

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
 STUDENT OUTLINE
AMU20
 Instrumental Music
 Grade 10

Credit Value: 1 credit

Hours: 110

Prerequisite: Grade 9

Course Overview

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

Specific Expectations

Unit Title	Specific Expectations	Approximate Timelines
Performance	Focus will be on the performance aspects of various types of music in ensembles and solo performance. Reflection on their own sound and the sounds of the ensemble will be developed.	60 Hours
Music History and Analysis	demonstrate a detailed understanding of music history and its cultural context to interpret repertoire; evaluate the effects of music education on themselves and their peers; evaluate the function of music in society; identify, research, and describe connections between music education and their future careers and postsecondary education.	20 Hours
Composition and Technology	make complex artistic decisions that affect the stylistic accuracy of their playing or singing (e.g., articulation, phrasing, posture, dynamics, tone quality, intonation, rhythm, balance, blend); demonstrate the effective use of digital technology in music applications; apply the elements and principles of composition at an intermediate level, using the creative process (i.e., perception, production, and reflection).	12 Hours
Music Theory and Analysis	explain in detail, both orally and in writing, the elements of music (i.e., rhythm, melody, timbre, dynamics, harmony, texture, and form); read and understand musical notation; analyse the influence of certain composers on the musical language of their period; explain the use of various applications of MIDI technology (e.g., sequencing, notation).	15 Hours

Accommodations for Exceptional Students

The (music) department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

Teaching Strategies

Teacher demonstration, skills drill and review, brainstorming, small group work, peer tutoring, field trips, investigative research, rubrics, listening with discussion and/or reflection, aural dictation, guest clinics, student/teacher conferencing.

Resources/Textbooks/Technological Integration

Methods books: Unison Scales, chords and rhythmic studies for bands By Carl Fisher
 Technique Through Melody for Band By Frank Erickson

Computer Programs: Finale 2008

Various music recordings

Evaluation

Term reports	Final Report
<i>Categories for each assessment tool including approximate percentages.</i>	
Knowledge & Understanding 15%	Term 70%
Thinking/Inquiry/Problem Solving 15%	Summative task* 30 %
Communication 10%	100%
Application 30%	(summative task includes 1 written exam and 3 performance tasks.)
70%	
<i>Assessment tools include tests/quizzes, assignments, performance tasks and rich assessment tasks</i>	* may include an in-class task towards the end of term ** will evaluate whole term's work

Classroom Management

Food: Food and drink (except water) are not permitted in class

Homework: Students will be required to prepare for class by practicing exercises and work assigned. Students are responsible for finding out any missed work due to absences from class.

Equipment: students are responsible in providing and maintaining their own instrument.

Special circumstances will provide use of school instruments, yet students will still be required to maintain the assigned instrument.

Behaviour: Students are expected to behave in a respectable manner towards teacher(s) and peers at all times. Please refer to student handbook