

Stephen Lewis Secondary School

Student's Course Outline / Parent Information Sheet

Program Area:	ARTS	
Course:	INSTRUMENTAL MUSIC – GRADE 11	Code: AMU 3M
Course Description:	This course emphasizes performances of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in activities and listening perceptively. Students will also 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: (CREATION)	- sight reading, all major scales, blues scales, minor scales, chromatic and repertoire performance tasks (B300)	- through out the semester
THEORY: (THEORY)	- compound intervals/inversions, minor scale notation and ear training (- intervals & 7 th chords)	- through out the semester
ANALYSIS: (MUSIC APPRECIATION)	- analysis paper/discussions - final written history paper (TBA)	- through out the semester - paper due at the end of semester
ANALYSIS: (CAREER PREPARATION)	- investigation via the SLSS Guidance Department; assignment is TBA	- final task due at the end of 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%) – APPRECIATION	Knowledge (20%) - THEORY	Thinking and Inquiry (20%) - CAREER	Creation (40%) - PERFORMANCE
<ul style="list-style-type: none"> * demonstrate an understanding of writing analysis of music heard * identify and describe how the elements of music work together in a particular cultural style and cultural context * describe aspects of the elements of music, in music, of two contrasting 20th Century styles of music 	<ul style="list-style-type: none"> * compound intervals & inversions, minor scale notation and ear training (- intervals & 7th chords) * identify, show & explain the concept of minor scales as pertaining to the relativity to major scales * identify, aurally, (+, -, x, o) chords & intervals from the major scale configuration 	<ul style="list-style-type: none"> * evaluate the usefulness, in various careers, of skills and knowledge that can be developed through the study of music, including interpersonal and leaderships skills * identify requirements for careers in music an in fields related to music, through an analysis of various career possibilities 	<ul style="list-style-type: none"> * play with an understanding of complex musical phrase structures, complex rhythms, and proficient technique * play with appropriate tone quality, expanded range, accurate pitch, intonation, consistent tempo and in various metres * control notated or stylistic correct dynamics while maintaining good tone quality

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 SS, we believe that **consistent homework completion is essential for student success**. In this course, students are expected to **spend 40 minutes practising daily**. 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 ___AMU 201_____ Date: _____

Student Signature

Parent/Guardian Signature