
The Anatomy of the Musical Investigation

- Investigation compares two different pieces of music
- Each piece is from a different and **DISTINCT MUSICAL GENRE** (See vocabulary)
- Contains a musical link (See vocabulary)
- Investigation includes comparison of similarities and differences of musical issues
- Focus is on the **musical aspects** rather than **history, instruments and orchestration, performers, biography, etc**
- Format needs to be a media script, ie magazine article, radio or TV show script, Website, powerpoint presentation, etc
- No more than 2,000 words (**NEEDS TO BE AT LEAST 1,800**)
- **Include discography, bibliography, references**
- Must include a recording....

Choosing the Musical Investigation Topic and Assessment Criteria A

This investigation is to be written by the student. The teacher will guide you with help when needed. The most important aspect of the investigation is choosing a topic which includes a musical link between the two chosen pieces. Choosing the appropriate pieces and link will help you to successfully analyze the similarities and differences between the two pieces.

Your MI (Musical Investigation) will be evaluated with a rubric of five different criteria. The first is below:

CRITERIA A

CHOICE OF MUSICAL EXAMPLES AND CULTURES

This criterion concerns the student's choice of musical examples and the two cultures from which they are selected. A student should choose one (or more) musical pieces(s) from two identifiable and distinct cultures. In addition, these examples should also share one (or more) inherent musical link(s) that can be

explored in sufficient musical depth. The student should state what the link(s) is (are).

Achievement Level 3

The choice of musical examples and cultures is appropriate. The stated link(s) is (are) musical and does (do) enable a sustained investigation.

Achievement Level 2

The choice of musical examples and cultures is appropriate. The stated link(s) is (are) musical and does (do) give some scope for investigation.

Achievement Level 1

The choice of musical examples and cultures is generally inappropriate. The stated link(s) is (are) not musical or does (do) not give scope for investigation.

Achievement Level 0

The investigation does not reach Level 1. No specific musical examples have been chosen.

Choosing your MI topic is the most important aspect of ensuring your success. As you can see from Criteria A, it consists of three parts:

- 1) The Musical Pieces
- 2) The Musical Link(s)
- 3) The Choice of Distinct Genre/Cultures

Vocabulary:

Distinct Musical Genre/Culture: (IB DEFINITION which needs to be applied to this paper)

A learned way of making and using music, which is shared by a group of people, and is usually passed down from generation to generation. While making music refers to creating and performing, using music refers to its function within the culture, for example, in entertainment, ceremony, or for work. *This is quoted from IB Vade Macum.*

Musical Link:

The musical similarity (ies) inherent in **BOTH selected pieces** which is used as a comparison in your analysis of the two pieces.

1) Musical Pieces – Considerations

- Your musical investigation is going to consist of an analysis of the music you choose. Can you describe the pieces you choose in terms of rhythm, melody, harmony, texture, form, text, tone color, compositional style? You will need to center your musical investigation primarily around two – three of these components (or more) to do the kind of in–depth analysis expected from the musical investigation.
- If you choose an entire opera or symphony, select only one movement, segment or scene which can be addressed in–depth with the above criteria. The section needs to be long enough to support your analysis.
- You will need to list the pieces you analyze on your cover sheet
- Use of the required score is not permitted

2) Musical Link(s) – Consideration

The musical link or link(s) will outline the comparison between the musical pieces. The musical link will be an aspect from the elements of music or a compositional technique. “Musical” link refers to the music elements of the piece. Students routinely write links such as how much they like the music or it’s cultural or social aspects. Such criteria are not considered MUSICAL and miss the point of the musical investigation.

Student Guide to the Musical Investigation

STEP ONE: TOPIC CHOICE

After completing Worksheet 1.1 and your homework of brainstorming musical cultures you find interesting, it's now time to begin choosing the two distinct cultures and two musical pieces for your investigation. Review pieces you have studied throughout this course. Are there any pieces you would like to learn more about? Review your own musical library. Are there any pieces you would like to analyze?

List several pieces of music below, understanding that the pieces you choose for the musical investigation must have a musical link and be of different musical cultures. At this point, you may or may not have a musical link. This will be explored more thoroughly in Step Three.

