



**THAMES VALLEY DISTRICT SCHOOL BOARD**  
**London Central Secondary School**



**COURSE OUTLINE 2019-20**

<b>Course Name:</b>	<b>Music Grade 9 Experienced Winds/Percussion</b>	<b>Course Code:</b>	<b>AMI 1OE</b>
<b>Course Type:</b>	<b>Open</b>	<b>Credit Value:</b>	<b>1.0</b>
<b>Teachers(s):</b>	<b>A. McNall</b>		

**Course Description:**

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Prerequisite: None

<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf>  
<http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf>

**Course Overall Expectations:**

<b>Strand</b>	<b>Overall Expectations</b>
<b>Creating and Performing</b>	<b>The Creative Process:</b> apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music
	<b>The Elements of Music:</b> apply elements of music when performing notated and improvised music and composing and/or arranging music
	<b>Techniques and Technologies:</b> use a variety of techniques and technological tools when performing music and composing and/or arranging music
<b>Reflecting, Responding, and Analysing</b>	<b>The Critical Analysis Process:</b> use the critical analysis process when responding to, analysing, reflecting on, and interpreting music
	<b>Music and Society:</b> demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures
	<b>Skills and Personal Growth:</b> demonstrate an understanding of how performing creating, and critically analysing music has affected their skills and personal development
<b>Foundations</b>	<b>Connections Beyond the Classroom:</b> identify and describe various opportunities for continued engagement in music
	<b>Theory and Terminology:</b> demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music and use appropriate terminology relating to them
	<b>Characteristics and Development of Music:</b> demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world
	<b>Conventions and Responsible Practices:</b> demonstrate an understanding of responsible practices and performance conventions relating to music.

**Assessment and Evaluation Strategies:**

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning)

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
<b>Technique – scales:</b> Students will develop technical skill and range through the performance of the chromatic, major and minor scales using various articulations and/or patterns.	Performance Task Learning Log Conference Self/Peer Assessment Diagnostic/Formative/Summative
<b>Technique - studies:</b> Students will apply technical facility to melodic lines that also require reading rhythms, using proper phrasing, and interpreting tempos, dynamics, and articulations/diction.	Performance Task Learning Log Conference Self/Peer Assessment Diagnostic/Formative/Summative
<b>Repertoire – full ensemble:</b> Students will perform varied repertoire and understand basic concepts of intonation, balance and blend.	Performance Task Learning Log Conference Self/Peer Assessment Formative/Summative
<b>Aural identification:</b> Students will determine and notate basic rhythms and identify major and perfect intervals played for them.	Demonstration Quizzes/Tests Diagnostic/Formative/ Summative
<b>Elements of music:</b> Students will examine the elements of music, describe their response to them.  They will manipulate the elements in compositions/ arrangements which they may also perform. Works may be composed using music software such as Finale or Band In A Box.	Demonstration Quizzes/Tests Diagnostic/Formative/Summative
<b>Music and Society:</b> Students will examine the development of traditional, commercial or art music and the relationship with society.	Response Journal Quizzes/Tests Composition Performance Task Diagnostic/Formative/Summative
<b>Theory:</b> Students will identify, and write note names in different clefs, apply rhythms in different metres, and write scales and intervals. They will also understand the meaning of various musical terms and symbols.	Quizzes/Tests Diagnostic/Formative/Summative
<b>Final Evaluation/Course Culminating Activity:</b> Students will demonstrate an understanding of the three strands. This may include: - performance of a significant solo work or works - performance of technical materials - demonstration of their understanding of theory concepts and/or Elements of Music - reflecting, responding and analysing	Performance Task Conference Quizzes/Tests Self- Assessment Demonstration Summative

#### Assessment and Evaluation Categories and Weights:

Curriculum Categories	
Curriculum Category	%
Foundations	15
Relecting/Responding/Analysis	10
Creating and Performing	45
Summative	30

Evaluation/Weight of Marks	
Evaluation	Percentage
Term Work	70
Summative	30

#### Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning. These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. ( e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

**Academic Dishonesty - Cheating and Plagiarism:**

Learning tasks that students complete, as well as all assignments, tests and exams which students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence which will not be condoned. Academic consequences will result.

**Late and Missed Assignments - Student Roles and Responsibilities**

Students are expected to:

- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

**Mark deductions for late and missed assignments may apply to major assignments only.**

References: *TVDSB Assessment & Evaluation Policy, September 2011; Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010. Student Planner and School Web site*