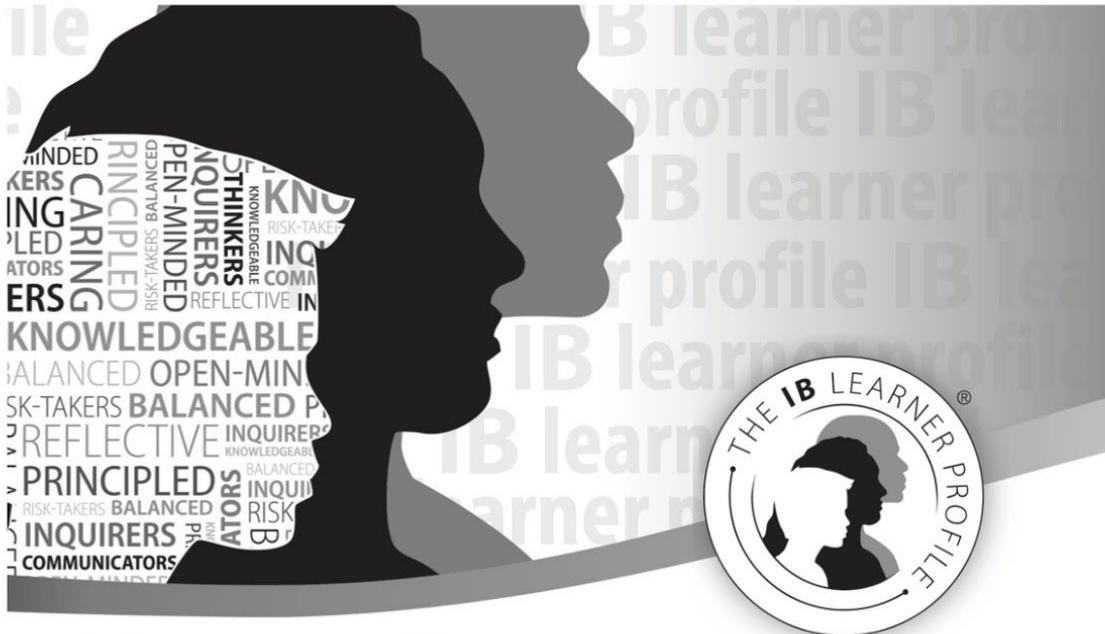


SCVi Charter School IB Diploma Programme

Syllabus and Learner Agreement



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



SCVi Charter School IB Diploma Programme

Syllabus and Learner Agreement

SCVi IB Diploma Programme Guidelines:

The IB DP Programme is a rigorous course designed to push you to become critical thinkers. It is expected that each learner come prepared to read, write, think, and discuss the topic at hand. In IB you will need to question the texts, your peers, and your teacher! The most important expectation of this course is that you bring to class an enthusiasm for learning new things.

In Class Expectations: As an IB learner, I will work towards a better understanding of the IB Learner Profile, in addition to:

1. Contribute to a Positive Class Environment

- a. Attend class regularly.
- b. Be on time to class.
- c. Use technology (including phones) as it applies or is directed by facilitator.
- d. Respect peers and facilitator, which includes listening, when each is speaking.

2. Take Responsibility for One's Work

- a. Come to class prepared (*Take notes on lectures, complete readings/work prior to class, when required, and bring materials for projects, if you are working on a project in class.*)
- b. Actively Participate.
- c. Turn in all work on the day it is due.
- d. Meet project check in dates.
- e. Communicate with facilitators if you are unable to meet these expectations.

3. Maintain Academic Integrity

- a. Create and express your own ideas in class.
- b. Acknowledge and cite all sources of information.
- c. Complete assignments independently or acknowledge collaboration.
- d. Be honest during exams/tests.