Name of piece:

Composer:

Musical Culture Represented:

Name of piece:

Composer:

Musical Culture Represented:

Name of piece:

Composer:

Musical Culture Represented:

Name of piece:

Composer:

Musical Culture Represented:

Musical Investigation Worksheet; Step One

Read through the rest of the steps in this musical investigation worksheet. Reflect on the pieces you have chosen and which would satisfy the criteria most thoroughly. Now go back and star the two pieces that best fit the criteria. These are the two pieces you will work through in the following steps. Remember if at any time you feel the pieces you have chosen are not good examples, consult your teacher for options.

STEP TWO: RESEARCH

Using the resources available to you, conduct an Internet search, explore your school, city or possibly nearby university library as well as exploring the resources provided by your teacher. These websites, magazines, books, etc will be the basis for your bibliography and quotes/footnotes. As well, you will need to have a discography which will be compiled from the recordings of the pieces you are using.

Write your bibliography below after you have located the resources you will use:

Write your discography here, citing the recordings you are using:

Musical Investigation Worksheet; Step Three

STEP THREE: ANALYZATION

Materials needed: recording and score, if applicable

Name of Selected Piece #1: _____

Composer: _____

Culture: _____

Name of Selected Piece #2: _____

Composer: _____

Culture: _____

In a word document, write a chronological timeline of your piece as though you were describing a sporting event, play by play. You will need access to an audio recording. A score will help, though not available for some pieces. You can use bullets for this part of the essay. Use your music vocabulary glossary that you have been building in this course to help you use music terminology to describe the events you hear. Think in terms of the elements of music—harmony, melody, rhythm, texture and form. Write down as thoroughly as possible a narrative of musical events in your selected piece below. Break the piece down into sections. Stop the recording often to write.

First Section – Example:

- Piece begins with full orchestra stating a 4 measure homophonic legato melody in a major key. This piece sounds like it is in 3/4 time.
- On the 5th measure, a trumpet trio plays a fanfare with accented, short notes which are in sharp contrast to the legato sounds of the first 4 measures.

Musical Investigation Worksheet; Step Four

STEP FOUR – LIST SIMILARITIES AND DIFFERENCES USING NARRATIVE

Reoccurring similarities

Ask yourself as you review your written, bulleted analyzation from Step Three, “What parts of these pieces sound alike? Is there a consistent reoccurring similarity between both of them? What is the one musical element that they both contain frequently? This is the **musical link** which will be a major component of your essay.

1) Write all the musical similarities below.

2) Circle the musical link or the similarity which reoccurs most often.

3) Listen back through your pieces and list where this musical link occurs in both pieces either by measure number or timed place in the music. This is the key to your musical investigation. The musical passages are the supporting material and will need to be quoted or stated as you write your musical investigation. List passages either below or on another document.

Musical Investigation Worksheet; Step Four

4) Now go through your written analyzation again, this time listing the similarities other than the musical link and corresponding musical passages which support similarities other than the musical link. You will need a minimum of two. Remember these need to be reoccurring musical elements.

Differences

5) After you have written the similarities and corresponding musical passages, the differences will be quite easy to distinguish. List below the differences between the two pieces of music and the corresponding musical passage.

Musical Investigation Worksheet; Step Five

STEP FIVE – CHOOSING THE FORMAT OF MEDIA SCRIPT/LENGTH

The IB states the following in regard to format:

“Mass media communication in the 21st century has many formats such as radio, television, CD–rom, the Internet, printed article, or lecture. The investigation should be conceived for any relevant mass media communication.

It is essential that the investigation engages the interest of the audience or reader and communicates the student’s involvement with the subject matter. A range of possibilities could include straight forward narration, conversation or interview, or dramatization. However, the **focus is to be on the music itself**, and not on peripheries such as biography, or social discourses that may detract from the investigation. Scripts that concentrate on such peripheries at the expense of content are unlikely to be successful.

The length of the media script at both HL and SL are no more than 2,000 words. The variety of styles of media script may affect the length of the student’s investigation. For example, a student who presents similarities or differences in tabular form as part of a website could achieve the same outcome in fewer words than as student who writes in a more narrative form, such as a magazine article or a radio show. Both approaches are equally acceptable. Therefore, there is a degree of flexibility in the number of words used. **However, if students exceed 2,000 words, examiners are instructed not to read beyond the word limit, and will award achievement level 0 in criteria D.**

For the purposes of external assessment, **students must submit a paper copy** of the media script, regardless of the medium chosen. For example, in the case where a student has chosen to present the information as a website, the screenshots must be printed out in order for the submission to be examined.”

