

Ministry Guidelines and Resources:

The Ontario Curriculum, Grades 9 and 10: Program, Planning and Assessment

The Ontario Curriculum: The Arts Grades 9 and 10

Course Profiles: Course Program, Grade 9 Music For Teachers by Teachers

Finale 08 Notation Software

Various Band Scores, Band Method Books and Selected Internet Sites

Description/Rationale

This course emphasizes the creation and performance of music at a level consistent with previous experience. 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 their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Overall Course Expectations

CREATING AND PERFORMING

By the end of this course, students will:

A1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;

A2. The Elements of Music: apply elements of music when performing notated and improvised music and composing and/or arranging music;

A3. Techniques and Technologies: use a variety of techniques and technological tools when performing music and composing and/or arranging music.

REFLECTING, RESPONDING, AND ANALYSING

By the end of this course, students will:

B1. The Critical Analysis Process: use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;

B2. Music and Society: 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;

B3. Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;

B4. Connections Beyond the Classroom: identify and describe various opportunities for continued engagement in music.

FOUNDATIONS

By the end of this course, students will:

C1. Theory and Terminology: 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;

C2. Characteristics and Development of Music: demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world;

C3. Conventions and Responsible Practices: demonstrate an understanding of responsible practices and performance conventions relating to music.

Assessment & Evaluation

The primary purpose of assessment and evaluation is to improve student learning. In this course, a variety of assessment tools will be used.

Assessment may be **diagnostic** (assessment for learning), **formative** (assessment as learning) or **summative** (assessment of learning). Diagnostic and formative assessments do not carry a mark weight but do play a crucial role in student success as they help inform the teacher about each student's progress, and therefore, must be taken as seriously as summative assessments. Summative assessments (assessment of learning) are evaluated formally and count towards the final mark. All types of assessments allow teachers to provide ongoing **descriptive feedback** that is clear, specific, meaningful, and timely to support improved learning and achievement.

Seventy percent of the final mark will be based on assessments conducted throughout the course; thirty percent will be based on final assessments administered towards the end of the course.

Learning Skills and Work Habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations and contribute to the development of positive life and work skills for the future.

Assessment and Evaluation

Levels of Achievement

All work submitted in this course will be assessed and evaluated using the standards set by the Ontario Ministry of Education.

Level/Grade	Achievement
Level 4 80-100%	Very high to outstanding level of achievement. Above provincial standards.
Level 3 70-79%	High level of achievement. At the provincial level.
Level 2 60-69%	Moderate level of achievement. Below, but approaching, the provincial standards.
Level 1 50-59%	Passable level of achievement. Below the provincial standard.
Below 50%	Insufficient achievement of curriculum expectation. Credit will not be granted.

Achievement Categories & Weighting

Application (e.g., performance) 20%

Communication (e.g., performance)15%

Knowledge & Understanding (e.g., theory) ... 20%

Thinking & Inquiry (e.g. journaling) 15%

Final Performance and Culminating Tasks.... 30%

Academic Integrity

Learning is enhanced when students think independently and honestly. True learning in an intellectually stimulating environment is enhanced when students consistently demonstrate respect for the intellectual property rights of others and adhere to a code of honour in all evaluated activities. Acts of academic dishonesty such as **plagiarism or cheating** can lead to severe consequences for students. Please refer to the student agenda for definitions, procedures and consequences regarding cheating and plagiarism.

Late and Missed Assignments

Students must provide evidence of their achievement by completing assessments and submitting assignments within the time frame specified by the teacher. Teachers may use a number of strategies to address late and missed assignments. They may include:

- Asking the student to clarify the reason for not completing the assignment;
- Maintaining ongoing communication with students and/or parents about due dates and late assignments;
- Setting up a student contract;
- Planning for major assignments to be completed in stages;
- Referring the student to the Student Success team;
- Providing alternative assignments or tests where it is reasonable and appropriate to do so;
- Deducting marks for late assignments.

After addressing a student's late or missed work, the teacher may assign a mark of zero to work that is still not submitted

Units of Study:

Performance: In this unit students will engage in activities that involve the performance of music. The unit will focus on concepts that include warming up, the building of technique, making artistic choices, listening, examining and understanding repertoire, and ensemble performance. Activities involving warm-up, technique, artistic choices and ensemble performance are intended to be ongoing throughout the duration of the course.

Theory: This unit focuses on the elements of music and theoretical concepts. Students will examine the choices composers, arrangers and performers have in the application of the elements to compositions and performances. Through analysis, creation and performance, students will identify and manipulate the elements of music. As a part of this unit of study, students will examine and apply the knowledge and skills used to compose and arrange music. Students will focus on rhythm and melody as the primary concepts of composing and arranging. Students will to music software that allows them to create their own score.

Music and Society with Emphasis on Canada: In this unit, students will examine the various roles that music has in society as it pertains to Canada. Students will examine the various roles that music has in Canadian society from a variety of perspectives including historical, cultural, ritual, commercial, and community. Students will also examine how music in Canada is perceived internationally and Canada's influence on music from a global perspective.

Careers and Non-musical Skills Acquired.

In this unit, the students will identify and describe a variety of work or career possibilities related to music study and the non-musical skills that one acquires when studying music and being a member of a larger ensemble. Students will also identify and describe some of the interpersonal skills and work habits that contribute to the successful completion of individual and collaborative musical tasks.

Student Responsibilities Include:

- Attending classes punctually and regularly
- Completing assignments in a timely fashion;
- Taking the initiative to contact the teacher or peer for missed work;
- Recording due dates for assignments, tests, quizzes, presentations;
- Required Musical Instrument & Accessories
 - Tuner & Metronome (suggested)
 - Binder with lined note paper
 - Pens, pencils, etc.
 - USB memory stick (data backup)
- Actively participating in learning and assessment activities;
- Ensuring that you understand the homework / assignment requirement before leaving class;
- Seeking assistance to clarify understanding and support their learning.
- Practising instrumental techniques on a regular basis, this is the key to skill development.

A Note about Attendance:

Students are expected to attend every class, be punctual, and follow the attendance and punctuality policy outlined in the student agenda. Being on time every day for every class helps to build a richer learning environment and it is integral to a student's success in the course.

If students have an **anticipated absence** (e.g. field trip, medical appointment), it is expected that they speak directly with the teacher prior to the absence to discuss missed content or alternative assessment arrangements. In the **case of illness or family emergency** on a due date/test date, it is expected that the teacher be notified directly by a parent/guardian (or student if 18+ years).

Communication and Personal Electronic Devices

Communication and personal electronic devices such as cell phones, recording devices, cameras, video, etc. are not permitted in the classroom in any capacity other than when directed by the teacher for a class activity. Such devices are disruptive to the smooth operation of the school and its learning environment. Students may not have these on or in their ears during classroom time unless directed to do so by the teacher. The use of devices should be limited during the school day. As a courtesy to others, devices are to be turned off at all times. All devices are to be off during assemblies and for guest speakers. This policy is outlined in the student agenda. We strongly advise students not to bring such devices to school as they are sometimes the target of theft.

