



INSTRUMENTAL MUSIC AMU10

519-938-9355

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

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|----------------------|---|--|
| Course: AMU10        | Teacher: Christa Davison  | Program Leader: Christa Davison                              |
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**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.

**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.

|   |                                 |                   |
|---|---------------------------------|-------------------|
| Achievement Categories: Student learning is assessed and evaluated with respect to the following four categories of knowledge and skills. | Knowledge & Understanding: 25 % | Thinking: 25 %    |
|   | Communication: 25 %             | Application: 25 % |

**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 responsible for providing evidence of their achievement of the overall expectations of a course within the timeframe specified by the teacher, and in a form approved by the teacher. There will be consequences for not completing assignments for evaluation or for submitting those assignments late. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010

At Westside, we want students to submit their work on time and be present for all scheduled evaluations, however we recognize that sometimes there are legitimate situations when a student cannot meet a deadline or needs to be absent on a day when evidence of learning is being collected. In these situations, when a student informs the teacher in advance of the deadline or evaluation day, they will be allowed to negotiate a new plan (date, type or form of assessment etc.). Students who have not taken advantage of this opportunity will be required to produce the missed work on demand to receive any credit.

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**Behaviour:** Students are expected to arrive on time and prepare for 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.

|                              | Term Work (70%)        |
|------------------------------|------------------------|
| Unit of Study                | Summative Evaluations  |
| Playing the First Five Notes | Playing Test           |
| Music Theory                 | Written Test           |
| Playing within the Octave    | Playing Test           |
| Small Ensemble               | Group Performance      |
| Music Appreciation           | Listening Evaluation   |
| Music Technology             | Composition Assignment |
| Own Choice Solo              | Playing Test           |
|                              | Final Summative (30%)  |
| Exam Performance             | Playing Exam (20%)     |
| Theory Exam                  | Written Exam (10%)     |

I have read and understand the Course Outline: (all 3 pages)

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

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

Parent/Guardian email (please print): \_\_\_\_\_

Parent/Guardian email (please print): \_\_\_\_\_