



A. Y. Jackson S. S.
www.ayjackson.ca

AMS4M1 Instrumental Music [Strings] Grade 12, Mixed

General Course Information

Prerequisite:	Music, Grade 11, Mixed
Department:	Music
Extra Help:	By appointment with teacher
Textbook and Replacement Cost:	None
Material Required:	None

Course Description

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

The course is organized into three strands:

- Creating and Performing
- Reflecting, Responding, and Analysis
- Foundations

A detailed list of the course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts.html>

Assessment and Evaluation

To promote student success, ongoing assessment and feedback will be given regularly to the students. A variety of assessment and evaluation strategies will be used in this course, including: performance tests; written tests and quizzes; independent study; and, written responses. Expectations will be evaluated based on the provincial curriculum expectations and the achievement levels outlined in the ministry document.

Expectations are organized into four categories of knowledge and skills. The categories are as follows:

Knowledge and Understanding
Thinking
Communication
Application

Each student's final mark will be in the form of a percentage grade based on their achievement in the 4 categories on the achievement chart. The breakdown of the final mark is as follows:

Term Evaluation	70%
Final Evaluation	30%

The final Evaluation will be completed during the final 6 weeks of the course and may include a variety of summative activities including an exam, a presentation, a seminar, or an essay or another writing assignment.

In addition to students' performance in the achievement categories, students will also be assessed on their performance in the following learning skills:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

For specific policies on assessment and evaluation, and academic honesty, please refer to *School Procedures* in the student agenda.

EVALUATION PROCEDURES



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CUMULATIVE EVALUATION

Forty (40) Percent of the grade will be based on music studied in class, performance tests and communication.

Marks will be awarded for communication based on the following criteria:

1. Effectively demonstrating leadership in rehearsal, performance, and audience etiquette.
2. Effectively demonstrating an understanding of various interpersonal skills, attitudes, and aspects of behaviour that are essential for the effective functioning of a musical ensemble (e.g. the ability to listen actively, the appropriate use of body language, leadership skills, cooperativeness, organization skills, skills in delegation of responsibilities, willingness to take responsibility).

Twenty (15) Percent of the grade will be based on an independent study project.

Five (5) Percent

All students will be required to **submit written reviews of at least two of the following events:** Piano Night, Chamber Music Night, Talent Night, Battle of the Bands, Vocal Music Night or Music Nights (non-participants only).

Ten (10) Percent non-performance tests.

These tests will be based upon creative, theoretical, technical aspects of the music studied in class.

SUMMATIVE EVALUATION will be based on an evaluation of:

Fifteen (15) Percent

A final written examination based on music history studied in class.

Fifteen (15) Percent

A final evaluation based upon a performance test demonstrating the skills and knowledge they have acquired over the length of the course.

Music students learn much more than how to play music and listen to music. They are continuously developing their sense of self, and respect for self and the dignity and welfare of others, by being part of a performance group. They gain valuable insight into the meaning of being an effective and contributing interdependent team member who exercises leadership in the achieve excellence, originality and integrity in their own work, and to value those qualities in the work of others. They gain experience learning how to set appropriate goals and priorities in school, work and personal life, in order to meet the commitments of a performing ensemble.