

# Canterbury High School

CHS Music Department

Semester I & II ~~2009-2010-2011~~ **2011** Course Outline



Course Title: **Winds/Strings/Vocal**

Grade Level: **9 (for grade 9 AC package)**

Course Code: **÷ AMI/S/V 10K**

Credit Value: **1.0 credit**

Prerequisite: This course focuses on the student's chosen instrument and his/her ability; it is taken in conjunction with AMR and AMC.

## Course Overview 110 hrs

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

## Overall Expectations

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

identify and define in simple terms the elements of music (i.e., rhythm, melody, timbre, dynamics, harmony, texture, and form);

demonstrate the ability to read and understand musical notation;

demonstrate an understanding of a broad overview of the historical and stylistic context of music;

explain methods of production and editing of musical recording (e.g., analog or MIDI).

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

- play or sing technical exercises and diverse repertoire (including their own creations when appropriate) that reflect the theory expectations;
- make 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 analog and/or digital technology in music applications;
- demonstrate an understanding of music literacy, at a level appropriate for the grade, using the creative process (perception, production, and reflection).

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

- demonstrate an understanding of music history and its cultural context;
- demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation, and judgement);
- demonstrate an understanding of the effects of music education on themselves and their peers;
- demonstrate an understanding of the function of music in society;
- identify connections between music education and various careers.

## Units Of Study

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Unit #1	Performance: Technical and Musical Development	65 hours
Unit #2	Making Artistic Choices	05 hours
Unit #3	Music Literacy/ ET/ Composing and Arranging	35 hours
Unit #4	Self and Community / Role of Music in Society	05 hours

Units of Study : Expansion of Course content

## 1. PERFORMANCE: TECHNICAL & MUSICAL DEVELOPMENT (65 Hours)

Expectations representing the three strands (Theory, Creation, and Analysis) are clustered to form this unit. By the end of the course, through the use individual and group warm-ups, scales, exercises, etudes/studies, and repertoire the student will:

- **demonstrate** consistently correct body posture
- **play** or sing with accurate pitch
- **play** or sing with accurate intonation both melodically and harmonically
- accurately play notated or stylistically correct articulations (e.g. accent, staccato , slur)
- **play** with control within an appropriate range
- **control** notated or stylistically correct dynamics while maintaining good tone quality.
- **accurately play** notated or improvised rhythms
- **play** maintaining a consistent tempo
- **play** in simple and compound metres
- **play** a sixteen bar melody using correct technique
- **explain** the effects of physical fitness and health habits on music performance skills

## 2. PERFORMANCE :MAKING ARTISTIC CHOICES (05 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** with an understanding of stylistically correct articulations, musical phrase structure, controlled dynamics, with sensitivity to balance and blend and with a tone quality appropriate to the repertoire.
- **make** artistic decisions about aspects of performance in individual and group situations

\* SOLO PERFORMANCE: the student will perform a mid-term solo (Dec / Jan.)

along with a final summative performance exam with piano accompaniment in (May /June) TBA.\*

## 3. MUSICAL LITERACY: (35 Hrs)

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 live and or recorded performances , using appropriate vocabulary
- **demonstrate an understanding** of a broad overview of the historical and stylistic context of music.
- **use** appropriate terminology to describe how repetition and contrast of musical elements are used to organize sound.
  - **demonstrate an understanding** of the following simple musical forms ( binary, ternary...)
- **use** analog and or digital recording technique to demonstrate an understanding of the basic processes involved. (simple recording techniques for analysis of own and / or peer work\*)
- **explain** the function of music in a variety of historical and cultural contexts
- **identify and describe**, orally and in writing, the elements of music, and how the elements of music work together in a particular historical style and cultural contexts in a variety of musical works
- **define and identify** basic musical indicators of duration
- **identify and describe** basic musical indicators of tempo and dynamics.
- **identify and notate** pitches on the grand staff, as well as major scale key signatures.
- **reproduce**, aurally identify, and notate given rhythms and given intervals (in a major scale), and, reproduce and notate simple melodies up to 2 bars

