

**Canterbury High School**  
Ottawa-Carleton District School Board  
CHS Music Department  
Semester I/II **2010-2011** Course Outline



Course Title: **Music for Creating**      **Grade Level: 10 (for grade 10 AC package)**  
Course Code: **AMC 20 – Part 2**      **Credit Value: 0.5 credit**

**Prerequisite:** This course is a continuation of AMC – Part 1 and is taken in conjunction with AME 20, one of AMI/AMS/AMV 20K, and is part of the Grade 10 Arts Canterbury Performance curriculum.

**Course Overview** 55 hrs

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history. Course content will stress a deeper focus on the theory and history behind the creation of music, thus providing students with greater opportunity to develop their skills at analysing, creating, and writing their own music.

**Overall Expectations**

**Theory:** By the end of this course, students will:  
explain in detail, both orally and in writing, the elements of music (i.e., rhythm, melody, timbre, dynamics, harmony, texture, and form);  
read and understand musical notation;  
analyse the influence of certain composers on the musical language of their period;  
explain the use of various applications of MIDI technology (e.g., sequencing, notation).

**Creation:** By the end of this course, students will:

- play or sing technical exercises and diverse repertoire that reflect the theory expectations at this grade level (including improvisation and their own creations when appropriate);
- make complex artistic decisions that affect the stylistic accuracy of their playing or singing (e.g., articulation, phrasing, posture, dynamics, tone quality, intonation, rhythm, balance, blend);
- demonstrate the effective use of digital technology in music applications;
- apply the elements and principles of composition at an intermediate level, using the creative process (i.e., perception, production, and reflection).

**Analysis:** By the end of this course, students will:

- demonstrate a detailed understanding of music history and its cultural context to interpret repertoire;
- use aural discrimination skills to identify complex aspects of music (e.g., major and minor triads, diminished and augmented intervals);
- evaluate the effects of music education on themselves and their peers;
- evaluate the function of music in society;
- identify, research, and describe connections between music education and their future careers and postsecondary education.

**UNITS OF STUDY**

Unit #1	Performance	7 hours
Unit #2	Musical Literacy, Listening/Composing	38 hours
Unit #3	Self and Community/Role of Music in Society	10 hours

## Units of Study :     Expansion of Course content

### **1. PERFORMANCE:       (7 Hours)**

Expectations representing the three strands (Theory, Creation, and Analysis) are clustered to form this unit. By the end of the course the student will:

- **play** technical exercises /various chord patterns that reinforce the theory expectations at this grade level
- **create/perform** musical patterns using computer/keyboard technology
- **identify** and reinforce correct procedures when using computer/midi/keyboard technology

### **2. MUSIC LITERACY, LISTENING/COMPOSING/ARRANGING: (38 Hours)**

Expectations representing the three strands (Theory, Creation, and Analysis) are clustered to form this unit. By the end of the course the student will:

- **describe** the following musical forms: rondo, theme and variations, canon, fugue
  - **explain** the influence of certain composers on the evolution of musical form/language of their period
- **demonstrate** a detailed understanding of music history and its cultural context to interpret repertoire
  - **read and understand** musical notation
- **use** appropriate terminology to describe how repetition and contrast of musical elements are used to organize sound.
  - **demonstrate** an understanding of simple homophonic composition (Create melodies using computer/keyboard technology)
- **apply** the elements and principals of composition at an intermediate level, using the creative process.
- **demonstrate** an understanding of the function of the menu of a MIDI sequencer and of notation software

### **3. SELF AND COMMUNITY / ROLE OF MUSIC IN SOCIETY (10 Hours)**

Expectations representing the three strands (Theory, Creation, and Analysis) are clustered to form this unit. By the end of the course the student will:

- **analyse**, orally and in writing , the quality and impact of a variety of performances using appropriate music vocabulary (attend and critique specified community concerts)
- **analyse** and describe their own strengths and needs at various points in the course and work towards improving themselves in identified areas
- **demonstrate** a knowledge of the function of music used in daily life

## **TEACHING STRATEGIES**

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|----------------------------------|------------------------------------------------|
| • <b>teacher demonstration</b>   | • <b>investigative research</b>                |
| • <b>skills drill and review</b> | • <b>written assignments</b>                   |
| • <b>brainstorming</b>           | • <b>rubrics</b>                               |
| • <b>small group work</b>        | • <b>listening (discussion and reflection)</b> |
| • <b>peer tutoring</b>           | • <b>student/teacher conferencing</b>          |
| • <b>field trips</b>             | • <b>aural dictation</b>                       |
| • <b>multimedia</b>              | • <b>guest clinicians</b>                      |

## **ASSESSMENT AND EVALUATION STRATEGIES**

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- written tests
- observation (formal & informal)
- peer evaluation
- journal writing
- rubrics
- portfolios / notebooks
- performance assessment (solo, small ensemble)
- self evaluation
- tape evaluation
- summative performance

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## REPORTING STUDENT ACHIEVEMENT

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### The final grade for each course:

- 70% of the grade will be based on assessment and evaluation conducted throughout the course and will include evaluations in Knowledge/Understanding, Thinking/Inquiry, Communication, and Application.
- 30% of the grade will be based on a final evaluation that will be administered at or towards the end of the course. This summative evaluation may take the form of an examination (up to 20% of the summative evaluation), performance task, essay, and/or other methods of evaluation suitable to the course content which will allow the student to fully demonstrate the key course expectations across the four Achievement Chart categories.

### Attendance:

- Since regular attendance is an integral part of learning and assessment, irregular attendance may jeopardize a student's ability to earn a credit in this course. Students will be responsible for all materials studied in class. Teachers will assist students in catching up but are not expected to re-teach the missed work.

### Learning Skills:

- The report card will provide a record of learning skills demonstrated by students in this course in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The separate evaluation and reporting of learning skills in these five areas reflects the critical role in students' achievement of the curriculum expectations.
- Students are expected to behave in a respectable manner towards teacher(s) and peers at all times. Please refer to the Board's current Policy on Student Behaviour.

### Preparation:

- Students will be required to prepare for class by practicing exercises and music assigned. Students are responsible for finding out about any missed work due to absences from class. The school planner is used to record due dates and performances/rehearsals.
- Students are expected to participate in Intermediate Ensemble, which will rehearse outside of class time during the week.

### Late and Missed Evaluations Academic Honesty: (School Policy)

see Canterbury High School Document on:

Assessment, Evaluation and Reporting of Student Achievement 2008-2009

### Equipment:

- If students are using school instruments, they are expected to keep them well maintained.
- A 'replacement charge' will be levied for any instruments/sheet music/accessories lost/damaged that belong to the Music Department.

## REFERENCES

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- Ministry of Education and Training “Course Profile” ([www.curriculum.org](http://www.curriculum.org))
- Ontario Secondary Schools 9 to 12 – Program and Diploma Requirements 1999
- Program Planning and Assessment
- OCDSB Course of Study Teacher Manual document
- Various internet sites
- Ministry Resource Website for specific guidelines  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

## STUDENT RESOURCES/REFERENCE TEXTBOOKS

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**Alfred’s - Basic Adult Piano Course – Level One/Two**

**Joseph Machlis – The Enjoyment of Music, Ninth Edition, Chronological/Standard Editions**

**Mark Sarnecki – Elementary Music Rudiments – Grade One Book**