4. Agree to the Above Expectations and Problem Solve with Team

- a. Follow the above guidelines.
- b. Meet with my facilitator when not meeting expectations (first time) to come up with action plan.
- c. Meet with my family and IB facilitator, if I fail to meet expectations a second time.
- d. If I am unable to meet expectations a third time, meet with with IB coordinator, IB facilitator, and family to determine whether or not I should continue in the IB class. (*At this time it will be determined whether **the learner wishes** to continue in the program, the support s/he needs to be successful, and finally we will schedule a follow up meeting to determine if IB is the best choice for the learner.*)

Learner: _____
Signature

IB Coordinator: _____
Signature

Parent: _____
Signature

Turn this into Ms. Sena by September 6, 2016

SCVi Charter School IB Diploma Programme

Syllabus and Learner Agreement

Language A: English HL

Cheryl Sena

The various "Parts" of the syllabus will not be completed in order

<p style="text-align: center;">Part 1: Language in the Cultural Context Fall 2016</p> <p><i>Essential Questions: To what extent does language impact culture, identity, gender, and power?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> ● Play: ROMEO AND JULIET by William Shakespeare (August/September). ● Poetry by various poets. ● Non Fiction Text: Various essays, media, podcasts, and journalism pieces focusing on (textual bias, stereotypes, language and the state, and language in campaigns (Sept/October) <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Further Oral Activity: Shakespeare Scene Performance (October) ● Shared Inquiry Discussions, narratives, etc. (weekly) ● Written Task II: Critical Response Essay (December) ● Further Oral Activity: Get Lit performance 	<p style="text-align: center;">Part 2: Language and Mass Communication Fall 2017</p> <p><i>Essential Question: How does the cultural context of a text and its reader affect its meaning?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> ● Novel: AMERICANAH by Chimimanda Ngozi Adiche ● Non Fiction Text: Various essays, media, podcasts, and journalism pieces focusing on (textual bias, stereotypes, language and the state, and language in campaigns (Sept/October) ● Poetry: Shelley, Dickinson, Frost, Angelou (December) <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Further Oral Activity (October 2017) ● Shared Inquiry Discussions ● Written Task 2 ● Practice Paper: Textual Analysis (December 6, 2017)
<p style="text-align: center;">Part 4: Literature- Critical Study Spring 2018</p> <p><i>Essential Question: How does technology and media affect our quality of life? What role do the elements such as theme play on the ethical stance or moral values of literary texts.</i></p> <p>Texts:</p> <ul style="list-style-type: none"> ● Novel: BRAVE NEW WORLD by Aldus Huxley January/February ● Play: PYGMALION by Bernard Shaw ● Non Fiction: Newspaper Articles, Editorials, Essays, Songs about Technology (Jan-March) ● Short Stories - "Artist of the Beautiful" by Nathaniel Hawthorne, "Harrison Bergeron" by Kurt Vonnegut) April <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Shared Inquiry Discussions, narratives, etc. (weekly) ● Written Task w/ rational (Feb. 2018) ● Individual Oral Commentary (March 2018) ● Lang and Lit Paper 1 & Paper 2 (May 2018) 	<p style="text-align: center;">Part 3: Literature- Texts and Contexts Spring 2017</p> <p><i>Essential Question: How do your experiences impact the meaning you get from the text? What is the historical, cultural and social contexts in which texts are written and received?</i></p> <p>Texts:</p> <ul style="list-style-type: none"> ● Novel: BELOVED by Toni Morrison (novel) - (January/February) ● Stories/Essay: THE THINGS THEY CARRIED by O'Brien- (March) ● Poetry: Giovanni, Hughes, Plath, Ginsburg- April ● Literature Circle Learner Choice (May after assessment) <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Shared Inquiry Discussions, narratives, etc. (weekly) ● Written Task w/ rational (Feb. 29, 2017) ● Individual Oral Commentary (March 1, 2017) ● Lang and Lit Paper 1 & Paper 2 (May 2017)

SCVi Charter School IB Diploma Programme

Syllabus and Learner Agreement

Individuals and Society: History HL

Ben Williams

The various “Parts” of the syllabus will not be completed in order.

