



# Intro to Music - International Baccalaureate Middle Years Program

## Instructor Information

Instructor: Gerardo Pacheco

Email: [gpacheco@riverstoneschool.org](mailto:gpacheco@riverstoneschool.org)

## Course Description

The Middle Years Program (MYP) Introductory High School Music Course invites students on a vibrant journey through the world of music. Exploring the fundamental elements of note reading, rhythm and meter, diatonic harmony, major and minor tonalities, notation software and intro to keyboard theory students cultivate a deep appreciation for diverse musical genres. Students apply their theory and harmony knowledge by researching, creating and performing short pieces of work in class. The course fosters collaborative skills through ensemble activities and encourages critical listening. Rooted in the MYP framework, it aims to nurture not only musical talents but also a broader understanding of the cultural and historical contexts that shape the universal language of music.

## Prerequisites

Open minded and patience

## Materials

- Computer, charger, headphones.
- Supplementary Readings: Provided by instructor (Dandelot, Pozzoli, Tenuto , Theory on line etc)



## Class Schedule

### Unit 1: Keyboard Theory I

- 2 Weeks: Notes on keyboard
  - Activities: Understanding basic music concepts: Intervals, major scale intervallic structure, and major/minor triads.
  - Assessment: Play 3 major scales and any major/minor chord using intervallic structures
- 2 weeks: Treble clef note reading
  - Activities: Individual practice with Dandelot.
  - Assessment: Individual quiz - of note reading exercises 1-10 of Dandelot handout.

### Unit 2: Basque music : Rhythm, Meter and Harmony (major keys)

- 2 Weeks: Note values , rests, time signatures, staff, measures and bars.
  - Activities: Understanding the note values and rests, writing rhythms on staff, the meaning and use of a time signature. Up beat vs down beats. Dotted rhythms , accents and dynamics.
  - Assessment: Take an individual rhythmic dictation quiz.
- 2 weeks: Treble clef note reading
  - Activities: Individual practice with Dandelot.11-15
  - Assessment: Individual quiz - of note reading

2 weeks: Major keys and scale degrees

- Activities: Understanding the use of the circle of fifths, major key signatures and diatonic harmony.
- Summative Assessment: Short composition in a major key (chord progression with a rhythmic pattern) based on Traditional Basque music

2 weeks: Melody: Conjunct vs disjunct motion and chord vs non chord tones

- Activities: Individual practice with Dandelot.11-15, listening and writing melodic ideas (with conjunct and disjunct motion)
- Summative Assessment: add a short melodic idea that has a balance between conjunct and disjunct motion. This melody will be added to the previous chord progression.



## Unit 3: Keyboard Theory II

- 4 weeks: Scales and repertoire
  - Activities: Learning 3 new major and 3 minor scales.
  - Practice an excerpt of a piece of music.
  - Assessment: Rhythmic dictation, instrumental (playing a piece of their choice)

## Unit 4: Eastern European Music: Odd meter and Minor Keys

- 4 weeks: Natural minor keys and scale degrees
  - Activities: Understanding the use of the circle of fifths, relative minor key signatures and their harmony. Understanding the concept of rhythmic groupings in a  $\frac{5}{8}$ ,  $\frac{7}{8}$  and  $\frac{9}{8}$
  - Formative Assessment: Short composition on a minor key (chord progression with rhythmic pattern)
- 4 weeks: Melody
  - Activities: Individual practice with Dandelot.16-25, listening and writing melodic ideas in a minor (with conjunct and disjunct motion)
  - Assessment: add a short (repetitive) melodic idea that has a balance between conjunct and disjunct motion. This melody will be added to the previous chord progression.



## Policies:



# ETHICAL USE OF A.I.

## GUIDELINES FOR USE OF AI AT SCHOOL

### THE DO'S AND DON'TS OF USING AI

	
<b>Simplifying complex concepts, help with correct referencing and in-text citation advice, help with finding research sources.</b>	<b>Using AI-generated content verbatim without proper citation or presenting AI-generated work as your own is unethical and plagiarism.</b>
<b>Creating flashcards, revision activities, analytical tools, to help with better understanding and recall.</b>	<b>Creating assignments, essays, or projects without any personal input or understanding is considered academic dishonesty.</b>
<b>Stimulating creative thinking and ideas as a starting point. Creating ideas or topics for work to provide different suggestions of perspectives.</b>	<b>Using generative AI to complete tasks that are beyond your understanding and presenting the results as your own.</b>

- Attendance: [Attendance Policy](#)
- Late Work: [Late work policy](#)
- Academic Integrity: [Academic Integrity Policy](#)
- [Grade Appeal Policy](#)



## Resources and Support

- Online Platforms: [Noteflight](#) , [Music Theory on line](#) , [Masterclass](#) , [NPR Music site](#), [BBC Music site](#), [Smithsonian Music](#)

## Grading Scale

### MYP Grade Descriptors

IB MYP Grade	Grade Boundary (1-8 in four criterion)	Grade Translation	GPA Points	Grade Descriptor
7	31-32 28-30	A+ A	4.0	Consistently completes the most challenging aspects of a task to an exceptional level of complexity and demonstrates synthesis and very high level of familiarity with the required content. There is a demonstration of ability to move beyond the required content.
6	24-27	A	4.0	<i>Produces high quality, occasionally innovative work, communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar situations, often with independence.</i>
5	21-23 19-20	A- B+	3.75 3.5	Usually completes challenging tasks to an appropriate, competent and complex level with very strong transfer of skill to new situations. Work is completely satisfactory on every level.
4	17-18 15-16	B B-	3.25 3.0	<i>Produces good quality work, communicates proficient understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates proficient critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom contexts, but requires support in unfamiliar contexts.</i>
3	13-14 11-12 10	C+ C C-	2.75 2.25 2.0	Adequate demonstration of the most basic and many complex elements of the task. Work demonstrates an ability to apply learned content in familiar situations and some ability to achieve in unfamiliar situations with support.
2	6-9	D	1.0	Limited demonstration of basic elements of the task. Achievement beyond a basic level requires significant support and guidance. Work demonstrates a basic recall and demonstration of some skills and content.
1	1-5	F	0.0	<i>Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills. Infrequently applies knowledge and skills.</i>



## Note

This syllabus is subject to change at the instructor's discretion. Any changes will be communicated to students in a timely manner.