



**Course Description/Rationale/Overview:**

This is an open level course designed for students who are beginning or continuing to develop their musical skills in vocal production. The program will focus on individual and ensemble performance and provide a grounding knowledge of music theory, history, ear training, analysis and composition.

**Course Requirements:**

Materials/textbooks/equipment

- Some materials for the course are provided as handouts.
- Repertoire from standard solo and choral arrangements.
- Books: technique building from method books such as Kodaly *333 Singing Exercises*, and Rhythm Charts

**Assessment and Evaluation Strategies**

**Assessment:**

- homework checks, peer assessment, presentations, reflection writing, performance observation, listening exercises.

Classroom Management: Conduct, punctuality, participation, preparedness, initiative, responsibility for equipment and music.

**Evaluation:**

- Performance technique tests and quizzes: will be held regularly to examine progress in posture, tone production, intonation, articulation, musicianship and reading skills.
- Performance repertoire tests: regular testing of solo and ensemble repertoire.
- Tests, quizzes and assignments of non-performance comprehension including composition, theory, self-reflections, concert reviews, historical research on Western music from the Medieval Period to Modern Day.

**Late and/or Missed Evaluation**

It is the student's responsibility to notify the teacher, prior to an evaluation, with the reason for the absence. If this is done, the teacher may make special arrangements for a make-up evaluation. If the student does not notify the teacher in advance of a missed evaluation, the student will not be able to have a make-up evaluation. In the case of illness or unavoidable emergency, every effort must be made to notify the teacher on the day of the evaluation. A written note will be needed on the student's arrival back. This is in keeping with the school expectations.

**Learning Skills\***

**Responsibility** – meets deadlines; takes responsibility for own behavior

**Organization** – establishes priorities and manages time; uses information, technology and resources to complete tasks

**Independent Work** – follows instruction with minimal supervision; uses class time appropriately to complete tasks

**Collaboration** – accepts an equitable share of work in a group; builds healthy peer relationships; works with others to achieve group goals

**Initiative** – looks for opportunities for learning; demonstrates curiosity; approaches new tasks with a positive attitude

**Self-regulation** – sets own goals and monitors own progress; seeks assistance with needed; makes an effort with responding to challenges

\*From: Ontario Ministry of Education. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools. Toronto: Ministry of Education, 2010, 11.

**Achievement Categories and Weighting**

**Knowledge / Understanding 25 %:** knowledge of facts and terms; understanding of concepts, principles, guidelines and strategies; understanding of relationships among concepts.

**Application 25%:** performance skills, composition, elements, principles, processes, techniques, strategies.

**Thinking Inquiry 25 %:** Formulating questions; planning, selecting strategies and resources; analyzing and interpreting information, and forming conclusions.

**Communication 25 %:** Communication of information and ideas, communication for different audiences, use of various forms of communication.

**Final Mark**

<b>Year's Work</b>	<b>70%</b>
Performance Technique	30%
Daily Performance/Reflection	10%
Theory/Composition	20%
Analysis/Ear-training	5%
Music History	5%
 <b>Final Summative Evaluation</b>	 <b>30%</b>
Performance Exam	20%
Non-Performance Exam	10%



### **Course Outline/Curriculum Strands:**

#### **A. CREATION**

1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music. The students will make decisions about tempo, dynamics, and phrasing and related aspects of articulation.
2. The Elements of Music: apply elements of music when performing notated and improvised music and composing and/or arranging music. Students will accurately play notated articulations such as slurs, accents, and staccato. They will play repertoire with accurate pitch and intonation; play maintaining a consistent tempo; accurately interpret dynamic intensities as indicated in notated musical phrases; play with tone colour appropriate to the repertoire.
3. Techniques and Technologies: use a variety of techniques and technological tools when performing music and composing and/or arranging music, demonstrating correct use of articulations, bow control and fingerings.

#### **B. REFLECTING, RESPONDING, AND ANALYSING**

1. The Critical Analysis Process: use the critical analysis process when responding to, analysing, reflecting on, and interpreting music. The students will listen to a variety of music, and identify and reflect on their personal responses to them. Students will identify and describe the use of elements and other components of music in a variety of music. Students will demonstrate both technical and expressive characteristics when interpreting music in performance; address both technical and expressive characteristics when analysing musical performances.
2. Music and Society: demonstrate an understanding of how music reflects the society in which they were created and how they have affected communities or cultures.
3. Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development. Students will describe the development of their musical skills and knowledge, and identify the main areas they will focus on for improvement. Students will identify and describe some of the interpersonal skills and work habits that contribute to the successful completion of individual and collaborative musical tasks. Students will learn the importance of punctuality, active participation, and active-listening, team-building, and leadership skills when participating in ensembles; the importance of preparation and perseverance when working independently.
4. Connections Beyond the Classroom: identify and describe various opportunities for continued engagement in music. By the end of this course, students will identify opportunities for and explain the benefits of participating in co-curricular music activities and other arts activities in the school such as string opportunities to coordinate music for presentations; opportunities related to arts activities outside of music, such as decoration, design, or technical opportunities associated with school events.

#### **C. FOUNDATIONS**

1. 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. Students will describe scales and scale patterns, and perform them with appropriate dynamic contrasts and articulation and varied rhythms; describe the main characteristics of a variety of styles of music with reference to their use of elements; identify the elements of music in a range of aural samples; use correct terminology to describe the elements of music in a selection they are preparing for performance; identify and describe various textures in music [monophonic, homophonic, polyphonic]. Students will identify notes of the grand staff; identify and describe the meaning of signs and symbols; notate scale patterns; identify and demonstrate their understanding of varied tempo and expressive markings in the music in their repertoire; describe the cycle of fifths. Students will accurately play notated rhythm patterns at sight; identify simple sound layering and voicings in aural samples; identify given intervals in a major scale from aural samples, and notate the intervals; identify major or minor tonality in examples and/or repertoire)
2. 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. Students will identify composers within a particular genre and situate them on a timeline.
3. Conventions and Responsible Practices: demonstrate an understanding of responsible practices and performance conventions relating to music. Students will identify and describe key physical and health considerations associated with practising, performing, and listening to music.

### **Additional Course Information**

- Students are responsible for attending every class fully prepared with all required materials, including a pencil and good eraser.
- Classroom setup and cleanup each day is a team effort and an expectation of all students at the direction of the teacher.
- Proper care of all materials will be instructed and is therefore the responsibility of all students. Misuse or lack of care with materials that result in necessary repairs or replacement will remain the students' responsibility.
- Extra-curricular involvement in an ensemble is directly connected to this course. For students to gain the full musical experience and benefit of class instruction, participation in the indicated extra-curricular performing group is essential.
- Performances done by extra-curricular ensembles require compliance with the uniform: All black dress attire (e.g. button shirt, dress pants, black socks, dress shoes, dresses or skirts that are of respectable length).
- Enrichment opportunities will be made available, such as hiring of guest artists, field trips, participation in music festivals. To support these enrichment experiences, a \$10 fee is requested at the beginning of the year from each student. Cheques can be made payable to Earl Haig S.S.