

2023/2044 – Perth and District Collegiate - Music, Guitar, Grade 10 (AMU2O)

Note: This Course Outline is part of, and may be found on www.perthguitar.ca

Credit Value: 1

Teacher: C. Valentini

Prerequisite(s): none

Policy Documents

The Ontario Curriculum: Grades 9 and 10 - The Arts (2010)

Ontario Secondary Schools 9 to 12 - Policy and Program Requirements (2011)

Course Description

Overview

Music study at the Grade 9 and 10 level is intended to develop students' understanding and appreciation of music through a focus on practical skills and creative work. Students will find in music a source of enjoyment and personal satisfaction and will gain creative problem-solving skills, individual and cooperative work habits, knowledge of themselves and others, a sense of personal responsibility, and connections to their communities and future careers.

Students develop their awareness of the elements of music (pitch – melody, harmony, and tonality; duration – beat, metre, rhythm, and tempo; dynamics and other expressive controls; timbre; texture; and form) and apply them to create and perform works that are related to their personal interest and experience. Students also refer to the elements of music when reviewing, evaluating, and reflecting and commenting on their own and others' creative work.

Performance technique and an understanding of theory are of major importance for music students and are repeated in the expectations for both courses. Through informal presentations and more formal performances, students not only develop their technique but also use music to communicate their aesthetic and personal values. By experiencing, analysing, and commenting on the performances of others, students enhance their understanding of the values of other musicians and cultures.

Overall Curriculum Expectations and Summative Tasks

By the end of this course, students will:

Strand 1. Creating and Presenting: Creative work involves the practical application of skills and knowledge of theory as they relate to performance and composition. Students will perform, individually and in ensembles. They will perform notated or improvised music and compose or arrange music, demonstrating technical skills and applying current digital technologies where appropriate.

Strand 2. Reflecting, Responding, and Analysing: Using the critical analysis process to analyse and reflect on different types of music enables students to develop a deeper understanding of themselves and the communities in which they live. Analysis involves listening to live or recorded performances from a range of cultures to understand the language of music, its historical and cultural context, and how effectively its composers and performers communicate to their audience. Students also explore how music reflects and affects the societies in which it was created.

Strand 3. Foundations: This strand involves learning the symbols, concepts, and conventions used in music. Students also develop the vocabulary necessary for discussing and evaluating music. This foundational study helps them understand and appreciate different musical forms as well as ethical issues and musical etiquette.

70% Summative Assessment Tasks

Description of Summative Assessment Task	Method(s) of Evaluation	Overall Strand Expectations Evaluated
Research Paper	Written Paper	2
Class Presentation	Observation and Discussion	1,2,3
Original Composition	Performance and Review	1
Performance Tests	Performance	1,3
Peer Evaluation	Written or Oral review	1,2,3
Original Composition	Written Musical Notation	1

Note: The research paper will be chosen from a mutually agreed topic, and may take the form of an analysis of a musical or film with a music theme, or a concert report. The topic will be based on the curriculum guidelines applicable to grade and level.

Note: A performance rubric, which will be applied to all performance tests and exams.

Note: The tasks listed above may change over the course of the semester to allow for teachers to respond to evidence of student learning. Students will be notified in advance of any changes to the summative assessment tasks.

30% Final Summative (or culminating) Activities

Description of Final Summative Task	Method(s) of Evaluation	Overall Strand Expectations Evaluated
Performance Exam (15%)	One piece student's choice, one piece teacher's choice and sight reading excerpt.	1
Theory - Listening - History Exam (15%)	Written at end of semester.	2,3

Core Texts: Website, music texts, Guitar Music Collection, CD and DVD Resources.

Evaluation in this course is considered another means of learning. Sometimes in music, those who find a skill difficult, learn more in the process. The most important thing to remember is to simply try your best and the evaluation will take care of itself.

If you have any problems whatsoever, any questions, or require extra help, please see me at a convenient time or email me. I want all students in my class to have fun, and to succeed.

Assessment and Evaluation Overview

Learning Skills and Work Habits Achievement:

Learning skills and work habits are instructed, assessed and evaluated separately from your academic work, but in Music, can overlap with it. You will be assessed frequently on your level of achievement of the following six learning skills and work habits (e.g. through conferences with your teacher; observation during class activities; and completion of assignments where specific learning skills are addressed). Learning skills and work habits will be evaluated at mid-term and again at the end of the semester with a letter grade (E=excellent, G=good, S=satisfactory, N=needs improvement). The following lists the learning skills as well as some examples of classroom routines in Music. (Some of these examples will fit into more than one category.)

- Responsibility (e.g. fulfils responsibilities and commitments within the learning environment, completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for managing own behaviour)

Practice - As in all subjects, music requires homework. This will take the form of practice, on average, a half hour per day. The school has various spaces for you to do this, if it is not possible for you to practice at home.

