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## AMR4M1 Repertoire Grade 12, Mixed

### General Course Information

Co-requisite:	Any one of: AMI4M1, AMH4M1, AMS4M1, AMV4M1 Grade 12, Mixed
Department:	Music
Extra Help:	By appointment with teacher
Material Required:	Supplies as needed i.e. reeds, mouthpiece, drumsticks

### 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; large ensemble assessment; and independent study. 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**

### ***CUMULATIVE EVALUATION***

#### **Thirty (30) Percent -- Performance Tests**

You will be tested once each term on music from your ensembles for a total of three (3) tests.

- i. **Example:** *If you are using Symphonic Band and Senior Symphony Orchestra:  
Terms 1 & 3: Symphonic Band Test, Term 2: Senior Symphony Orchestra Test*

#### **Ten (10) Percent – Ensemble Engagement**

1. This mark is based upon your participation and preparation for the ensemble rehearsals and performances.
  - i. Attend rehearsals, arrive on time, bring a pencil, practice your music on your own time prior to rehearsal, and being focused during rehearsal.

#### **Thirty (30) Percent – Ensemble Participation/Attendance**

### ***SUMMATIVE EVALUATION***

#### **Fifteen (15) Percent – Independent Study Project (ISP)**

Refer to ISP Handout.

#### **Fifteen (15) Percent – Final Summative Performance Test**

This mark is based on a final summative 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.”*