

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



Course Title: **Small Ensemble**
Course Code: **AME 20**

Grade Level: 10 (for grade 10 AC package)
Credit Value: 0.5 credit

Prerequisite: It is taken in conjunction with AMC 20 – Part 2, one of AMI/AMS/AMV 20K, and is part of the Grade 10 Arts Canterbury Performance Program.

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. This course allows students to use their disciplines in a small ensemble setting, which further expands performance techniques.

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).
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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	20 hours
Unit #2	Listening And Analysis	20 hours
Unit #3	Musical Literacy, Composing and Arranging	10 hours
Unit #4	Self and Community/Role of Music in Society	05 hours

Units of Study : Expansion of Course content

1. PERFORMANCE: (20 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 (relate to small ensemble repertoire*)
- **make** effective creative choices in performance within musical parameters (e.g....addition of dynamics, articulation, and tempi) (relate to small ensemble repertoire*)
- **demonstrate** leadership in rehearsal, performance, and audience etiquette (appropriate to small ensemble)
- **demonstrate** a detailed understanding of music history and its cultural context to interpret repertoire. (small ensemble repertoire*)
- **identify** and correct improper postures and / or performance practices that may have negative musical effects and / or cause physical injuries

2. LISTENING AND ANALYSIS (20 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 (listen for balance, intonation, style, structure, dynamics in the small ensemble and be able to articulate positive ways to improve group performance. (see Gr 10 Profile pg7 #2,3,4)*)
- **analyse**, orally and in writing , the quality and impact of a variety of live and / or recorded performances and performances by themselves and their peers, using appropriate music vocabulary to suggest ways of improving those performances (see Gr 10 Profile pg7 #1,#3*)
- **explain** in detail, both orally and in writing, the elements of music (listen to, perform, and examine(using elements of music) specified small ensemble repertoire*)

3. MUSIC LITERACY, COMPOSING AND ARRANGING: (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:

- **read** and understand musical notation (perform a variety of small ensemble repertoire*)
- **demonstrate** an understanding of arranging and transposing by adapting an existing work polyphonic work of at least 3 parts skills for their chamber group (use technology where possible)
- **play** technical exercises and diverse repertoire that reflect the theory expectations at this grade level (repertoire with a greater variety of musical indicators of speed and metre, repertoire with variety of styles and key signatures and using major and minor scales as group warm-ups* profiles.)
- **situate** the composers (of the pieces performed in small ensemble*) in a historic continuum
 - **apply** the elements and principals of composition at an intermediate level, using the creative process. (create a group project*)

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 creative process by attending a live performance and responding to it orally or in writing, using terminology appropriate to the grade level
- **reflect** on learning by maintaining a practice log that records progress
- **analyse** and describe their own strengths and needs at various points in the course and work towards improving themselves in identified areas
- **analyse**, orally and in writing, the quality and impact of a variety of performances by themselves and their peers, using appropriate music vocabulary to suggest ways of improving those performances. (self reflection*)
 - **describe** the distinctive nature of participating in group musical performances for a variety of audiences (chamber music performances & festival *)

TEACHING STRATEGIES

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

STRATEGIES FOR ASSESSMENT AND EVALUATION

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|-----------------------------------|---|
| • written tests | • portfolios / notebooks |
| • observation (formal & informal) | • performance assessment (solo, small ensemble) |
| • peer evaluation | • self evaluation |
| • journal writing | • tape evaluation |
| • rubrics | • 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 – Grade One Book