

Sir Oliver Mowat Collegiate Institute

5400 Lawrence Ave. East. Toronto, Ontario M1C 2C6 416-396-6802

Course of Study: AMI 4M – Grade 12 Instrumental Music (Band)
AMS 4M – Grade 12 Instrumental Music (Orchestral Strings)
AMV 4M – Grade 12 Vocal
AMG 4M – Grade 12 Guitar
AMR 4M – Grade 12 Repertoire Music

Course Outline:

| | | | |
|------------------------------------|----------------|--|----------------------------|
| Academic Year 2015-16 | | Teacher Name: T. Leong, D. Hancock, I. McLean | |
| Department: Performing Arts | | ACL: T. Leong | |
| Course Title | Music | Course Code | AMI4M, AMS4M, AMV4M, AMG4M |
| Prerequisite | Grade 11 Music | Grade | 12 |
| Level | Experienced | Credit Value | 1 |

Course Description

Ontario Ministry of Education Document:

This course emphasizes the appreciation, analysis, and performance of music from the romantic period and the twentieth century, including art music, jazz, popular music, and Canadian and non-Western music. Students will concentrate on developing interpretive skills and the ability to work independently. They will also complete complex creative projects.

Textbook and Other Resources:

For Class:

Every student is expected to arrive at class each day with everything they need to play their instrument (including but not limited to instrument, music, mouthpiece, reeds, sticks, mallets), and to do written assignments (including pencils, binder for music and theory assignments.)

For Concerts:

All performers are expected to transport their instruments to and from concert locations. Performers in junior ensembles wear formal white tops and formal black bottoms. Performers in senior ensembles wear formal white shirts and black pants and will be assigned a Mowat Music vest. The vest is to be returned immediately following the concert.

| Course Overview: Instructional Strands/Units | | | |
|---|-----------------------------|--|--|
| Unit Titles | Approximate Timeline | Unit Description | Assessment & Evaluation Tasks |
| 1. Creative Process | 30% of class time | <p>1.1 demonstrate an understanding of the stages of the creative process in producing, performing and arranging</p> <p>1.2 apply the creative process in making complex stylistic and artistic choices in performance (<i>e.g., analyse and describe their own strengths and needs at various points in the course; play or sing with detailed attention to the subtleties of balance and blend; make effective creative choices in performance within musical parameters</i>)</p> <p>1.3 apply the creative process in making stylistic and artistic choices in composing and/or arranging at the complex level (<i>e.g., make decisions in arranging and transposing that demonstrate skill and musicianship appropriate to their level of experience</i>)</p> | |
| 2. Musical Literacy | 30% of class time | <p>2.1 demonstrate musical literacy through the thorough use of the elements of music in performing complex repertoire (<i>e.g., accurately play or sing rhythms in repertoire suitable to the course; accurately play or sing notated music with correct articulation; play or sing with accurate intonation both melodically and harmonically</i>)</p> <p>2.2 demonstrate musical literacy through the use of the elements of music at an advanced level by improvising within a musical form (<i>e.g., make effective creative choices in performance within musical parameters; perform and improvise over an appropriate chord progression; perform aural playbacks within a key; improvise 12 bar diatonic melodies using an appropriate accompaniment; improvise musical patterns using modes, scales and/or blues from Western and non-Western music cultures</i>)</p> <p>2.3 demonstrate musical literacy through the use of the elements of music at an advanced level in composing and/or arranging music (<i>e.g., write and perform tonal and/or atonal melodies at a skill level appropriate to their experience; create melodic and rhythmic compositions in binary and ternary form</i>)</p> | |

| | | | |
|--|--------------------------|---|--|
| <p>3. Techniques and Technology</p> | <p>40% of class time</p> | <p>3.1 demonstrate technical competence and skills at an advanced level of performance (<i>e.g., perform music appropriate to the course with accuracy and artistic sensitivity; perform accurately at sight, music appropriate to their experience; demonstrate the specific technical skills necessary for the expressive repertoire required in the course; demonstrate a level of sight reading skill appropriate to their experience</i>)</p> <p>3.2 use compositional techniques at an advanced level to compose and/or arrange music (<i>e.g., compose and/or arrange simple homophonic compositions, using technology where appropriate; follow the steps of the creative process to generate ideas, develop a plan, compose a first draft, revise their work and produce a final version</i>)</p> <p>3.3 demonstrate an enhanced understanding of current technologies and their impact on music (<i>e.g. demonstrate the basic functions of sequencing software by recording a multi-tumbrel sequence; demonstrate an understanding of the different scoring tools in a notation program</i>)</p> | |
|--|--------------------------|---|--|

Learning Supports for Students

Supports for Students with Individual Education Plans (IEP's)

Subject teachers provide accommodations and modifications as outlined on student IEP's. Supports may include: organizational support, additional time, graphic organizers, reduced work load, chunking of information, note-taking assistance, assistive technology (computer), preferential seating.

