

Stephen Lewis Secondary School

Student's Course Outline / Parent Information Sheet

Program Area:	ARTS	
Course:	INSTRUMENTAL MUSIC – GRADE 9	Code: AMU 100
Course Description:	This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique and critical thinking. Students will participate in creative activities that teach to listen with understanding, to perform with self-analysis and, to partake in leadership along with teamwork.	

Units of Study

Unit	Summative Tasks	Timelines
PERFORMANCE	- sight reading, major scales studies (diatonic work, intervals, thirds, fourths, fifths and octaves – up to three sharps and flats), - repertoire performance tasks (B300).	- through out the semester
THEORY	- key signatures the major scales (aurally & written); work sheets (formative assessment) & final tests summative evaluation – two units), - ear training (diatonic intervals).	- through out the semester
HISTORY	- work sheets & analysis mini-papers, - summative evaluation at the end of each era discussed and studied.	- through out the semester - analysis papers due through out the semester
TECHNOLOGY	- use of websites to enhance and self-guide tasks, i.e. – theory work, analysis reports, ear training & performance pedagogy.	- through out the semester

Guidelines: The purpose of student assessment is to improve student learning.

Assessment and evaluation are based on the provincial expectations and levels of achievement outlined in the provincial curriculum document for each subject in secondary school. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. Achievement, reflected in a final mark, will be calculated using the following categories.

Communication (20%) HISTORY	Knowledge (20%) THEORY	Thinking and Inquiry (20%) TECHNOLOGY	Creation (40%) PERFORMANCE
* demonstrate an understanding of writing analysis of music heard. * identify and describe basic musical indicators pertaining to music heard (analysis reports).	* identify pitches on the grand staff, incl.: accidentals and ledger lines (scales). * solve and notate the major scales and demonstrate this knowledge in treble, alto, tenor and bass clefs (written tests). * retell major events and details about composers and eras studied (written tests).	* identify and define music terminology accurate to music heard. * identify and describe music in a particular historical style; works by genre, chronological order, conceptually and by theme.	* demonstrate notated dynamics while maintaining the elements of music. * play with accurate pitch & intonation, both melodically and harmonically, while maintaining a consistent tempo in simple/compound metres (6/8, 3/4, 2/4, 4/4).

As part of the learning process, students will receive ongoing descriptive feedback which may not be assigned a mark. Final mark = 70% term + 30% final assessment (15% performance exam & 15% written component).

Learning Skills

The following learning skills will be taught and assessed throughout the course and will be shown on the report card. Student performance in these skill areas will not be included in the final numeric mark. It is important to remember, however, that the development and consistent practice of these skills will influence academic achievement. These skills include:

independence organization teamwork skills work habits/homework initiative

Missed Assessments

- Students who know ahead of time that they will miss an assessment are expected to discuss the situation beforehand with the subject teacher.
- Students who miss an in-class summative assessment for an unauthorized reason may lose the opportunity to complete the task.
- Students who are absent on the day of an assessment for reasons such as illness, field trip, or suspension, are responsible for meeting with the teacher to make alternative arrangements to submit/complete the assessment.
- Failure to complete compulsory major assessments, including the final assessment, may result in loss of credit.

Deadlines

Deadlines are realistic in the normal working life outside the school setting. Some deadlines are negotiable; some are absolute. If the student does not complete or submit work on either an absolute or a negotiated deadline, that work will be considered incomplete. We also set deadlines as a way of bringing closure to one unit of work and moving ahead to another. Students are expected to:

- Seek assistance from the teacher when they feel unable to complete a task/assignment due to insufficient knowledge or skill. Be sure to advise the teacher of any difficulty well before a task/assignment is due.
- Negotiate alternate deadlines well before an established due date.
- Understand that some deadlines are negotiable; some are absolute. Work that is not submitted/completed on either a negotiated or absolute deadline may not be assessed/evaluated and it will be considered incomplete.
- Understand that chronic lateness in submitting tasks/assignments will prevent your teacher from evaluating your work and may require you to demonstrate your knowledge and skills within an alternate setting such as summer school.

Homework

At Stephen Lewis S.S., we believe that consistent homework completion is essential for student success. In this course, students are expected to spend **30 minutes of daily practice**. Every student receives a student agenda to assist in keeping track of homework, assignments and practice logs.

I have read the course overview for Course Code _____ AMI 100 - _____ Date: _____

Student Signature

Parent/Guardian Signature