<p style="text-align: center;"><u>Part 1-1: World History Prescribed Subject</u> First part of Fall 2016</p> <p><i>Essential Questions: How can I properly think like a historian and analyze sources for deeper meaning?</i></p> <p>Topic: The move to global war</p> <ul style="list-style-type: none"> ● Japanese Expansion in East Asia (1931-1941) ● German and Italian expansion (1933-1940) <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Every week analyzing sources looking at Origin, Purpose, Value, and Limitation ● Reading questions ● Practice Paper: Analyzing Sources (November) 	<p style="text-align: center;"><u>Part 1-2: World History Topics</u> Rest of Fall 2016 - Spring 2017</p> <p><i>Essential Question: How can I move from Description to analysis?</i></p> <p>Topics:</p> <ul style="list-style-type: none"> ● Authoritarian States ● Causes and Effects of 20th-Century Wars ● The Cold War: Superpower tensions and rivalries <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Every week reading and questions ● Few practice essays ● Practice Paper: Two Essay’s ● Y2 Final Assessment
<p style="text-align: center;"><u>Part 2-1: Internal Assessment</u> Independent: Fall 2017</p> <p><i>Essential Question: How can I use my historical skills to investigate a topic and create rich analysis?</i></p> <p>Topic:</p> <ul style="list-style-type: none"> ● Come up with a historical investigation at least 10 years in the past <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Every week reading and questions ● Few practice essays <li style="padding-left: 20px;">Practice Paper: Choose Two Essays 	<p style="text-align: center;"><u>Part 2-2: History of the Americas</u> All Year: Fall - Spring 2017-2018</p> <p><i>Essential Question: How can I move from Description to analysis?</i></p> <p>Topics:</p> <ul style="list-style-type: none"> ● United States’ Civil War: Causes, course and effects (1840-1877) ● Civil rights and social movements in the Americas post-1945 ● The Second World War and the Americas (1933-1945) ● The Cold War and the Americas (1945-1981) <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Every week reading and questions ● Few practice essays ● Practice Paper: Choose Two Essays ● Y2 Final Assessment

SCVi Charter School IB Diploma Programme

Syllabus and Learner Agreement

Math SL

Rodney Olson

<p style="text-align: center;">Fall 2016</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Fundamentals ● Functions ● Sequences, Series, Binomial Theorem ● Exponential and Logarithmic Functions <p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly readings and problems ● Quizzes and tests after completing major topics ● Practice paper (Y1) or Internal Assessment (Y2) 	<p style="text-align: center;">Spring 2016</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Trigonometric Functions and Equations ● Triangle Trigonometry ● Vectors ● <p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly readings and problems ● Quizzes and tests after completing major topics ● Practice paper
<p style="text-align: center;">Fall 2017</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Differential Calculus ● Integral Calculus <p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly readings and problems ● Quizzes and tests after completing major topics ● Practice paper (Y1) or Internal Assessment (Y2) 	<p style="text-align: center;">Spring 2017</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Descriptive Statistics ● Probability ● Probability Distributions <p>Assessments:</p> <ul style="list-style-type: none"> ● Weekly readings and problems ● Quizzes and tests after completing major topics ● Practice paper

**SCVi Charter School IB Diploma Programme
Syllabus and Learner Agreement**

Chemistry SL

Rodney Olson

IB Chem SL Y1 FALL	IB Chem SL Y1 SPRING
<p>Topics:</p> <ul style="list-style-type: none">● Atomic Structure● Stoichiometric Relationships● Periodicity <p>Key Assessments:</p> <ul style="list-style-type: none">● Assessments:<ul style="list-style-type: none">○ Weekly readings and problems○ Quizzes and tests after completing major topics○ Labs○ Practice paper○ Internal Assessments	<p>Topics:</p> <ul style="list-style-type: none">● Chemical bonding and structure● Energetics/thermochemistry● Chemical kinetics <p>Key Assessments:</p> <ul style="list-style-type: none">● Assessments:<ul style="list-style-type: none">○ Weekly readings and problems○ Quizzes and tests after completing major topics○ Labs○ Practice paper
IB Chem SL Y2 FALL	IB Chem SL Y2 SPRING
<p>Topics:</p> <ul style="list-style-type: none">● Equilibrium● Acids and bases● Redox processes <p>Key Assessments:</p> <ul style="list-style-type: none">● Assessments:<ul style="list-style-type: none">○ Weekly readings and problems○ Quizzes and tests after completing major topics○ Labs○ Practice paper○ Internal Assessments	<p>Topics:</p> <ul style="list-style-type: none">● Organic chemistry● Measurement and data processing <p>Key Assessments:</p> <ul style="list-style-type: none">● Assessments:<ul style="list-style-type: none">○ Weekly readings and problems○ Quizzes and tests after completing major topics○ Labs○ Practice paper○ Internal Assessments