Extra Help

- Teachers post the time that they are available for extra help in their classrooms. Students are encouraged to speak with their teachers to arrange other times as required.
- Students can also see their Guidance Counselor for information on other academic supports available.

Student Evaluation Criteria

| Term Work | | Culminating Activities | |
|-------------------------|----------|---------------------------------------|------|
| Curricular Strands | | | |
| Knowledge/Understanding | 20 - 30% | Final Project | 10 % |
| Inquiry/Thinking | 15 - 20% | Final Performance | 20 % |
| Communication | 15 - 20% | | |
| Application | 30 - 40% | | |
| <i>Term Work 70%</i> | | <i>Culminating Activity Total 30%</i> | |

Report Card Schedule

| | 1 st Report Card | 2 nd Report Card | 3 rd Report Card | Final Report |
|----------------------------------|-----------------------------|-----------------------------|-----------------------------|---------------|
| Report Cards | Nov. 21, 2014 | Feb. 10, 2015 | April 20, 2015 | June 26, 2015 |
| Parent-Teacher Interviews | Nov. 27, 2014 | Feb. 19, 2015 | | |

Assessment of Learning Skills

Independent Work – Uses class time appropriately to complete tasks

Collaboration – Accepts various roles and an equitable share of work in a group

Organization - Arrives to class prepared and on time, meets deadlines with quality work and maintains a complete notebook

Responsibility – Fulfils responsibilities and commitments within the learning environment

Initiative – Looks for and acts on new ideas and opportunities for learning

Self-Regulation – Sets own individual goals and monitors progress towards achieving them

Department Expectations, Policies and Procedures

RESPECT is a MAJOR expectation we have for this class. All students are to be treated equally and respectfully in the class. This class requires that you take risks and use your musical ability as a tool of expression – this can be scary. So we must have a classroom that revolves around trust and mutual respect. In order for everyone to be treated equally, the following policies and expectations must be followed:

I expect that you will be respectful with your behaviour and comments towards other students in this class at all times. I expect students to be quiet when others are performing, respond positively and with encouragement when others are trying new things, and work with **all** members of the class in a supportive manner.

BE ON TIME! Arrive to class on time! You will have 5 minutes to gather your materials, assemble your instrument, and begin warming up at the beginning of every class and time to pack up at the end of class. If you are not sitting in your assigned seat after 5 minutes you will be marked late.

Come PREPARED for music class with the appropriate materials every day.

- Instrument with all accessories (mouthpiece, reeds, chin rests, etc.)
- Music, a pencil, and a binder for handouts
- NO FOOD OR DRINKS in the music rooms.

TRY! In this class you may be asked to try new instruments, music, and techniques. It may be difficult at first but it becomes easier if you try your best. If a student is unwell a written note from their parent/guardian must be brought to class. Students will still be expected to assemble their instrument and will be given the opportunity to practice without playing during class to receive marks for the class.

If you have any religious and / or cultural concerns about the course you must speak to me immediately. Remember that you have signed up for a music course that is based on western art music. If you are not comfortable playing certain instruments or music, then perhaps this is not the course for you.

At times it may be helpful for the teacher to guide your movements in order to demonstrate the correct hand or body placement. If you do not want this to occur, speak to us privately or write us a note.

Gum is never allowed. ONLY WATER IS ALLOWED IN THE ROOM. Bring a water bottle with your name labeled on it. There is to be NO eating in music rooms, meaning ANYTHING that you chew is NOT ALLOWED. If you choose to bring in food, gum, candy or a drink into the room you will be asked to leave.

It is your responsibility to make up missed work when you are absent from class when you return. If you miss an exam a doctor's note must be brought in. If you have missed a class you need a doctor's note or letter from your parents to excuse you from class. Without a note you will be marked as skipping the class and given a zero for that day's work.

We know that we are going to have a great year together. Please feel free to see us before/ after school if you have any other concerns you would like to talk about.