Musical Investigation Worksheet; Step Five

Questions to answer below:

1) Of the media script options stated in paragraph one, what am I most comfortable writing in?

2) Which format will best display the points I would like to make in my investigation? Why?

Reminder, if you are not comfortable with using websites or power points, you can choose magazine articles, interviews and narratives. However, the investigation is not an essay and does need to engage the audience.

STEP SIX

Using the musical investigation checklist which follows, begin writing your rough draft, compiling the information you have uncovered through the previous steps. Use your musical link information as a primary point with the corresponding passages that substantiate this. Also include similarities and differences with corresponding musical passages. Include your bibliography and discography along with quotes or footnotes. Hand in a rough draft to your instructor. Use the musical investigation checklist below as a cover sheet with your rough draft to assist your instructor. Check off all of the bullets you have included in your musical investigation.

The Musical Investigation Checklist

The Musical Investigation Checklist

Criteria A Choice of Musical Examples and Cultures

_____ Investigation uses two musical pieces from two distinct musical cultures.

_____ There is a clearly stated MUSICAL link that is presented and clearly discussed in the investigation linking the two pieces together musically. Remember topics such as wedding songs or sacrificial dances are not MUSICAL links.

Criteria B Analysis and Comparison of Musical Features (Most heavily weighted)

_____ Two or three pertinent aspects of the five musical elements are described and analyzed in detail from BOTH of the two pieces. (Melody, Rhythm, Texture, Form and Harmony)

_____ At least two musical similarities and two differences are addressed. Again, do not let the investigation become “unmusical” by allowing it to focus on plots of stories, different playing styles of instruments, comments that are excessive in greetings, nor by writing a detailed analysis of one piece and not commenting on the other. Generalized features of styles should not be discussed in detail, ie the function of the blues chord in jazz or Bach’s use of ornamentation or how to improvise in jazz.

_____ Musical investigation preferably includes at least one of the following: musical notation, graphs or charts, transcribed rhythmic notation. Musical similarities and differences discussed are supported with accompanying notation. Each major point is quoted musically either by transcribing sections of the music or quoting the score. Reminder, this needs to support your musical comparison and should not be a transcription of the entire piece. Structure/forms can be made into comparative lists. Diagrams can be drawn with corresponding measure numbers to compare and contrast. Diagrams and

inserted musical notation add contrast to your investigation as well as clarifying your points. Relevant supporting materials such as recordings which illustrate points raised (five minutes maximum), diagrams, musical notation, photographs

Criteria C Technical Language

_____ Musical terminology is used throughout the investigation. List at least fifteen musical terms you have used below:

Criteria D Organization and Presentation

_____ The musical investigation must include a bibliography. All sources MUST be acknowledged. Primary and secondary sources are cited. See definition above.

_____ The musical investigation must include a discography for each piece.

_____ The musical investigation must include quotations and references from sources used. If these are not used in the text, endnotes or footnotes need to be included.

_____ The musical investigation is written using a media script form.

_____ The musical investigation is clearly organized, effectively stating the musical link and clearly articulating similarities and differences.

_____ The musical investigation has been gone over with a spell checker and misspelled words have been corrected.

_____ The musical investigation does not exceed 2,000 words.

_____ The musical investigation is my own work. All work that is not my own is referenced and quoted as appropriate.

Criteria E Overall Impression

_____ My musical investigation engages the audience in an interesting way.

_____ My musical investigation is focused on the music itself and does not focus on biographies, social customs, commentaries, descriptions of instruments and playing techniques, extensive narration

Teacher Clarification: The Musical Investigation Link

Unit Overview:

❶ The musical investigation is a required component for the IB Music course and will comprise 20% of the student’s overall IB Music grade. The musical investigation requirements are identical for students who are SL and HL.

❷ THE IBO PUBLICATION “Musical Investigation: Additional Clarification”, September 2004 states the following:

“Students should carry out an independent musical investigation comparing the relationship between two identifiable and distinct musical cultures by analyzing and comparing one (or more) musical piece(s) from each. In addition, these examples should share one (or more) inherent link(s) that can be explored in sufficient musical depth.