This year, we hope to assign an instrument to each student. You will be responsible for your instrument, and you must bring it with you to each class. Also, any other instruments, books and CD's, may be signed out in the green binder at the front. Please remember to cross your name off when the item is returned, or you will continue to be responsible for it. Also keep in mind that you are responsible for any damage caused.

- Organization (e.g. devises and follows a plan for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates and uses information, technology and resources to complete tasks)

The first ten minutes of each class is to be used for preparation. Gather and organize your materials, prepare, and tune your guitar, warm up, and focus on the task at hand.

The last five minutes of the class is to be used for putting all materials and instruments away neatly, and cleaning up.

Please come to class prepared with a notebook and writing instrument or device if you use one.

- Independent Work (e.g. independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision)

Occasionally we will have a "Practice Day". This is an opportunity for you to work independently, or in small groups, on the music that we are currently playing. It also gives me an opportunity to listen to, and provide assistance to you, on an individual basis.

- Collaboration (e.g. accepts various roles and an equitable share of work in a group; responds positively to the ideas, values, opinions and traditions of other; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions)

Remember that the class is an ensemble course, and that most activities will be undertaken as a group. Please exercise the utmost level of co-operation and respect for others. Help and encourage your fellow students, be a good citizen, cooperate with the class and myself, and always try and maintain a positive attitude. Music is fun, and with everyone helping we will all have a rewarding and enjoyable year.

Because this is an ensemble course, only one person, and with permission, may leave the class at any time.

- Initiative (e.g. looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others)

When you enter the classroom, there will usually be a musical selection playing which you will be expected to listen to and analyse. Occasionally, you will complete a listening sheet on the selection played. You are also welcome to bring in your own appropriate music to share with the class, in consultation with myself. If you do so, please be prepared to give the class a short talk outlining the relevant aspects of the selection.

- Self-regulation (e.g. sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and thinks critically on own strengths, needs and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges)

The students in any music class will always have a wide range of abilities. Always strive to compete not with others, but with yourself, in becoming a better musician.

Achievement of Overall Course Expectations:

Diagnostic and Formative Assessment Tasks will be used throughout the course and may include anecdotal observations, questioning for understanding, quizzes, assignments, activities, performances, and investigations. Feedback provided on these assessment tasks will be used to help students and teachers to determine next steps to increase student mastery of the overall course expectations. These assessment tasks will not be used in the determination of grades.

Summative Assessment Tasks will usually be used at or near the end of an instructional unit and may include unit tests, performance tasks, products, papers and projects. Evaluation of the summative assessment tasks will be used to determine the term grade and will be worth seventy percent (70%) of the final mark for the course. The mid-term mark will be derived from evaluation of the summative assessment tasks completed up until that point. As students progress through the course, the grade will represent the student's most consistent level of achievement of overall expectations.

Except for the final exams, all summative tasks may be re-done at any time during the course, by appointment, with the most recent evaluation taking the place of the previous grade.

Final Summative Tasks will be used at or near the end of the course. Thirty percent (30%) of the final grade will be based on the evaluation of final summative tasks in the form of an examination and/or other culminating activities. The tasks will be based on overall expectations from all strands.

Late or Missing Assignments:

In the rare event that a deadline needs to be assigned, students are expected to hand in assignments by the stated deadlines. If a student is unable to meet the deadline for a specific unavoidable reason, he or she should contact the teacher ahead of time to arrange either a later deadline, or an alternative assignment. It is important that all summative assessment tasks are completed so that there is sufficient evidence of achievement of the overall expectations for a credit to be granted.

Academic Honesty:

Academic dishonesty, including instances of plagiarism and cheating, are serious breaches of the school code of conduct. Any cases of academic dishonesty will be reported to the school administration and a plan of action will be implemented. Students may lose the opportunity to demonstrate achievement of course expectations by means of that assignment, but achievement of those expectations may still be demonstrated without penalty on other assignments. Wherever possible, alternate assignments will be used in addition to the disciplinary action.

Teaching and Learning Strategies:

The program in music is intended to develop students' understanding and appreciation of music through practical and creative work. In the study of music, students will not only find a source of enjoyment and personal satisfaction, but will further develop critical and creative thinking skills, problem-solving skills, and good work habits. They will continue to gain experience in working both independently and with others, take increasing responsibility for their work, and learn more about themselves and others through working collaboratively and studying aspects of music in society.

Education for Exceptional Students:

All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefit from their school experience. Some students have special needs that require supports beyond those ordinarily received in the school setting. These needs may be met through accommodations. Accommodations to meet the needs of exceptional students are set out in their Individual Education Plans. In music education, there are adaptive techniques and technical aids that can assist teachers in meeting the needs of exceptional students as set out in their Individual Education Plan. Some students may require modified instruments or materials, a Braille, a voice synthesizer, a personal amplification system, or computer-assisted instruction.