

2023/2044 – Perth and District Collegiate - Music, Guitar, Grade 11 (AMG-3M/O)

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

Credit Value: 1

Teacher: C. Valentini

Prerequisite(s): AMG-2M/O

Policy Documents

The Ontario Curriculum: The Arts Grades 11 and 12 (2010)

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

Course Description

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

Overall Curriculum Expectations and Summative Tasks

By the end of this course, students will:

Strand - Creating and Performing

1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;
2. The Elements of Music: apply the elements of music when performing notated and improvised music and composing and/or arranging music;
3. Techniques and Technologies: use a range of techniques and technological tools in a variety of applications relating to music.

Strand - Reflecting, Responding and Analysing

5. The Critical Analysis Process: use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;
6. Music and Society: demonstrate an understanding of social and cultural influences on and effects of traditional, commercial, and art music;
7. Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;
8. Connections Beyond the Classroom: analyse opportunities and requirements for continued engagement in music.

Strand - Foundations

9. 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;
10. Characteristics and Development of Musical Forms: demonstrate an understanding of the development, function, and characteristics of various forms of music;
11. Conventions and Responsible Practices: demonstrate an understanding of conventions and responsible practices relating to music.

70% Summative Assessment Tasks

Description of Summative Assessment Task	Method(s) of Evaluation	Overall Expectations Evaluated
Research Paper	Written Paper	4-5-6-7-8-9-10-11
Class Presentation	Observation and Discussion	1-11
Original Composition	Performance and Review	1-11
Performance Tests	Performance	1-2-3-4-5-6-7-8
Peer Evaluation	Written or Oral review	1-11
Original Composition	Written Musical Notation	1-11

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 Expectations Evaluated
Performance Exam (15%)	One piece student's choice, one piece teacher's choice and sight reading excerpt.	1-2-3-4-5-6-7-8
Theory - Listening - History Exam (15%)	Written at end of semester.	4-5-6-7-8-9-10-11

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.