SCVi Charter School IB Diploma Programme

Syllabus and Learner Agreement

Visual Arts HL

Cheryl Fitzgerald

<p>Year One/Semester One</p> <p>Theatrical Practice</p> <ul style="list-style-type: none"> ● Teaching formal analysis of an artwork. ● Comparing two artworks given by facilitator. ● Journal/Sketchbook <p>Art Making Practice:</p> <ul style="list-style-type: none"> ● Building practical skills ● Introduction to techniques ● Using the visual journal <p>Curatorial Practice:</p> <ul style="list-style-type: none"> ● Exhibition visit. ● Written response (journal.) ● Collect artists statements. 	<p>Year One/Semester Two</p> <p>Theatrical Practice</p> <ul style="list-style-type: none"> ● Compare two artworks. ● Building art vocabulary. ● Journal/sketchbook. <p>Art Making Practice:</p> <ul style="list-style-type: none"> ● Guided studio work. ● Guided visual journal work. <p>Curatorial Practice:</p> <ul style="list-style-type: none"> ● Curating a virtual exhibition. ● Activity Journal ● Documenting your studio work. ● Establishing good practice.
<p>Year Two/Semester One</p> <p>Theatrical Practice</p> <ul style="list-style-type: none"> ● Compare your own work to another artist. ● Art and TOK (Theory of Knowledge) topics. <p>Art Making Practice:</p> <ul style="list-style-type: none"> ● Studio work (more independent.) ● Visual Journal Work (independent.) ● How to make Process Portfolio (PP) pages. <p>Curatorial Practice:</p> <ul style="list-style-type: none"> ● Curate group exhibit (installation.) ● Write curatorial rationale (journal.) ● Documentation. 	<p>Year Two/Semester Two</p> <p>Theatrical Practice</p> <ul style="list-style-type: none"> ● Individual Comparative Study (CS). ● Format CS for electronic submission. <p>Art Making Practice:</p> <ul style="list-style-type: none"> ● Independent Studio Work. ● Continue to build digital portfolio of completed work and PP Pages. ● Assemble PP for electronic submission. <p>Curatorial Practice:</p> <ul style="list-style-type: none"> ● Exhibition visit. ● Different approaches to curation journal. ● Select works for and design final exhibition. ● Final Curatorial Rationale. ● Assemble exhibit presentation for electronic submission.

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Syllabus and Learner Agreement

