

Canterbury High School

Ottawa-Carleton District School Board

CHS Music Department

Semester I/II

2008-2010 - 2009-2011

Course Outline



Course Title: **Music–Wind/String/Vocal**

Grade Level: 12 (for grade 12 AC package)

Course Code: **AMI/S/V 4MK**

Credit Value: 1.0 credit

Prerequisite: Music–AC Grade 11 University/College Preparation or by audition.

This course is taken in conjunction with AMC 4M, and AMR 4M Part 1, and is part of the Grade 12 Arts Canterbury Performance curriculum.

Course Overview

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. This course focuses on the student's chosen instrument and his/her ability. It is taken in conjunction with AMC 4M and AMR 4M Part1 and is part of the Grade 12 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 romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music;

demonstrate the ability to notate complex rhythmic patterns, melodies, and chords accurately through listening;

describe the use of technology in music research, in performance and composition, and in the distribution of music.

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

- **perform music appropriate for the course with accuracy, fluency, and sensitivity to the musical style;**
- **demonstrate mastery of technical skills appropriate for the course;**
- **compose and/or arrange musical works, showing an understanding of the creative process;**
- **use music technologies appropriately in composing, editing, and performing, and in distributing their creative work.**

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

- **analyse and evaluate music from the romantic period and the twentieth century, including art music, jazz, 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 postsecondary studies and for careers in music.**

Units Of Study

Units of Study :
Expansion of Course content

Unit #1	Performance	75 hours
Unit #2	Musical Literacy /Listening and Analysis	25 hours
Unit #3	Self and Community/ Music in Society	10 hours

1. PERFORMANCE: (75 hrs)

Expectations representing the three strands (Theory, Creation, and Analysis) are clustered to form this unit. Four areas of focus within the unit are: warm-ups, individual and ensemble skill development, musical leadership and repertoire. By the end of the course the student will:

- **perform** musical works appropriate for the course with fluency and sensitivity to the musical style
- **demonstrate** a high level competence in technical skills (phrasing articulation, technical facility, range extension, balance and blend) through the performance of complex studies and repertoire
- **perform** musical works proficiently in a variety of styles for solo performer and various ensembles
- **perform** accurately, at sight, music that is appropriate for the course
- **perform** accurately from memory all major, minor and chromatic scales and their arpeggios
- **demonstrate** problem solving skills in a variety of musical contexts
- develop a deeper understanding of musicianship by preparing and performing the following:
(**Solo repertoire** at midterm (Dec ./ Jan.) and a final summative performance with piano accompaniment in (May / June) TBA.

Large Ensemble repertoire at Music Nights

Small Ensemble repertoire for class performance and the Music Festival*)

2. MUSICAL LITERACY/ LISTENING AND ANALYSIS: (25 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:

- **reproduce** accurately, by playing, singing or clapping, complex rhythmic patterns and melodies of up to four measure in simple and compound metres , using technology where appropriate (ear training)
- **demonstrate** an understanding of all stages of the creative process in producing compositions and / or arrangements.
- **improvise** melodies within given parameters (explore improvisational techniques by listening to and performing works by Canadian artists*)
- **analyse and evaluate** music from the Romantic and Twentieth century, popular, Canadian, and Non-Western periods. (through performance*)
- **demonstrate** an understanding of the structure of some major forms of music in the romantic period and 20th century music (through performance*)

3. SELF AND COMMUNITY / MUSIC IN SOCIETY (10 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:

- **demonstrate** the ability to listen to themselves and others and make adjustments (self-reflection*)
- continue to reflect on learning by maintaining practice logs, journals*
- **analyse** live and / or recorded performances of music (attend live performances*)
- **analyse** skills acquired in the study of music, and explain how they can be applied in a variety of other contexts
- **demonstrate** an understanding of various interpersonal skills, attitudes, and aspects of behaviour that are essential for the effective functioning of a musical ensemble

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 – Harmony – Book 1

Gr 12	EVALUATION for AMI/SA 4MK	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] Etudes/ Vocalise / Solo Repertoire Individual midterm solo [7]/Etude [3] Large Ensemble/Rehearsal Process [1 semester]	10/45 15/45 10/45 10/45	45%
Thinking/Inquiry/ Application	2. <u>MUSICAL LITERACY</u> Audition Unit Pedagogue Assignments (Coaching / Conducting / Mentoring)	-5/10 -5/10	10%
Communication	3. <u>Self and Community</u> Small Ensemble <u>Portfolio</u> [* see portfolio outline] _____ includes Tutorial/Masterclass Project _____ {Guest artist/Masterclass/perf reflections} _____	-5/15 10/15	15%
			Subtotal 70%

30% portion of course			
Knowledge/Understanding & Thinking/Inquiry & Communication & Application	<u>Summative Tasks</u> Final Solo Exam Summative etude/vocalise Summative Sight Reading/Quick Study Final Tutorial Portfolio Summative _____ [* see portfolio outline]	15/30 -5/30 -5/30 -5/30	30%
			Total 100%
Revised Aug-2009			