



**The Bishop Strachan School  
Department Name: The Arts**

**Course Title: Music**

**Grade Level: 10/11**

**Ministry Course Code: AME/R/V 2O/3O A/B**

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**Developed by: Deborah Piotrowski**

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**Revision Date: September 1, 2009**

**Developed from: The Ontario Curriculum Music Grades 10 and 11**

**Text: None required**

**Prerequisite: None required**

**Credits: 0.5**

**Length: 55 hours**

## Course Description/Rationale

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

## Overall Curriculum Expectations

### Theory

1. identify and define in simple terms the elements of music (i.e., rhythm, melody, timbre, dynamics, harmony, texture, and form);
2. demonstrate the ability to read and understand musical notation;
3. demonstrate an understanding of a broad overview of the historical and stylistic context of music;
4. explain methods of production and editing of musical recording (e.g., analog or MIDI).

### Creation

5. play or sing technical exercises and diverse repertoire (including their own creations when appropriate) that reflect the theory expectations (see below);
6. make artistic decisions that affect the stylistic accuracy of their playing or singing (e.g., articulation, phrasing, posture, dynamics, tone quality, intonation, rhythm, balance, blend);
7. demonstrate the effective use of analog and/or digital technology in music applications;
8. demonstrate an understanding of music literacy, at a level appropriate for the grade, using the creative process (perception, production, and reflection).

### Analysis

9. demonstrate an understanding of music history and its cultural context;
10. demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation, and judgment);
11. demonstrate an understanding of the effects of music education on themselves and their peers;
12. demonstrate an understanding of the function of music in society;

identify connections between music education and various careers.

## Instructional Hours Summary

Course Content Unit	Classroom Hours	Field Trip Hours	Exam Hours	Independent Study/Student Teacher Conference	Total
1. Full Ensemble Rehearsal	55				55
2. Sectional Rehearsal	5				5
3. Concerts/Performance	10				10
4. Independent Study				10	10
5. Final Summative Assessment				4	4
<b>Total</b>	<b>70</b>				<b>84</b>

## Unit Descriptions

### Unit 1 - Full Ensemble Rehearsal

Full Ensemble Rehearsals continue throughout the school year from September to June. The ensembles rehearse for one hour a minimum of twice per week. Extra rehearsal time is added as required, prior to performances. Punctual attendance is expected at all rehearsals. Students will come prepared with music, pencil and instrument. Students will demonstrate an ability to listen to themselves and others, and to make appropriate adjustments while performing. They will perform accurately, at sight, music that is appropriate for the ensemble. They will learn basic conducting patterns and techniques for cueing correctly. They will learn how to accurately read scores. Students who participate in performing groups will receive 0.5 (1/2 credit) per academic year for the considerable time and commitment this involves.

### Unit 2 – Sectional Rehearsal

Sectional rehearsals take place as required, enabling the intense learning of specific, technically more demanding and difficult parts. Sectionals ultimately speed up the learning of new repertoire, while further developing aural and sight-reading skills. When individual parts are solidified, students come back together into the full ensemble rehearsal.

### Unit 3 – Concerts/Performance

Students will perform throughout the year and are expected to participate at all concerts and performances. Some of those concerts include Remembrance Day, Nativity, Festival of Carols, Music Fest, Kiwanis Music Festival, Spring Concert and Closing Ceremonies. In addition there are various out of school concerts, which vary according to the year's performance schedule in a variety of venues such as schools, retirement homes and churches. Students will perform with sensitivity to dynamics, tone production, appropriate tempi, accurate intonation and with detailed attention to the subtleties of balance and blend.

### Unit 4 – Independent Study

Students will independently work on, practise and learn repertoire studied in the ensemble. They will achieve a higher level of performance and improved technique through repetition and individual in depth study of the music.

### Unit 5 – Final Summative Assessment

In addition to the rehearsals, a final performance test will assess the student's performance in accordance with the achievement chart and overall course expectations.

### Teaching/Learning Strategies

<input type="checkbox"/> Demonstration	<input type="checkbox"/> Brainstorming	<input type="checkbox"/> Group critique
<input type="checkbox"/> Reading	<input type="checkbox"/> Group work	<input type="checkbox"/> Videotape critique
<input type="checkbox"/>	<input type="checkbox"/> Listening team	<input type="checkbox"/> Self analysis
<input type="checkbox"/> Practical exercise	<input type="checkbox"/>	<input type="checkbox"/> Peer analysis
<input type="checkbox"/> Drill	<input type="checkbox"/> Workshop	<input type="checkbox"/> Tutor analysis
<input type="checkbox"/> Conference		<input type="checkbox"/> Teacher analysis
<input type="checkbox"/> Interview		<input type="checkbox"/> Field trip
		<input type="checkbox"/> Independent study

### Assessment/Evaluation Strategies

Paper and Pencil	Performance Methods	Personal Communication	Other
Works sheets	Portfolios	Interviews	Teacher anecdotal records
	Presentations	Conferences	Teacher log
	Recitals	Self evaluation	Checklists
	Demonstrations	Peer evaluation	Rubrics
	Journals		

### Assessment/Evaluation

**Seventy per cent (70%)** of the final grade will be based on evaluations conducted throughout this course. This portion of the grade should reflect the students' *most consistent level of achievement* throughout this course, although special consideration should be given to the more recent evidence of achievement.

