

Introduction

IB® *Math Learning Exercises* looks at how *examined designs* which students will have experienced many times, even though they may not know it! The increased understanding and processes gained should enable students not only to appreciate the work of many composers, in a variety of styles, but also to apply these designs to their own compositions. In their ability, like they may even become part of the next generation of composers.

This pack is written for IB® music students and is also suitable for teaching the AQA, GCSE specifications. It includes at least one example of each of the five required Areas of Study in the IB® GCSE, GCSE students are also expected to compare music in these areas, and ideas for comparison can be gleaned from the learning work.

How to use this pack

There are 14 learning exercises in the pack, which focus the student's attention on the detailed way in which a composer builds a composition. Structural analysis is at the heart of the work, although some questions highlight other elements used in the music. Each learning exercise is set out in two parts:

- **Teacher's notes** – These include answers, notes, suggested teaching points and discussion points.
- **Student sheets** – These consist of a worksheet and one or more answer grids to each exercise.

Listening

Recordings of the music for these exercises are not provided with this publication. However, at the time of writing, all of the recordings can be found at most music retailers. A list of compact disc catalogue numbers is given on page 10.

Students should always use a pencil when writing the answers to these exercises. When they are marking their own or one another's work, remind them to work neatly. They should:

- tick correct answers using a different coloured pen or pencil
- cross (with an X) any incorrect answers or answers placed in the wrong box
- write in the correct information in the correct box.

Lower students have to write of the music before beginning an exercise (about a minute of it should be enough) to establish the tempo. This is especially helpful where there are tempo changes in the piece. Students are not expected to get all the information the first time they listen, and they should not give up if they miss a piece of information. To help, it is advised that teachers break down the tasks into sections. Some have been provided on the student sheets to indicate possible section breaks. Sometimes it is worth marking one question and then answering the rest, each time checking previous answers as you go.

The learning exercises get progressively more difficult throughout the pack. In the first exercise, students are given all of the answers on the student sheet – they have to choose what to correct on a base of false facts. Later, students have a wider variety of options to choose from, or they are asked to create their own answers.