

**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: 12 (for grade 12 AC package)**  
Course Code: **AMC4M**                                      **Credit Value: 1.0 credit**

**Prerequisite: Music - Grade 11    University/College Preparation**  
This course is taken in conjunction with one of AMI/AMS/AMV 4MK, and AMR 4MK Part 1 and is part of the Grade 12 Arts Canterbury Performance curriculum.

**Course Overview 110 hrs**

This course emphasizes the appreciation, analysis, and performance of music of the twentieth century, including art music, jazz, popular music, and Canadian music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects. 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.

**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**

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<b>Unit #1</b>	<b>Technical and Musical Development</b>	<b>25 hours</b>
<b>Unit #2</b>	<b>Listening And Analysis</b>	<b>35 hours</b>
<b>Unit #3</b>	<b>Music Literacy, Composing and Arranging</b>	<b>50 hours</b>

**Units of Study :**     Expansion of Course content

**1. TECHNICAL AND MUSICAL DEVELOPMENT: (25 hours )**

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
- **use** basic conducting patterns and techniques and **read** scores accurately

**2. LISTENING AND ANALYSIS (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 and evaluate** music from the Romantic and Twentieth century periods (Canadian emphasis\*)
- **identify, analyse, and evaluate** musical works through listening
- **analyse** musical works and performances of works, demonstrating and understanding of the process of critical analysis
- **analyse** the relationship between music and its cultural context
- **demonstrate** an understanding of the structure of some major forms of music in 20<sup>th</sup> century music
- **describe** aspects of the elements of music in music studied in the course, using appropriate terminology
- **analyse** live performances of music following standard procedures in critical analysis ( concert reviews\*)

**3. MUSICAL 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: the 7 modes,; major, minor, diminished, and augmented triads in root position and all inversions; dominant, diminished, and major and minor 7<sup>th</sup> chords in root position and all inversions; perfect, plagal, imperf4ect, and deceptive; and a variety of standard chord progressions
- **notate** accurately, through listening complex rhythmic patterns and melodies of up to 8 measures in simple and compound metres (ear-training)
- **identify and notate** accurately, through listening, all triads, seventh chords, and cadences (ear-training)
- **compose** and / or **arrange** simple homophonic compositions in four or more parts, using technology where appropriate
- **compose** a simple piece in a 20<sup>th</sup> century style, using appropriate techniques and appropriate technology
- **promote** and **distribute** student compositions and / or arrangements, using appropriate technology

## TEACHING STRATEGIES

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- 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

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

## 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 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**

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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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**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**