

MUSICAL LINKS INVESTIGATION STUDENT GUIDE BY C.HODDINOTT

WHAT IS THE MUSICAL LINKS INVESTIGATION (MLI)?

The musical link investigation is where you take two distinct musical cultures and draw connecting links between them. Through investigating the musical cultures you are expected to extract, evaluate and synthesise the musical elements and compare and contrast with one another. You must present your investigation in a form of media. That can be a magazine/newspaper article, video, radio, or an internet blog.

WHAT DOES THE MLI HAVE TO INCLUDE?

- A comparison of two pieces of music both from two distinct musical cultures.
- Contains at least two musical links
- You are able to establish the similarities and differences between the music cultures
- An investigation and evaluation on the MUSIC itself rather than CONTEXT that surrounds the music.
- The format needs to be in a script for handing in.
- Between 1800 to 2000 words, no more and no less.
- References (not in word count)
- Bibliography (not in word count)
- Discography (not in word count)

WHICH MUSICAL CULTURES SHALL I CHOOSE?

Most importantly try and chose musical cultures that you enjoy. You have to investigate the musical culture in some depth. If you don't enjoy the musical culture you will find the investigation uninteresting and as a result your MLI will be unimaginative.

If a musical culture springs to mind straight away, go with it, instincts are a good judgement when selecting a musical culture, however if you have difficulties listen to a wide variety of different musical cultures. Go to you library or look up music via LastFM or Youtube.

Make sure the musical culture you choose is DISTINCT. The IB defines a

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. Music plays different roles within a culture, for example, in entertainment, ceremony or work.*”

For example the difference between Swing and Be-bop is stylistic, it is inherently part of the same culture as is Baroque to Classical music. They are not **DISTINCT** from one another. This is why I would be wary of choosing two musical cultures that are linked to Western music, as the Western culture of music is mostly harmonically similar through the differing periods.

WHAT AM I EXPECTED TO DEMONSTRATE IN MY MLI?

It is essential to focus on what the mark scheme criteria is asking for. Identify the keywords from the Mark Scheme to understand what the examiner is asking you to demonstrate. If you follow the instructions from the keywords in the mark scheme you will produce a good scoring MLI.

A. Musical cultures, examples, and links

The first marks are for the selection of the music. One or more pieces of music should be chosen from each of the two **IDENTIFIABLE** and **DISTINCT** music cultures.

It must **STATED**, the two or more **SIGNIFICANT** musical links on the coversheet and the beginning of the script. They must allow for **SUSTAINED** investigation.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The choice of two identifiable and distinct musical cultures is inappropriate and/or the musical pieces from the two different musical cultures share fewer than two significant musical links and/or are inappropriate. Any links are not stated or are stated ambiguously or are not musical ones, and give inadequate scope for investigation.
2	The choice of two identifiable and distinct musical cultures is generally appropriate and the musical pieces from the two different musical cultures share two or more significant musical links and are generally appropriate. The musical links are adequately stated and do allow for investigation.
3	The choice of two identifiable and distinct musical cultures is most appropriate. The musical pieces from the two different musical cultures share two or more significant musical links and are most appropriate. The musical links are clearly stated and do allow for a sustained investigation.

B. Analysis and comparison of musical elements

This is your ability to **ANALYSE** the music itself. You need to **COMPARE** and **CONTRAST** the **MUSICAL ELEMENTS**. (Such as duration, pitch, timbre/tone colour, texture, dynamics, form and structure). It assesses your ability to **EVALUATE** their **SIGNIFICANCE**.

This part of the mark scheme is testing your ability to **EXAMINE** the musical elements and come up with your well - focused analysis.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The work demonstrates little and/or inaccurate description of the musical elements and little comparison and contrasting of the chosen examples.
2	The investigation demonstrates some partially satisfactory description and analysis of the musical elements. The work displays some comparison and contrasting of the chosen examples. The investigation may include significant inaccuracies.
3	The investigation demonstrates mostly effective description, analysis and examination of the musical elements. The work displays satisfactory comparison and contrasting of the chosen examples. The investigation is mostly accurate.
4	The investigation demonstrates mostly effective description, analysis and examination of the musical elements. The work displays quite good comparison and contrasting of the chosen examples. The investigation is mostly accurate.
5	The investigation demonstrates effective description, analysis and examination of the musical elements. The work displays good comparison and contrasting of the chosen examples. The investigation is accurate.
6	The investigation consistently demonstrates highly effective description, analysis and examination of the musical elements. The work displays well-focused comparison and contrasting of the chosen examples. The investigation is accurate.

C. Music Terminology

This assesses your ability to use **MUSICAL TERMINOLOGY** and it's **ACCURACY/APPROPRIATE** use.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The work displays little knowledge and use, if any, of musical terminology.
2	The work displays some knowledge of musical terminology but its use is inaccurate at times.
3	The work mostly displays good knowledge and use of musical terminology.
4	The work consistently displays good knowledge and use of musical terminology.

