

IB ASIA PACIFIC REGIONAL WORKSHOP AGENDA

DP Music (Level 1)

Queensland Academy for Creative Industries, Brisbane, Australia

3 – 5 July 2009, Friday - Sunday

Workshop Leaders

Jodie Townsend

Jodie studied music at the Australian Catholic University doing a Bachelor of Music in Piano Performance with her Honours year in Choral Conducting. She completed her Diploma of Education with Monash University.

Jodie has worked for Geelong Grammar School for the past 13 years and has been the Director of Music for the last four years. Her teaching responsibilities include Middle School Class room music with an emphasis on Kodaly training; senior classroom music; all the schools choirs and she is also the school organist. Jodie has examined for the local Victorian examination system (VCE) and has examined for the IB for the last three(?) years.

She is passionate about the vocal development of children and has a special interest in the changing voice amongst her choristers. Jodie performs as an organist, pianist and singer and lectures locally on classroom music curriculum.

Jodie's interests range from all forms of sport, cooking, antiques and of course music of any description.

Matt Gonzales

Matt studied music at Michigan State University, completing a degree in Instrumental Music Education. His primary instrument is piano but he also enjoys singing. He continued his musical studies at Wayne State University, completing a Master's degree in Music Education, and is now completing dissertation research concerning school leadership in IB DP schools.

Matt has worked for the International Academy (IA) for the past ten years. His teaching responsibilities include two concert bands, two choirs, two jazz band, and two IB Music classes. Matt has also taught Theory of Knowledge. In addition to his IA responsibilities, Matt teaches an Action Research course at Oakland University as part of the IB Teacher Award degree program.

Matt has been an assistant examiner, moderator, and feedback editor for IB since 2004. He has been a workshop leader since 2006, and recently became an IB Americas Site Visitor and Consultant.

Matt loves to make music and teaches piano lessons in his spare time. He currently is learning to play the organ.

All participants are requested to bring with them the following:

- A copy of this Agenda
 - Current subject guide (hard copy or electronic)
 - Current Extended Essay
 - A list of books that you find useful in the classroom (ISBN & details)
 - A list of useful web sites
 - Any other material that you have found useful and are willing to share
 - As many questions as you like!
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Please note: session topics are subject to change based on needs of the group

<u>Friday, 3 July</u>	Matt Gonzales – Experienced Teachers	Jodie Townsend – New IB Teachers
0830 - 0900	Welcome & Introduction	Welcome & Introduction
0900 - 1000	Session 1: Introductory/Musical Perception & Analysis <ul style="list-style-type: none"> ▪ Introductions by participants ▪ Defining participants expectations/goals? ▪ Overview of syllabus changes ▪ Overview of the Listening Paper ▪ Marking student work 	Session 1: Introductory <ul style="list-style-type: none"> ▪ Introductions by participants ▪ Defining participants' expectations/goals? ▪ What type of student can succeed in IB Music? ▪ Overview of the Course
1000 - 1030	Morning Break	
1030 - 1200	Session 2: Musical Perception and Analysis (cont.) <ul style="list-style-type: none"> ▪ Role of set work ▪ Teaching and learning strategies ▪ Example questions for participants & discuss ▪ Marking student work ▪ Teaching and learning strategies ▪ Questions and answers 	Session 2: Introduction to Performance <ul style="list-style-type: none"> ▪ Overview of options available ▪ Music education and assessment ▪ Solo Performance ▪ Marking student work ▪ Problems of performance assessment in music ▪ Recording strategies (group discussion)
1200 - 1300	Lunch	
1300 - 1430	Session 3: Composition <ul style="list-style-type: none"> ▪ Overview of the task ▪ The written statement ▪ Internal assessment issues ▪ Marking sample work ▪ Questions & answers 	Session 3: Performance (cont.) <ul style="list-style-type: none"> ▪ Group Performance ▪ Planning a programme for assessment over the two years ▪ Internal assessment issues ▪ Marking student work ▪ Questions and answers
1430 - 1500	Afternoon Break	
1500 - 1630	Session 4: Composition continued <ul style="list-style-type: none"> ▪ Overview of the task ▪ The written statement ▪ Internal assessment issues ▪ Marking sample work ▪ Questions & answers 	Session 4: Musical Investigation <ul style="list-style-type: none"> ▪ Clarification of the task ▪ Definition of genre? ▪ Suitable musical investigation topics ▪ Marking Student work ▪ Presentation options (group discussion) ▪ Questions and answers
1630	End of Day 1	
<u>Saturday, 4 July</u>	Matt Gonzales – New IB Teachers	Jodie Townsend – Experienced Teachers