Theater Arts HL

Tiffany Oliver

<p style="text-align: center;">Year One/Semester One</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Acting Intensive ● Working with Play Texts ● Examining World Theater Traditions ● Creating theatre based on Theory <p>*Key Assessments:</p> <ul style="list-style-type: none"> ● Task 2: Director’s Notebook ● Write a critical review of a piece of theater seen outside of school ● Task 3: Research Presentation ● Begin Task 1: Solo Theater Piece (May be assessed in Semester 2) <p>*See detailed syllabus handed out in class for task descriptors.</p>	<p style="text-align: center;">Year One/Semester Two</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Creating theatre collaboratively ● Review of the four tasks ● Critical Review ● Fun Project <p>*Key Assessments:</p> <ul style="list-style-type: none"> ● Task 1: Solo Theater Piece (cont.) ● Task 4: Collaborative Project ● Critical Review <p>*See detailed syllabus handed out in class for task descriptors.</p>
<p style="text-align: center;">Year Two/Semester Two</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Acting Intensive ● Review of the Four Tasks <p>*Key Assessments:</p> <ul style="list-style-type: none"> ● Task 2: Director’s Notebook ● Write a critical review of a piece of theater seen outside of school ● Task 3: Research Presentation ● Begin Task 1: Solo Theater Piece (May be assessed in Semester 2) <p>*See detailed syllabus handed out in class for task descriptors.</p>	<p style="text-align: center;">Year Two/Semester Two</p> <p>Topics:</p> <ul style="list-style-type: none"> ● Solo Theatre ● Creating theatre collaboratively <p>* Key Assessments:</p> <ul style="list-style-type: none"> ● Task 1: Solo Theater Piece (cont.) ● Task 4: Collaborative Project ● Finalize Assessment submissions ● Exit Reflection <p>*See detailed syllabus handed out in class for task descriptors.</p>

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Syllabus and Learner Agreement

Language B: Spanish

Mr. Jose De La

Torre

<p style="text-align: center;">Language B: Spanish Year 1 Fall</p> <p>Topic:</p> <ul style="list-style-type: none"> ● My autobiography, That’s the way it was, Making plans for the future, Life is Never Easy <p>Key Assessments:</p> <ul style="list-style-type: none"> ● External practice 70% ● Paper 1: Receptive skills <i>(done in May)</i> ● Paper 2: Written productive skills <i>(done in May)</i> ● Written practice: Receptive and written productive skills <i>(done in February)</i> ● Internal practice 30% ● SL and HL ● Internally assessed by the teacher and externally moderated by the IB. ● Individual oral dialogue: Communicative Skills ● Interactive oral activity: Three classroom activities assessed by the teacher. <i>(all year)</i> 	<p style="text-align: center;">Language B: Spanish Year 1 Spring</p> <p>Topic:</p> <ul style="list-style-type: none"> ● Our Changing World, Life is a Celebration, IB Formats Topics and Terminologies, IB Vocabulary <p>Key Assessments:</p> <ul style="list-style-type: none"> ● External assessment 70% ● Paper 1: Receptive skills <i>(done in May)</i> ● Paper 2: Written productive skills <i>(done in May)</i> ● Written assignment: Receptive and written productive skills <i>(done in February)</i> ● Internal assessment 30% ● SL and HL ● Internally assessed by the teacher and externally moderated by the IB. ● Individual oral dialogue: Communicative Skills ● Interactive oral activity: Three classroom activities assessed by the teacher. <i>(all year)</i>
<p style="text-align: center;">Language B: Spanish Year 2 Fall Semester</p> <p>Topic:</p> <ul style="list-style-type: none"> ● Review and Enrichment Y1, Communication and Media, Social Relationships, Global Issues, IB Assignment <p>Key Assessments:</p> <ul style="list-style-type: none"> ● External practice 70% ● Paper 1: Receptive skills <i>(done in May)</i> ● Paper 2: Written productive skills <i>(done in May)</i> ● Written practice: Receptive and written productive skills <i>(done in February)</i> ● Internal practice 30% ● SL and HL ● Internally assessed by the teacher and externally moderated by the IB. ● Individual oral dialogue: Communicative Skills ● Interactive oral activity: Three classroom activities assessed by the teacher. <i>(all year)</i> 	<p style="text-align: center;">Language B: Spanish Year 2 Spring Semester</p> <p>Topic:</p> <ul style="list-style-type: none"> ● IB Optional Topic #1, IB Optional Topic #2, Individual Oral Activity Preparation, Preparation External Assessment <p>Key Assessments:</p> <ul style="list-style-type: none"> ● External assessment 70% ● Paper 1: Receptive skills <i>(done in May)</i> ● Paper 2: Written productive skills <i>(done in May)</i> ● Written assignment: Receptive and written productive skills <i>(done in February)</i> ● Internal assessment 30% ● SL and HL ● Internally assessed by the teacher and externally moderated by the IB. ● Individual oral dialogue: Communicative Skills ● Interactive oral activity: Three classroom activities assessed by the teacher. <i>(all year)</i>

Specific Language B Curriculum will be detailed in the Spanish Y1 & Y2 Syllabus handed out in class.

