

Revision

International Baccalaureate · IB Diploma · Music · HL

1 Musical analysis and context

- texture
- timbre

U1-Q1

What changes most directly when a sustained part is added?

Available marks: 2.

Worked answer

The texture and harmonic context of the phrase.

U1-Q2

Explain the mechanism or reasoning in this original case: The same melody played by a solo instrument and a layered ensemble can feel different. Texture and timbre change the musical experience without changing every pitch.

Available marks: 4.

Worked answer

Create a short original four-note phrase. Play it alone, then add a sustained note underneath. Compare texture, tension and balance, and connect what you learn to a researched musical example with appropriate attribution.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

Do not generalize a musical culture from one recording or claim a score proves how every performance sounds. / The exploration portfolio needs diverse actual musical material, practical exercises and sources.

2 Controlled creative experimentation

- accent
- experimentation

U2-Q1

Why keep pitches fixed in the first experiment?

Available marks: 2.

Worked answer

To make the effect of the rhythmic change easier to identify.

U2-Q2

Explain the mechanism or reasoning in this original case: A creator changes rhythm, instrumentation and tempo at once and cannot tell which change matters most. A focused experiment makes the learning clearer.

Available marks: 4.

Worked answer

Keep the pitches and instrument fixed while changing the rhythm of an original phrase. Record both versions and explain how accent changes its character. Then choose a new experiment informed by that result and connect it to a local or global context.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

The experimentation report supports actual musical evidence in creating and performing, not a hypothetical plan alone. / School confirms current submission details, contexts and areas of inquiry against the guide.

3 Resolved work and programme notes

- programme notes
- improvisation

U3-Q1

What belongs in programme notes?

Available marks: 2.

Worked answer

Relevant context and intentions that help interpret the actual musical work.

U3-Q2

Explain the mechanism or reasoning in this original case: A polished performance still needs clear evidence of what was created and what was performed. Programme notes help an audience understand the selected work without replacing it.

Available marks: 4.

Worked answer

Choose a manageable original composition or improvisation and a performance with contrasting material. Record a rehearsal, identify one weak transition and refine it. Programme notes explain a specific musical choice and its context; the recording demonstrates the result.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

The course requires engagement with all four areas of inquiry. / Do not create a written mock exam for presenting; teacher supervises real practical submissions and checks attribution and recording rights.

4 Collaborative real-life music project

- musical collaboration
- curation

U4-Q1

Which evidence distinguishes a realized project from a proposal?

Available marks: 2.

Worked answer

Actual musical outcome and documented decisions connecting the plan to what happened.

U4-Q2

Explain the mechanism or reasoning in this original case: A small community performance needs a real audience, collaborators and a feasible schedule. Its musical purpose should guide the practical plan.

Available marks: 4.

Worked answer

Plan a short collaborative performance or sound installation within school resources. Keep musical drafts, rehearsal decisions and individual contributions. A continuous multimedia presentation connects the proposal, changes, evaluation and realized work.

- Accurate relevant concept (1)
- Specific evidence from the case (1)
- Connected reasoning (2)

The HL project is not satisfied by an imagined event or the SL presenting portfolio alone. / School supervises collaboration, safety and authenticity and verifies current multimedia limits.