0830 - 1000	Session 5: Musical Perception and Analysis <ul style="list-style-type: none"> ▪ Overview of the Listening Paper ▪ Marking student work ▪ Role of set work ▪ Teaching and learning strategies 	Session 5: Introduction to Performance <ul style="list-style-type: none"> ▪ Overview of options available ▪ Music education and assessment ▪ Solo Performance ▪ Marking student work ▪ Problems of performance assessment in music ▪ Recording strategies (group discussion)
1000 - 1030	Morning Break	
1030 - 1200	Session 6: Musical Perception and Analysis (cont.) <ul style="list-style-type: none"> ▪ Example questions for participants & discuss ▪ Marking student work ▪ Teaching and learning strategies ▪ Questions and answers 	Session 6: Performance (cont.) <ul style="list-style-type: none"> ▪ Group Performance ▪ Planning a programme for assessment over the two years ▪ Internal assessment issues ▪ Marking student work ▪ Questions and answers
1200 - 1300	Lunch	
1300 - 1430	Session 7: Composition <ul style="list-style-type: none"> ▪ Overview of the task ▪ The written statement ▪ Internal assessment issues ▪ Marking sample work ▪ Questions & answers 	Session 7: Musical Investigation <ul style="list-style-type: none"> ▪ Clarification of the task ▪ Definition of genre? ▪ Suitable musical investigation topics ▪ Marking Student work
1430 - 1500	Afternoon Break	
1500 - 1630	Session 8: Composition continued <ul style="list-style-type: none"> ▪ Overview of the task ▪ The written statement ▪ Internal assessment issues ▪ Marking sample work ▪ Questions & answers 	Session 8: Musical Investigation <ul style="list-style-type: none"> ▪ Marking Student work ▪ Presentation options (group discussion) ▪ Questions and answers
1630	End of Day 2	
<u>Sunday, 5 July</u> 0830 - 1000	Matt Gonzales – New IB Teachers Session 9: Extended Essay <ul style="list-style-type: none"> ▪ Overview of the task ▪ Suitable extended essay topics for Music ▪ Marking sample work ▪ Questions & answers 	Jodie Townsend – Experienced IB Teachers Session 9: Planning your programme & IB Philosophy <ul style="list-style-type: none"> ▪ How do you plan the course over two years? ▪ Suggestions for scheduling all tasks ▪ Differences between HL & SL ▪ Participants presentations & suggestions ▪ Introduction to IB Philosophy
1000 - 1030	Morning Break	

1030 - 1200	<p>Session 10: TOK and it integration in the Arts</p> <ul style="list-style-type: none"> ▪ Links that can be drawn between the Arts and TOK ▪ Critical thinking in our students ▪ Incorporating TOK into our every day teaching ▪ Practical ideas for TOK incorporation into our teaching (group discussion) 	<p>Session 10: Discussion</p> <ul style="list-style-type: none"> ▪ The Online Curriculum Centre ▪ Sharing of participants recommendations ▪ Have you achieved your goals? ▪ Questions & answers
1200 - 1300	Lunch	
1300 - 1430	<p><u>SWITCH – Matt – Experienced</u></p> <p>Session 11: Extended Essay</p> <ul style="list-style-type: none"> ▪ Overview of the task ▪ Suitable extended essay topics for Music ▪ Marking sample work ▪ Questions & answers 	<p><u>SWITCH – Jodie – New IB</u></p> <p>Session 11: Planning your programme & IB Philosophy</p> <ul style="list-style-type: none"> ▪ How do you plan the course over two years? ▪ Suggestions for scheduling all tasks ▪ Differences between HL & SL ▪ Participants presentations & suggestions ▪ Introduction to IB Philosophy
1430 - 1500	Afternoon Break	
1500 - 1600	<p>Session 12: TOK and it integration in the Arts</p> <ul style="list-style-type: none"> ▪ Links that can be drawn between the Arts and TOK ▪ Critical thinking in our students ▪ Incorporating TOK into our every day teaching ▪ Practical ideas for TOK incorporation into our teaching (group discussion) 	<p>Session 12: Final Plenary Discussion</p> <ul style="list-style-type: none"> ▪ The Online Curriculum Centre ▪ Sharing of participants recommendations ▪ Have you achieved your goals? ▪ Questions & answers ▪ Reflections & recommendations ▪ Summation ▪ Evaluation
1600	Workshop Closes and Award of Certificates*	

*** An official "IB Certificate of Attendance" is awarded to participants who have attended all sessions of a workshop. Please ensure that travel arrangements do not preclude candidacy for a certificate.**