

Forest Hill Collegiate Institute Course of Study and Evaluation Statement
Grade 12 Music: University/College Preparation

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in The Ontario Curriculum, Grades 9 to 12: Program Planning and Assessment, 2000, located at <http://www.edu.gov.on.ca/eng/curriculum/secondary/progplan912curr.pdf>

1. Course Details

- Program Area: Music
- Assistant Curriculum Leader: Mrs. Neumann
- Course title: Music, Grade 12, University/College Preparation (AMU3M1). Credit Value 1.0
- Prerequisites(s) and co-requisite(s): None
- Textbook(s) and resource materials that are essential to the course:

Essential Elements of Theory Bk. 3 (all)

Essential Techniques for Strings (strings)

Standard of Excellence Bk.3 (advanced band)

333 Intermediate/Advanced Exercises in Sight Singing (vocal)

2. Overall Goals

- 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, sensitivity, and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

- Overall Expectations are in the areas of Creating and Performing, Reflecting, Responding and Analysing, as well as Foundations.

By the end of the course, students will:

- In Creating and Performing:

The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;

The Elements of Music: apply the elements of music when performing notated and improvised music and composing and/or arranging music;

Techniques and Technologies: use a range of techniques and technological tools in a variety of applications relating to music

- In Reflecting, Responding and Analysing:

The Critical Analysis Process: use the critical analysis process when responding to, analysing,

reflecting on, and interpreting music;

Music and Society: demonstrate an understanding of social and cultural influences on and effects of traditional, commercial, and art music;

Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;

Connections Beyond the Classroom: analyse opportunities and requirements for continued engagement in music;

- In Foundations:

Theory and Terminology: demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them;

Characteristics and Development of Musical Forms: demonstrate an understanding of the development, function, and characteristics of various forms of music;

Conventions and Responsible Practices: demonstrate an understanding of conventions and responsible practices relating to music

- Specific Curriculum Expectations

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at <http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr.pdf>

- Course content: *Performance – Individual and ensemble – 60 hours*

Ear training and sight reading – 10 hours;

Theory – introductory – 15 hours;

Music Analysis – elements of music – 15 hours;

Music in Society– 5 hours; Composition – 5 hours

3. Program Planning Considerations

- Individual Education Plan: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.

- The Role of Technology in the Curriculum. Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.

- English as a Second Language (ESL): Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.

- Career Education: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.

- Cooperative Education and Other Workplace Experiences: The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements

related to this course. General information about cooperative education courses can be found at <http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf>

4. Learning Skills

Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation. Teachers report achievement on the five Learning Skills using letter symbols: E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement. Learning Skills clearly affect levels of achievement, but they are not part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism is the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- Direct Instruction is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- Indirect Instruction is mainly student-centered. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- Interactive Instruction relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- Experiential Learning is inductive, learner centered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learning and feelings; draw useful insights from such analysis; and/or put learning to work in new situations.
- Independent Study refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement. The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies will be used:
 - *Teacher observation of daily performance – oral feedback;*
 - *Individual, partner and group performance tests;*
 - *Quizzes and tests on music theory;*
 - *Written assignments: live and recorded performance review, historical letter, composer/performer research and presentation, song analysis;*
 - *Group and individual composition performance;*

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in three strands, according to the weightings shown:

Foundations	Reflecting, Responding and Analysing	Creating and Performing
20	15	65

9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade. See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.
- Dates, type, components of the evaluations during the course:

Ongoing evaluation of daily performance

Class repertoire performance tests: instrumental – weekly, vocal – 4-6 times per semester

Theory: quizzes biweekly, three tests per semester

Independent analysis assignment Nov./April

Chamber Night Performance Evaluation

Large Ensemble Group Evaluation

Composition – due Jan./June

Review of live ensemble performance

10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.

