

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: 11 (for grade 11 AC package)**
Course Code: **AMC3M** **Credit Value: 1.0 credit**

Prerequisite: Music – AC Grade 10 Open or by audition.
This course is taken in conjunction with AMI/S/V3MK

Course Overview 110 hrs

This course emphasizes the appreciation, analysis, and performance of various kinds of music, including baroque and classical music, popular music, and Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire, complete detailed creative activities, and analyse and evaluate live and recorded performances. They will continue to increase their understanding of the elements of music while developing their technical and imaginative abilities.

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 music writing skills. This course is taken in conjunction with one of AMI/AMS/AMV 3MK, and AMR 3M Part 1 and is part of the Grade 11 Arts Canterbury Performance curriculum.

Overall Expectations

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

- demonstrate an understanding of the elements of music in relation to music of the baroque and classical periods, popular music, and Canadian and non-Western music;**
- demonstrate the ability to notate rhythmic patterns, melodies, and chords accurately through listening;**
- demonstrate an understanding of concepts required in the use of music software.**

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

- **apply the elements and principles of composition at an intermediate level, using the creative process (i.e., perception, production, and reflection).**
- **perform music appropriate for the course with accuracy and artistic sensitivity;**
- **demonstrate mastery of technical skills appropriate for the course;**
- **compose and/or arrange musical works, showing an understanding of the creative process and making appropriate use of technology.**

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

- **analyse and evaluate musical works, demonstrating an understanding of some major characteristics of baroque and classical music, popular music, and Canadian and non-Western music;**
- **identify, analyse, and evaluate musical works through listening;**
- **analyse musical works and performances of works, demonstrating an understanding of the process of critical analysis;**
- **analyse the relationship between music and its cultural context;**
- **demonstrate an understanding of possibilities for post secondary studies and for careers related to music.**

UNITS OF STUDY

Unit #1	Performance	40 hours
Unit #2	Listening and Analysis	20 hours
Unit #3	Music Literacy, Composing and Arranging	50 hours

Units of Study : Expansion of Course content

1. PERFORMANCE: (40 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:

- **perform** music appropriate for the course with accuracy and artistic sensitivity (popular chording keyboard charts and perform selected repertoire in a continuous manner at a tempo commensurate with their own piano skills)
- **perform** accurately at sight, music that is appropriate for the course (piano*)
- **demonstrate** the specific technical skills necessary for the expressive performance of repertoire required (solo recital on their major instrument *)

2. LISTENING AND ANALYSIS (20 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:

- **describe** aspects of the elements of studied music using appropriate terminology
- **analyse** and evaluate musical works demonstrating an understanding of some major characteristics of Baroque/Classical/popular/Canadian/Non-Western music (*performance)
- **analyse** works from the Baroque/Classical/popular/Canadian/Non-Western traditions explaining how the various elements of music work together in the particular style and evaluate the effectiveness of the use of the elements (performance repertoire)
- **analyse** and compare the use of specific aspects of musical structure in Baroque/Classical/Popular/Canadian and non-Western music (eg – canon/fugue/sonata allegro form)
- **analyse** the quality and impact of a variety of live and/or recorded performances
- **analyse** live performances of music following standard procedures in critical analysis (Concert review)

3. MUSIC LITERACY, COMPOSING AND ARRANGING: (50 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:

- **identify** using correct terminology and notate accurately the following: (triads with inversions: major/ minor/ aug/ dim, 7th chords: major/ minor/ dominant/ diminished, cadences: perfect/plagal/imperfect*)
- **notate** accurately through listening rhythmic and melodic patterns up to four measures in length in simple and compound meters (ear training)
- **demonstrate** an understanding of the layouts and conventions involved in the use of various ensemble scores
- **demonstrate** an understanding of music input in sequencing and notation software (real-time, step input)
- **demonstrate** an understanding of all stages of the creative process in producing compositions and/or arrangements (using technology if required)

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

**Lopinski/Ringhofer/Zarins – Exploring Music History – A Guided Approach [Vol 1-3]
Joseph Machlis – The Enjoyment of Music, Ninth Edition, Chronological/Standard Editions
Mark Sarnecki – Elementary Music Rudiments – Grade Two Book**