The Musical Investigation presents an opportunity to explore music from musical cultures that may have a particular interest, emotional appeal or other importance for the individual student. At the same time, the investigation offers the opportunity for students to use contemporary methods of communication, by presenting the investigation as a media script. For the purpose of the investigation, the following definition applies. “

This unit will focus on the selection of topic and the writing of the essay containing clearly delineated differences and similarities between the musical elements from the two selected pieces, each from a distinct musical genre. The format of the musical investigation needs to contain a title page, the body of the musical investigation as well as the required discography, bibliography and references. The addition of a reference recording taped by the student exploring the similarities and differences of each piece is optional.

Unit One - Musical Investigation

Daily Lesson Plan One

Objective(s), skills attained & motivation: Students will explore and choose several musical example choices as well as an inherent link for the writing of their musical investigation.

Motivation:

An effective way to approach this is to have student's brainstorm different musical terms they have learned and discussed throughout the course.

Teacher can play two various selections used previously in the class that have the same rhythmic device and play "Name that Link"! Various links could include ostinato, polyphony, any types of rhythmic devices such as hemiola, changing meters, etc. (Use any of the vocabulary with the pieces you are presently using or have used in class. Make sure when you start the answers are quite obvious.) This will allow students to focus on the inherent link that is required by the musical investigation. Remind students that this brainstorming session can include all genres of music.

Have students brainstorm as many different genres as possible in teams. The team with the most genres "wins".

Starter Activity:

Prior to class, put Worksheet 1-1 on their desks. Write the following instructions on the board:

“Listen as you enter and write down as many compositional devices as you can from the music which you are listening to. When you are finished, define the words on Worksheet 1–1.”

Homilies: Have students guess the number of distinct musical genres found at local music stores such as Borders or Barnes and Noble. The answer is that there are over 1000 different styles. If you have the opportunity, go to the website www.bn.com and click under music. On the left side of the screen click on all musical styles and it will show you over 1000 different musical styles. If you are able to secure a computer lab or use a computer lab, this is also an interesting activity for your students.

Homework:

- *Make a list of at least three musical links with possible pieces that you (the student) would find interesting. If needed, go back through your textbook and materials to revisit pieces that you have already studied. Choose pieces you find interesting. Make sure that at least one of the above pieces is a piece of music from your own musical library. It's important for you to begin listening to your favorite music with a new appreciation for the musical elements in all musics.*
- *Worksheets 1–1.*
- *Independent research: Using an musical link, use a search engine and find out as much as you can about possible pieces or information regarding it's definition.*

Vocabulary:

(The definition of musical culture below is taken directly from the IB Music's Clarification Guide.)

Musical Culture

The IB defines musical culture as a “learned way of making and using music, which is shared by a group of people, and is usually passed down from generation to generation. While making music refers to creating and performing, using music refers to its function within the culture, for example, in entertainment, ceremony or work.

A single musical culture may spread wide widely across time and place, and many creative changes can be found within a single musical culture while maintaining its essence. For example, the difference between ska and reggae is a creative change within a single musical culture (music of the Caribbean), as is the difference between swing and bebop (jazz), and the difference between Renaissance and Romantic (western art/classical music).

Musical culture is not necessarily defined by time or by geography. Palestrina from the 16th century and Schoenberg from the 20th century. Villa-Lobos from Brazil and Penderecki from Poland are all composers of western art/classical music, and therefore part of the same musical culture.

The same geographical region does not necessarily imply the same material culture. For example, western-style pop music created in Japan and kabuki music, also from Japan are not part of the same musical culture.

The definition of musical culture is imperative here. Students need to understand the following:

- Students need to pick one example from two DIFFERENT musical cultures to analyze in detail.
- For the case of this IB Musical Investigation, all Western music is considered one culture. Western music culture includes the music of the Middle Ages, Baroque, Classical, Romantic, Twentieth Century as well as all the contemporary or popular music your students listen to. Students can only pick ONE piece from the above broad category of Western culture.

5) Rap and Gospel Music

YES or NO

6) Greek Orthodox Church Music and Gregorian Chant

YES or NO

7) Beethoven and Brahms

YES or NO

Make a list of at least three musical cultures that you find interesting. If needed, go back through your textbook and materials to revisit pieces that you have already studied. Using your own music collection, choose one of the musical cultures you are already familiar with. It's important for you to begin listening to your favorite music with a new appreciation for the musical elements in all musics.