- **demonstrate an understanding** of basic transposition
- **explain** the evolution of their performance medium
- **demonstrate an understanding** of basic piano skills\*
- **create** a simple composition using the elements of melody, rhythm and form.... (using basic piano skills create an 8 bar melody (binary form) with accompanying 1,I,V,V chords\*)

#### 4. SELF AND COMMUNITY / ROLE OF MUSIC IN SOCIETY (05 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:

- **demonstrate an understanding** of the relationship of the audience and performer (e.g. attend a live performance and respond to it orally or in writing using terminology appropriate for the grade) (concert review\*)
- **describe** the distinctive nature of participating in the various roles associated with music activities (e.g. soloist and accompanist, ensemble member or leader.)
  - **reflect** on learning by maintaining a journals, and / or practice log to record progress
  - **identify** and describe their own strengths and needs and work towards improving themselves in identified areas.
  - analyse , the quality of their own and their peers' performances , using appropriate music vocabulary to suggest ways of improving those performances.
  - **demonstrate** an understanding of rehearsal, performance, and audience etiquette
- **identify** how skills developed in music are applied in various music related careers

#### Teaching Strategies

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| <ul style="list-style-type: none"> <li>• teacher demonstration</li> <li>• skills drill and review</li> <li>• brainstorming</li> <li>• small group work</li> <li>• peer tutoring</li> <li>• field trips</li> <li>• multimedia</li> </ul> | <ul style="list-style-type: none"> <li>• investigative research</li> <li>• written assignments</li> <li>• rubrics</li> <li>• listening (discussion and reflection)</li> <li>• student/teacher conferencing</li> <li>• aural dictation</li> <li>• guest clinicians</li> </ul> |
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#### Strategies / Tools for Assessment and Evaluation

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| <ul style="list-style-type: none"> <li>• written tests, assignments</li> <li>• observation (formal &amp; informal)</li> <li>• peer evaluation</li> <li>• journal writing</li> <li>• rubrics</li> </ul> | <ul style="list-style-type: none"> <li>• portfolios / notebooks</li> <li>• performance assessment (solo, small ensemble)</li> <li>• self evaluation</li> <li>• tape evaluation</li> <li>• summative performance</li> </ul> |
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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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Joseph Machlis – The Enjoyment of Music, Ninth Edition, Chronological/Standard Editions  
Instrument-Specific Method Books/Repertoire Appropriate to Group

Gr 9	EVALUATION for AMLS-V-10K	2009 – 2010	
70% portion of course			

Achievement Category	Units		Weighting
Knowledge & Understanding  Application	1. <u>Performance</u> Technical and Musical development Scales [4 per term ]/SR & QS[2 per term]	15/40	40%
	Etudes/ Vocalise / Solo-Repertoire	15/40	
	Creative Projects Large Ensemble [1 semester]	5/40 5/40	
Creation/Application	2. <u>Artistic choices</u> Mid-term solo perf/etude	10/10	10%
Knowledge / Understanding & Thinking / Inquiry Communication	3. <u>Musical literacy/Listening Analysis</u>	1/10	10%
	Instrument Care	3/10	
	Virtuoso Project	3/10	
	Self Analysis/Recording Instrument History	3/10	
Communication & Thinking / Inquiry	4. <u>Self and Community</u> Rehearsal Process [1 semester]	5/10	10%
	Journal, self-reflection/portfolio {Guest artist/masterclass/perf reflections}	5/10	
	{* see portfolio outline}		
			Subtotal 70%

30% portion of course			
Knowledge/Understanding & Thinking/Inquiry & Communication & Application	<u>Summative Tests</u>		30%
	Final Solo Exam	10/30	
	Summative etude/vocalise	5/30	
	Summative Sight Reading	5/30	
	Journal/ Portfolio {* see portfolio outline}	10/30	Total 100%
Revised Aug. 2009			