and understanding of specified content
  - Describe the relationship between theatre and its contexts
  - Identify appropriate and valuable information from research for different specialist theatre roles
  - Present ideas, discoveries and learning, gained through research and practical exploration to others

### Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
<b>External</b>		<b>75</b>
Solo theatre piece	Create and present a solo theatre piece (4-8 minutes) based on an aspect(s) of theatre theory.	35
Director's notebook	Develop ideas regarding how a play text could be staged for an audience.	20
Research presentation	Deliver an individual presentation (15 minutes maximum) that outlines and physically demonstrates research into a convention of a theatre tradition.	20
<b>Internal</b>		<b>25</b>
Collaborative project	Collaboratively create and present an original piece of theatre (lasting 13 - 15 minutes) for and to a specified target audience.	25

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# International Baccalaureate Diploma Programme Subject Brief

## Theatre Visual Arts – SL



### Course Description

Theatre is a practical subject that encourages discovery through experimentation, risk-taking and the presentation of ideas. The IB DP theatre course is multifaceted and gives students the opportunity to actively engage in theatre as creators, designers, directors and performers. It emphasizes working both individually and collaboratively as part of an ensemble. The teacher's role is to create opportunities that allow students to explore, learn, discover and collaborate to become autonomous, informed and skilled theatre-makers.

Students learn to apply research and theory to inform and to contextualize their work. Through researching, creating, preparing, presenting and critically reflecting on theatre, they gain a richer understanding of themselves, their community and the world. Students experience the course from contrasting artistic and cultural perspectives. They learn about theatre from around the world, the importance of making theatre with integrity, and the impact that theatre can have on the world. It enables them to discover and engage with different forms of theatre across time, place and culture, promoting international-mindedness and an appreciation of the diversity of theatre.

The aims of all DP arts subjects are to enable students to:

1. enjoy lifelong engagement with the arts
2. become informed, reflective and critical practitioners in the arts
3. understand the dynamic and changing nature of the arts
4. explore and value the diversity of the arts across time, place and cultures
5. express ideas with confidence and competence
6. develop perceptual and analytical skills

In addition, the aims of the SL theatre course are to enable students to:

7. explore theatre in a variety of contexts and understand how these contexts inform practice (theatre in context)
8. understand and engage in the processes of transforming ideas into action (theatre processes)
9. develop and apply theatre production, presentation and performance skills, working both independently and collaboratively (presenting theatre)

### II. Curriculum model overview

Component	Recommended teaching hours
<b>Theatre in context</b> <ul style="list-style-type: none"> <li>• Research and examine the various contexts of at least one published play text and reflect on live theatre.</li> <li>• Research and examine the various contexts of at least one world theatre tradition.</li> <li>• Reflect on personal approaches, interests and skills in theatre. Research and examine at least one starting point and the approaches employed by an appropriate professional theatre company, and consider how this might influence personal approaches.</li> </ul>	50

Component	Recommended teaching hours
<b>Theatre processes</b> <ul style="list-style-type: none"> <li>Take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.</li> <li>Take part in the practical exploration of at least two contrasting published play texts and engage with the process of transforming a play text into action.</li> <li>Practically examine the performance conventions of at least one world theatre tradition and apply this to the staging of a moment of theatre.</li> <li>Respond to at least one starting point and engage with the process of transforming it collaboratively into an original piece of theatre.</li> </ul>	50
<b>Presenting theatre</b> <ul style="list-style-type: none"> <li>Create, present and evaluate at least one theatre piece based on an aspect of a theatre theorist's work.</li> <li>Direct and present at least one scene or section from one published play text.</li> <li>Present a moment of theatre which demonstrates the performance convention(s) of at least one world theatre tradition.</li> <li>Participate in at least one production of a collaboratively created piece of original theatre, created from a starting point, which is presented to others.</li> </ul>	50

- Demonstrate application and analysis of knowledge and understanding
  - Explain the relationship and significance of the integration of production, performance and research elements
  - Explore and demonstrate different ways through which ideas can be presented and transformed into action
  - Explain what has informed, influenced and had impact on their work
- Demonstrate synthesis and evaluation
  - Evaluate their work and the work of others
  - Discuss and justify choices
  - Examine the impact their work has had on others
- Select, use and apply a variety of appropriate skills and techniques
  - Demonstrate appropriate skills and techniques in the creation and presentation of theatre in different specialist theatre roles
  - Demonstrate organization of material including use and attribution of sources
  - Demonstrate the ability to select, edit and present work appropriately

### Assessment at a glance

Type of assessment	Format of assessment	Weighting of final grade (%)
<b>External</b>		<b>65</b>
Director's notebook	Develop ideas regarding how a play text could be staged for an audience.	35
Research presentation	Deliver an individual presentation (15 minutes maximum) that outlines and physically demonstrates research into a convention of a theatre tradition.	30
<b>Internal</b>		<b>35</b>
Collaborative project	Collaboratively create and present an original piece of theatre (lasting 13 - 15 minutes) for and to a specified target audience.	35

From the beginning of the course, and at regular intervals, students are required to maintain a theatre journal. Although elements of the journal may be selected, adapted and presented for assessment, the journal itself is not directly assessed or moderated. It is, however, regarded as a fundamental activity of the course.

### III. Assessment model

Having followed the visual arts course, students are expected to:

- Demonstrate knowledge and understanding of specified content
  - Describe the relationship between theatre and its contexts
  - Identify appropriate and valuable information from research for different specialist theatre roles
  - Present ideas, discoveries and learning, gained through research and practical exploration to others

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# International Baccalaureate Diploma Programme Subject Brief

## Music Visual Arts – HL



### Course Description

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

Component	Recommended teaching hours
<b>Music higher level</b>	
Musical perception	90
Creating	75
Solo performing	75
Total teaching hours	240

### 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.

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.

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	Weighting of final grade (%)
<b>External</b>		<b>50</b>
Listening paper	Five musical perception questions	2.5 30
Musical links investigation	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>
Creating and performing	<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

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# International Baccalaureate Diploma Programme Subject Brief

## Music Visual Arts – SL



### Course Description

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

Component		Recommended teaching hours
<b>Music standard level</b>		
<b>Core</b>	Musical perception	75
<b>Options</b>	Students choose one of the three options <ul style="list-style-type: none"> <li>• Creating</li> <li>• Solo performing</li> <li>• Group performing</li> </ul>	75
<b>Total teaching hours</b>		150

### 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.

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.

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.

6-minute pieces, 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  
For the solo performing option, students must submit a programme of contrasting pieces in any style of music that is 15 minutes in length.

For the group performing option, a submission is made for students in the group of pieces selected from two or more public performances that is 20–30 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	Weighting of final grade (%)
<b>External</b>		<b>50</b>
Listening paper	Four musical perception questions	20
Musical links investigation	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>
Creating or performing	Students choose one of the three options.  <b>Creating:</b> two pieces of coursework with recordings and written work  <b>Solo performing:</b> A recording selected from pieces presented during one or more public performances  <b>Group performing:</b> A recording selected from pieces presented during two or more public performances	

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