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Theory of Knowledge (TOK)

Ms. Cheryl Sena

<p style="text-align: center;">Part 1: Fall 2016</p> <p><i>Knowers and Knowing:</i> <i>The Problem of Knowledge, the Nature of Knowledge and Personal & Shared Knowledge.</i></p> <p>Class organization:</p> <ul style="list-style-type: none"> ● Tuesday: 2016 IB Y2 **Areas of Knowledge, CAS Service Learning Presentation, Extended Essay Lab time, and study hours. ● Thursday: Socratic seminars, lectures and WOK & AOK Exploration <p>Key Assessments:</p> <ul style="list-style-type: none"> ● External Assessment: This is a 1200-1600 word essay due December 10th and submitted to IB no later than mid-semester of Spring. (Practice for Y1 and Actual for Y2) ● Internal Assessment: oral presentation. These presentations will be given last week October and will be scored by facilitator. 	<p style="text-align: center;">Part 2: Spring 2017</p> <p><i>Ways of Knowing:</i> <i>Language, Sense Perception, Reason, the Emotions, Intuition, Imagination, Memory and Faith.</i></p> <p>Class organization:</p> <ul style="list-style-type: none"> ● Tuesday: CAS Service Learning Presentation, Extended Essay Lab time, and study hours. ● Thursday: Socratic seminars, lectures and WOK & AOK Exploration <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Oral Presentation ● Practice essay ● CAS Service Project Due
<p style="text-align: center;">Part 3: Fall 2017</p> <p><i>**Areas of Knowledge:</i> <i>Mathematics, The Natural Sciences, The Human Sciences, History, The Arts, Ethics and Religion.</i></p> <p>Class organization:</p> <ul style="list-style-type: none"> ● Tuesday: CAS Service Learning Presentation, Extended Essay Lab time, and study hours. ● Thursday: Socratic seminars, lectures and WOK & AOK Exploration <p>Key Assessments:</p> <ul style="list-style-type: none"> ● External Assessment: This is a 1200-1600 word essay due December 10th and submitted to IB no later than mid-semester of Spring. (Practice for Y1 and Actual for Y2) ● Internal Assessment: oral presentation. These presentations will be given last week October and will be scored by facilitator. 	<p style="text-align: center;">Part 4: Spring 2018</p> <p><i>The Big Picture:</i> <i>Cultural Perspectives on Knowledge, and Truth & Wisdom.</i></p> <p>Class organization:</p> <ul style="list-style-type: none"> ● Tuesday: CAS Service Learning Presentation, Extended Essay Lab time, and study hours. ● Thursday: Socratic seminars, lectures and WOK & AOK Exploration <p>Key Assessments:</p> <ul style="list-style-type: none"> ● Oral Presentation ● Practice essay ● CAS Service Project Due

- External Assessment: This is a 1200-1600 word essay on one of ten prescribed titles. I will provide you with the list of this year's titles when they become available (around September 10) and assessment details soon, along with some sample essays. The due date for this essay will be December 10th and submitted to IB no later than mid-semester of Spring. (Practice for Y1 and Actual for Y2)

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- Internal Assessment: oral presentation (may be done solo or in a group (maximum of 4 in the group)). These presentations will be given sometime in October and will be scored by facilitator.

IB Music

Ms. Jennifer Fischer

IB Music Syllabus/Course Overview

Description: IB Music class is an overview of Music Theory, Western Music History, World Music, Musical Forms, and Musical Analysis. With that understanding, students will gain the ability to appreciate other cultures through their music and a deeper understanding of music. This course is taken in conjunction with Advanced Music Ensemble in order to fulfill the Music SL Solo Performance, Group Performance or Creation Requirement for the IB Music Program.

