

Sir Oliver Mowat Collegiate Institute

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

Course of Study: AMI 10 – Grade 9 Instrumental Music (Band)
AMS 10 – Grade 9 Instrumental Music (Orchestral Strings)
AMV 10 – Grade 9 Vocal Music
AMU 10 – Grade 9 Performing Arts Honours Music

Academic Year 2015-16		Teacher Name: T. Leong, D. Hancock	
Department: Performing Arts		ACL: T. Leong	
Course Title	Music	Course Code	AMI 10, AMS 10, AMV 10, AMU 10
Prerequisite	Grade 8 Arts courses	Grade	9
Level	Beginner, Experienced,	Credit Value	1

Course Description

Ontario Ministry of Education Document:

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

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:

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 by performing, improvising, composing and/or arranging music (<i>e.g., document the steps of the creative process by making simple and effective artistic choices in performance; in small groups use a graphic organizer to record and focus ideas generated from a discussion about the elements of music; further organize the group ideas into a chart as an illustration of their comprehension of the elements (i.e. melody, dynamics, rhythm); use the same process to demonstrate an understanding of form</i>)</p> <p>1.2 apply the creative process by making fundamental stylistic and artistic choices in composing and/or arranging (<i>e.g., adapt an existing melody for performance on their own instrument; transpose a vocal line from another range into their voice range; write a 16 bar melody for their instrument and perform it</i>)</p> <p>1.3 apply the creative process by making fundamental stylistic and artistic choices in performance and/or improvisation (<i>e.g., make artistic decisions about aspects of performance such as tempo, articulation, dynamics, phrasing; demonstrate their understanding of the creative process by performing their work in a manner that communicates their artistic intentions</i>)</p>	

<p>2. Musical Literacy</p>	<p>30% of class time</p>	<p>2.1 demonstrate musical literacy by using the elements of music to interpret and perform repertoire at a suitable level (<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 using the elements of music at a developing level in improvisation and rote performance (<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 4 bar diatonic melodies using an appropriate accompaniment; improvise musical patterns using modes and scales from non Western music cultures</i>)</p> <p>2.3 demonstrate musical literacy using the elements of music at a developing level to compose and/or arrange music (<i>e.g., write and perform diatonic melodies over an appropriate harmonic progression; create a simple 2 part composition; use alternative forms of notation to create a composition that is based on environmental sounds</i>)</p>	
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<p>3. Tools and Techniques</p>	<p>40% of class time</p>	<p>3.1 demonstrate technical competence and skills at a developing level of performance (<i>e.g., perform with control detailed and subtle notated or stylistically correct dynamics; apply correct articulations to notated passages; perform with suitable breath control, bow control, stick technique, or finger style appropriate to musical performance</i>)</p> <p>3.2 use compositional techniques at a developing level to create and/or arrange music (<i>e.g., compose simple diatonic melodies demonstrating an understanding of instrument and/or vocal range; compose and/or arrange for more than one voice or instrument</i>)</p> <p>3.3 use current technology at a developing level to perform, compose and/or arrange music (<i>e.g., create a composition using available effects of sequencing and/or recording software; use accompaniment software to complement current repertoire, solos or exercises</i>)</p>	
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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:

We expect that you will be respectful with your behaviour and comments towards other students in this class at all times. We 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.

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.