D. Organisation and presentation

This is about how you **ORGANISE** and **PRESENT** your material.

- Make sure you have a **COVERSHEET** with the **MUSICAL LINKS** clearly **STATED**.
- It is **CLEAR** the **MUSICAL LINKS** that you are investigating
- You have presented your work as a **MEDIA SCRIPT**
- You **MUST** use **QUOTES** with **REFERENCES**.
- You have included a **BIBLIOGRAPHY**
- You have included a **DISCOGRAPHY**
- That the spelling and grammar is correct.
- Your work is between 1,800 - 2,000 words

Marks	Level descriptor
0	The organization and presentation do not reach a standard described by the descriptors below.
1	The organization and presentation are generally inappropriate. The primary sources used (and secondary, if any) are inappropriate and not properly attributed.
2	The organization and presentation are generally appropriate. Most primary sources used (and secondary, if any) are appropriate and all have been properly attributed.
3	The organization and presentation are appropriate. All primary sources used (and secondary, if any) are appropriate and all have been properly attributed.

E. Overall impression

This means that you have demonstrated **UNDERSTANDING** and **CREATIVITY**. That your investigation is interesting to read. Make sure the **FOCUS** is on the **MUSIC** itself and **NOT** the context.

Marks	Level descriptor
0	The work does not reach a standard described by the descriptors below.
1	The work shows little evidence of the qualities noted above.
2	The work shows some evidence of the qualities noted above.
3	The work mostly shows good evidence of the qualities noted above.
4	The work consistently shows good evidence of the qualities noted above.

WHAT DOES A GOOD OR A BAD MLI LOOK LIKE?

Take a look at other Musical Link Investigations by other students and use the mark scheme to analyse them yourself to understand what it takes to achieve the grades for the MLI. Once you have done that, you can fully understand

what is expected of you to achieve the full marks. It will also help you decide which Media you would like to create your own MLI.

Do a Google search for EE MLI and you will come up with a few examples.

Here are some ones to help you

A past students example, shared with permission

<http://ibdpmusicmli.weebly.com/>

Exemplars from the exam board with mark schemes

<http://goo.gl/ZK9JVR>

<http://goo.gl/yqx1Ba>

STEPS TO COMPLETING YOUR MLI

Step 1

Find two Musical Cultures you are interested in.

Step 2

Find a number of different musical pieces you enjoy within the musical cultures you have chosen. Then narrow that down to one from each musical culture.

Step 3

Do a preliminary analysis of your music. Obtain scores of the music to help you. Analyse the Dynamics, Rhythm, Structure, Melody, Instrumentation, Texture, and Harmony (DR SMITH). A DR SMITH analogy is a useful starting point but you can use any musical analogy that will help you with initial findings.

Step 4

Gather you research - Start collating your Bibliography, that includes books, magazines, journals, documentaries, interviews etc. Don't forget your Discography too.

Step 5

Make a list of the similarities and differences of the musical cultures. Highlight the significant similarities between the two cultures. This will provide a basis for.....

Step 6

Making your links - What are the significant links that you going to make? Are these links going to allow for sustained investigation?

Step 7

Choose your Media, what media are you going to choose to create your investigation? What will be interesting to yourself and your audience?

Step 8

Do a deeper musical analysis. Use the notes you made in your preliminary analysis and the information you have read up on. Start extracting the musical ideas from the score and evaluate your findings.

Step 9

Plan your MLI, what are the important points you are going to make? How are you going to prioritise the points you want to make? Will the ideas in your MLI develop and flow from one to another?

Step 10

Start your MLI making sure you clearly state the Musical links you are investigating.

Step 11

Make sure as you compose your MLI that you concentrate on the music itself and not overly on the culture that surrounds the music. Do not be afraid to ask your peers or your teacher on any points that you do not understand.

Step 12

As you conclude your MLI do not forget to refer to the links you have stated. A good MLI brings all the ideas you have made to a clear and clarified point.

Step 13

As you make the transition from your chosen media into a media script make sure you check your presentation. As stated in part D of the Mark Scheme;

- Make sure you have a COVERSHEET with the MUSICAL LINKS clearly STATED.
- It is CLEAR the MUSICAL LINKS that you are investigating
- You have presented your work as a MEDIA SCRIPT
- You MUST use QUOTES with REFERENCES.
- You have included a BIBLIOGRAPHY
- You have included a DISCOGRAPHY
- That the spelling and grammar is correct.
- Your work is between 1,800 - 2,000 words

Step 14,

Review and refine your work. Is your MLI interesting? Have you made your ideas clear and your evaluation, terminology? Discuss with your teacher or peers the process you have taken in your MLI, listen to any criticism and feedback that you receive.

Step 15

Refer to the mark scheme that you have met ALL of the criteria.

Don't forget during the process of the MLI that your teacher or your classmates are available to discuss ideas or give positive criticism to help you improve your MLI. You want to be able to produce a piece of work you are truly proud of.