Overall Goal: Students will gain a general grounding in the elements of music, intervals, scales, tonal centers, key signatures, modulations, chords, inversions, chord progressions, non-chord tones, rhythm, meter, ear-training, and form. Students will also gain an understanding of Music History and of World Music, while acquiring the ability to write about and analyze music effectively and clearly.

Expectations: Students will come to class on time and be prepared to discuss assignments and to perform music as required. Students will respect their classmates and the instructor. Students who are absent from class will be responsible for all class notes and assignments

Key Objectives:

Music Theory (Forms and Analysis Included)

- Read music and notate pitch and rhythm in treble and bass clefs and in various meters
- Write and sing major, natural/harmonic/melodic minor scales and identify scale degree names
- Identify all modes
- Write/identify all intervals and their inversions and their qualities
- Write/identify all major and minor key signatures and the circle of fifths
- Write/identify 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
- Understand the concept of musical phrases

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- 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 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)
- Explore 20th century Western music, specifically avant-garde music, electronic music, blues, jazz and their relationships to each other and to world music
- 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 (this will be focus of Year 2)
- Understand and identify typical composition techniques of each time period, the composers that used them, and their evolution (Year 2)
- Identify composers from each time period and their significance within their own time period, as well as the greater whole of music (Year 2)
- Compare and contrast time periods, as well as specific composers and pieces within those time periods (Year 2)
- Understand different media used throughout western history regarding instrumentation (Year 2)

IB Grade:

- 30% - Internal Assessment, which is either: Solo Performance, Group Performance, or Composition/Creating Music
- 30% - Class Participation, Class Assignments & Journals
- 40% - External Assessment - Compulsory Musical Investigation and Listening Paper (20% Musical Investigation; 20% Listening Paper)

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- Listening Paper consists of 2 questions in which you analyze/examine musical works and/or compare/contrast musical works and a section in which you answer three questions either analyzing and examining Western Music or analyzing and examining Jazz/Pop or World Music
- Musical Links Investigation is 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.

Journal: An essential aspect of IB Music is analyzing and writing about music. We will be keeping a journal wherein we write about the music we are listening to, music that you listen to outside of the class and note your progress as you practice your pieces. Our goal is to write about music in such a way that a reader could know how the music sounds based on what you write. In your journal, please note the title of the piece (if known), the composer (if known), and the time period of the piece (if known) as well as any known cultural relevance/importance of the piece and your initial impressions of the piece.

Important Dates/Paper Deadlines:

- November 1st: Select one of the solo performance songs or select musical style for first composition
- November 10th: Master Class Practice Performance of one solo performance song or one composition
- November 16th: Turn in one paragraph outlining which two musical cultures you will be the focus of your final paper.
- November 28th/30th: In class Listening Paper exercises/tests
- December 5th: Turn in Write Up Regarding Performance Pieces and/or Arrangements
- December 6th: Master Class Performance #2
- December 12th: Turn in journals
- December 13th: Complete Step One for Musical Investigation Paper
- December 14th: Turn in Extra Credit Assignments or Perform Extra Credit Arrangements/Compositions
- January 10th: All Performance Music Must Be Selected
- January 18th: Step 2 for Musical Investigation Paper
- January 24th: Master Class Performance #3
- January 30th: Step 3 for Piece #1 for Musical Investigation Paper

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Looking Ahead:

- February 23rd: Music Performance Internal Assessment (5pm-6pm)
- May 11th - Music Paper 1 IB Testing

ACADEMIC HONESTY: Students are ultimately responsible for ensuring that all work submitted for assessment is original work; any work or ideas written by others must be correctly credited.

Notes on Creation/Composition Requirements: Composing is the creating of music through the manipulation of musical elements. It can begin from imitating other music, or from improvising. Music composition can be purely functional, purely traditional, purely abstract, a combination of these, or designed to fulfill any other expressive purpose. Students may choose sounds from a wide range of media, including traditional instruments, voices and/or electronically or computer-generated sounds. Students must demonstrate understanding of the technical capabilities (and limitations) of chosen instruments. Students who compose for voices and traditional instruments must demonstrate understanding of vocal and instrumental ranges, transpositions and other characteristics.

