



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



**COURSE OUTLINE 2019-20**

<b>Course Name:</b>	<b>Music Grade 9 Band - Repertoire</b>	<b>Course Code:</b>	<b>AMR2OB</b>
<b>Course Type:</b>	<b>Open</b>	<b>Credit Value:</b>	<b>0.5</b>
<b>Teachers(s):</b>	<b>R. Wieczor</b>		

**Course Description:**

This course is designed to emphasize 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 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 transferrable to other areas of their life.

Prerequisite: None

**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 and 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)

**Assessment and Evaluation Categories and Weights:**

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.	Evaluations are varied and may include performance tests, both in class and one-on-one with the teacher, repertoire rhythm tests, learning/practice logs, self/peer assesment, concert reflections and formative rehearsal techniques checks.
<b>Repertoire – full ensemble:</b> Students will perform varied excerpts from repertoire studied in class focusing on notes, rythems, dynamics and style markings.	
<b>Elements of music:</b> Students will examine the elements of music through listening to recorded and live performances.	
<b>Theory:</b> Students must employ their knowledge of music theory in analysing, rehearsing, and performing repertoire.	
<b>Music and Society:</b> Students will examine customs observed for rehearsals and concerts and comment on how well these concepts are observed by performers and audience members alike.	

Achievement Chart Categories	
Achievement Category	%
Application	40
Knowledge	30
Communication /Understanding	15
Thinking/Inquiry	15

Evaluation/Weight of Marks		
Evaluation	Percentage	
Term	Term work	70
Summative	Repertoire Test	20
	Final Reflection	10

#### 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*