**Thirty per cent (30%)** of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories (see below), and that achievement of particular expectations is considered within the appropriate categories. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are:

- Knowledge and Understanding (20-30%)
- Thinking (20-30%)
- Communication (20-30%)
- Application (20-30%)

Type of Assessment	Unit Title/Length	Overall Expectations (see pg 2)	Assessment Strategies	
70%	1. Full Ensemble Rehearsal 55 hours	1, 2, 5, 6, 8, 9, 10, 3, 4	Demonstration Self Evaluation Performance Peer Evaluation Teacher anecdotal records	
	2. Sectional Rehearsal 5 hours	1, 5, 6	Self Evaluation Peer Evaluation Demonstration	
	3. Concerts/ Performance 10 hours	1, 2, 5, 6, 8, 11, 12, 13	Teacher log	
	4. Independent Study 2 hours	2, 6, 7	Performance checks	
	30%	5. Final Summative Assessment 4 hours	Final Assessment Summative performance and reflection journal	
		Total		

### Course Resources

Repertoire based on the performance schedule.

**Achievement Chart – The Arts, Grades 9–12**

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Knowledge and Understanding</b> <i>Subject-specific content acquired in each grade (knowledge), and the comprehension of its meaning and significance (understanding)</i>				
<b>The student:</b>				
Knowledge of content (e.g., facts, genres, terms, definitions, techniques)	– demonstrates limited knowledge of content	– demonstrates some knowledge of content	– demonstrates considerable knowledge of content	– demonstrates thorough knowledge of content
Understanding of content (e.g., concepts, theories, ideas, procedures, processes, methodologies)	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
<b>Thinking</b> <i>The use of critical and creative thinking skills and/or processes</i>				
<b>The student:</b>				
Use of planning skills (e.g., formulating questions, focusing research, gathering information, organizing a project)	– uses planning skills with limited effectiveness	– uses planning skills with some effectiveness	– uses planning skills with considerable effectiveness	– uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., analysing, evaluating, inferring, interpreting, forming conclusions)	– uses processing skills with limited effectiveness	– uses processing skills with some effectiveness	– uses processing skills with considerable effectiveness	– uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., creative process, design process, problem solving, reflection, elaboration)	– uses critical/creative thinking processes with limited effectiveness	– uses critical/creative thinking processes with some effectiveness	– uses critical/creative thinking processes with considerable effectiveness	– uses critical/creative thinking processes with a high degree of effectiveness
<b>Communication</b> <i>The conveying of meaning through various forms</i>				
<b>The student:</b>				
Expression and organization of ideas and information in art forms (visual arts, music, drama, dance, media arts) and in oral and written forms	– expresses and organizes ideas and information with limited effectiveness	– expresses and organizes ideas and information with some effectiveness	– expresses and organizes ideas and information with considerable effectiveness	– expresses and organizes ideas and information with a high degree of effectiveness

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
<b>Communication (cont.)</b>				
<b>The student:</b>				
Communication for different audiences and purposes (e.g., expression of emotion in art forms, expression of critical responses in oral and written forms)	– communicates for different audiences and purposes with limited effectiveness	– communicates for different audiences and purposes with some effectiveness	– communicates for different audiences and purposes with considerable effectiveness	– communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions in art forms (e.g., symbolic representation), and vocabulary and terminology of the discipline in oral and written forms	– uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	– uses conventions, vocabulary, and terminology of the discipline with some effectiveness	– uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	– uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
<b>Application</b> <i>The use of knowledge and skills to make connections within and between various contexts</i>				
<b>The student:</b>				
Application of knowledge and skills (e.g., concepts, processes, technologies, techniques) in familiar contexts (e.g., work requiring accurate repetition)	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with some effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., concepts, processes, techniques) to new contexts (e.g., work requiring stylistic variation, an original composition, an interdisciplinary or a multidisciplinary project)	– transfers knowledge and skills to new contexts with limited effectiveness	– transfers knowledge and skills to new contexts with some effectiveness	– transfers knowledge and skills to new contexts with considerable effectiveness	– transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between the arts; between historical, global, social, environmental, and/or cultural contexts; between personal experiences and the arts)	– makes connections within and between various contexts with limited effectiveness	– makes connections within and between various contexts with some effectiveness	– makes connections within and between various contexts with considerable effectiveness	– makes connections within and between various contexts with a high degree of effectiveness