Each music composition must be completed with notation. *This may be handwritten or notated using a suitable computer software program. Students must submit the final notated version of each music composition **and a recording**.* SL students may submit one or two music compositions; HL students may submit one, two or three.

A music composition must be 3–6 minutes in length. In addition to the music composition, students are required to provide evidence of a reflective process. The written reflective statement requires the student to convey an understanding of the intention, process and outcome of the piece. Composition options include: composing (non-electronic), music technology composing, arranging, improvising or stylistic techniques.

Music technology composition uses computers together with a variety of software programs and/or hardware. Music technology compositions will demonstrate skills and creativity in using some or all of the following:

- MIDI (musical instrument digital interface)-based programs
- Sequence-based programs
- Sound-generating software

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- Recorded audio
- Analogue synthesizers
- Concrete sounds
- Assorted hardware.

The use of pre-recorded loops (including pre-recorded drum loops) is not permitted in the final compositions. If part of the work is undertaken outside the school environment the teacher is still required to confirm the authenticity of the work. A music technology composition may be created for (but is not restricted to) film, video/DVD, or as an independent original audio piece. (However, the music and reflective statement only must be submitted: teachers and examiners will not look at other material.) Students must submit a recording of each music technology composition. *A music technology composition must be 3–6 minutes in length. Students are required to provide evidence of a reflective process. The written reflective statement requires the student to describe the intention, process and outcome of the piece.*

Arranging is the process of drawing on music that is already in existence, and re-manipulating it. Students are required to arrange a pre-existing piece of music for a variety of instruments, voices, electronic media, or any combination of these. A straightforward transcription is not acceptable. The arrangement should display originality through a variety of deliberate creative decisions, as well as through manipulation and re-manipulation of musical elements present in the original piece. Introducing new elements can be appropriate, but it is important that the original music be recognizable. While the original piece may come from any musical culture the arrangement *must be presented using traditional western staff notation*. This may be handwritten or notated using suitable music-writing software. In addition to the notated version and recording of the arrangement students must also submit the notated version of the original. (A recording of the original piece is acceptable should the notated version not exist.) Students may submit one arrangement only. The arrangement must be 3–6 minutes in length. In addition to the arrangement, students are required to provide evidence of a reflective process. The written reflective statement requires the student to describe the intention, process and outcome of the piece.

Improvisation is a spontaneous musical expression in response to a musical or nonmusical stimuli. It can begin by imitating other styles of music, or develop from other stimuli. A successful improvisation will have shape, direction and originality, and may be inspired in a variety of ways. Manipulating a diverse range of musical elements will reflect a developed understanding of musical possibilities. The use of a range of

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instrumental/vocal techniques can also enhance the resulting improvisation. The improvisation can take many forms, including, but not limited to:

- Improvisation during performance of a jazz band or combo
- Free improvisation with other musicians
- Solo improvisation. Improvisation could be one continuous piece, or may consist of several sections.

However, the total time of actual improvisation by the student must be 3–6 minutes in length. In the case of improvisation in several sections, although only the improvisation sections will be assessed, the teacher must record the entire performance of the piece. Students may submit one improvisation only. A recording of the improvisation must be submitted. In the case of improvisation with other players, the student's contribution must be clearly identifiable on the recording. In addition to the improvisation, students are required to provide evidence of a reflective process. The written reflective statement requires the student to describe the intention, process and outcome of the piece.

Solo performing - Students are required to submit a recording selected from pieces presented during one or more public performance(s). The total performance time must be: 15 minutes. The purpose of recording performances is to allow students subsequently to select a number of contrasting pieces to represent their best work for internal assessment. In performing their pieces students may use: any instrument and/or voice, or the computer as a musical instrument. Students may not present a combination of 1 and 2. Any musical style is permitted. However, the submission should consist of *contrasting pieces* and should display the student's strengths. The submission should reflect the best that the student has achieved throughout the course.