

Canterbury High School

Ottawa-Carleton District School Board

CHS Music Department

Semester I/II

2009-2010 - 2010 - 2011

Course Outline



Course Title: **Music for Creating**

Grade Level: 10 (for grade 9 AC package)

Course Code: **AMC 20 – Part 1**

Credit Value: 0.5 credit

Prerequisite: This course is taken in conjunction with AMR 20 – one of AMI/AMS/AMV 10K, and is part of the Grade 9 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 computer music technology (e.g., midi, 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.

Unit #1	Performance	10 hours
Unit #2	Listening and Analysis	15 hours
Unit #3	Music Literacy, Composing and Arranging	25 hours
Unit #4	Self and Community/Role of Music in Society	05 hours

Units of Study : Expansion of Course content

1. PERFORMANCE: (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:

- **play** technical exercises and diverse repertoire that reflect the theory expectations at this grade level
- **play** intermediate repertoire on the keyboard, right or left hand separately, using appropriate fingerings.
- **identify** and correct improper postures and / or performance practices that may have negative musical effects and / or cause physical injuries

2. LISTENING AND ANALYSIS (15 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** the influence of certain composers on the musical language of their period
- **situate** composers in a historic continuum (chronological overview of music history*)
- **demonstrate** a detailed understanding of music history and its cultural context to interpret repertoire
- **analyse**, orally and in writing , the quality and impact of a variety of live and recorded performances using appropriate music vocabulary
- **explain** in detail, both orally and in writing, the elements of music
- **explain** the function of certain musical forms in daily life (research music from “around the world

3. MUSIC LITERACY, COMPOSING AND ARRANGING: (25 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:

- **read** and understand musical notation (written understanding of theoretical concepts*)
- **identify** and notate , major and minor (natural, harmonic, melodic) key signatures and scales, the degrees of the scale
- **solve** and notate all intervals
- **demonstrate** an understanding of simple homophonic composition (Create melodies using a harmonic template..profile* (keyboard)
- **apply** the elements and principals of composition at an intermediate level, using the creative process. (create an original instrument/other)
- **demonstrate** the effective use of digital technology in music applications

4. SELF AND COMMUNITY / ROLE OF MUSIC IN SOCIETY (5 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

TEACHING STRATEGIES

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

STRATEGIES FOR ASSESSMENT AND EVALUATION

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

REPORTING STUDENT ACHIEVEMENT

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

- Ministry of Education and Training "Course Profile" (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

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 – Preliminary Book

Gr 9	EVALUATION for AMC20 Part I	2009—2010	
70% portion of course			

<u>Achievement Category</u>	<u>Units</u>		<u>Weighting</u>
Performance	1. Performance Keyboard technique/ repertoire (See AMC Keyboard Outline)	15/15	15%
Thinking /Inquiry, Knowledge / Understanding, Creation / Application, Communication	2. Musical literacy/Listening/Composing/Arranging Theory Assignments & Tests (Text— <u>Sarnecki Elementary Music Rudiments Grade One Text to end.</u>) History Assignments & Tests History Project Ear training [ALL ascending intervals]—Melodie & Rhythmic Dictation (Three note melodies, one bar rhythmic dictation) Instrument making	15/45 10/45 5/45 10/45 5/45	45%
Thinking /Inquiry Communication	3. Self and community PRELIMINARY ASSIGNMENTS CONCERT REVIEW	3/10 7/10	10% Subtotal 70%

30% portion of course			
Knowledge/Understanding & Thinking/Inquiry & Communication & Creation Application	Summative Tasks Written Exam (Theory) Written Exam (History and Listening) Ear Training	15/30 10/30 5/30	30% Total 100%
Revised Aug. 2009			

