



# Westside Secondary School

Orangeville, Ontario, Canada



## INTRODUCTORY INSTRUMENTAL MUSIC AMU 20N

519-938-9355

[www.ugdsb.on.ca/westside](http://www.ugdsb.on.ca/westside)

<b>Course:</b> AMU20N	<b>Teacher(s):</b> C. Davison	<b>Program Leader:</b> Christa Davison
<b>Phone Extension:</b> 232	<b>Email:</b> <a href="mailto:christa.davison@ugdsb.on.ca">christa.davison@ugdsb.on.ca</a>	<a href="mailto:cdavison@ugcloud.ca">cdavison@ugcloud.ca</a>

### Course Description:

This course is designed for students who have NOT completed grade 9 Music. 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.

### Big Ideas (overall learning outcomes for the course):

- Music is a process
- Skills are enhanced with practice and experimentation
- Music is reflective of the culture that produces it

### Overall Course Expectations:

#### **CREATING AND PERFORMING:**

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

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

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

#### **REFLECTING, RESPONDING, AND ANALYSING:**

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

**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;

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

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

#### **FOUNDATIONS:**

**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;

**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;

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

<b>Achievement Categories:</b> Student learning is assessed and evaluated with respect to the following four categories of knowledge and skills.	<b>Knowledge &amp; Understanding: 25 %</b>	<b>Thinking: 25 %</b>
	<b>Communication: 25 %</b>	<b>Application: 25 %</b>

**Instructional Strategies:** Westside teaching staff will use a variety of instructional strategies to help students develop and improve skills in the following areas: character, citizenship, communication, critical thinking and problem solving, collaboration and teamwork, and creativity and imagination.

**Formative assessments** are used to improve student learning by providing varied opportunities to demonstrate an understanding of course expectations in preparation for summative evaluations. Summative evaluations test groups of key expectations.

**Late Work :** Students are expected to complete all assigned work and submit it by the teacher's established due date. Every attempt will be made to encourage students to complete all assigned work on time so their grade represents their actual achievement. Should a student submit work past the due date, a late mark penalty will be assigned. All summative assessments must be submitted for course credit. Extensions, requested prior to the due date, will be considered based on circumstances. **\*\*New\*\*** 2017/2018 School Year: For late and missed summative assessments please see the Westside students contract for missing evidence of learning

*Please see Westside's Assessment and Evaluation Policy for more details.*

**Instructional Strategies:** Westside teaching staff will use a variety of instructional strategies to help students develop and

improve skills in the following areas: character, citizenship, communication, critical thinking and problem solving, collaboration and teamwork, and creativity and imagination.

**Behaviour:** Students are expected to arrive on time and prepared to class. Cell phones/devices are allowed in class to support learning but students will be asked to put them away during instruction/discussions or if they are becoming a distraction.

	<b>Term Work (70%)</b>
<b>Unit of Study</b>	<b>Summative Evaluations</b>
The New Musician	Playing Test, Written Test, Observation
Music Theory	Written Test
Playing within the Octave	Playing Test
Small Ensemble	Group Performance
Music Appreciation	Listening Evaluation
MIDI	Composition Assignment
Own Choice Solo	Playing Test
	<b>Final Summative (30%)</b>
Exam Performance: Solo, Scales, Ensemble	Playing Exam (20%)
Theory Exam	Written Exam (10%)

---

I have read and understand the Course Outline:

Student Name (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_ Signature: \_\_\_\_\_

Parent/Guardian E-Mail address (please print clearly): \_\_\_\_\_