

Sir John A. Macdonald Collegiate Institute Course Brief – 2020/2021

Course Name	Band	Grade	9
Course Code	AMI 101	Credit Value	1
Pre-Requisite		Or Recommended Pre-Requisite	1 year of playing experience
Type of Course	Open		

TEXTBOOKS

Foundations for Superior Performance

REPLACEMENT COST (if lost or damaged)

\$20

Course Description

This course develops students' understanding and appreciation of music through the development of practical skills and creative work. 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.

Arts Curriculum Strands

Creating and Presenting/Performing: Creative process: elements and conventions; techniques and technologies

Reflecting, Responding and Analysing: Critical analysis process: Arts and society; connections beyond the classroom

Foundations: Theory: terminology; contexts and influences; responsible practices

Curriculum Strands/Categories (this may differ depending on discipline and level)

Knowledge and Understanding: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking: The use of critical and creative thinking skills and or/processes

Communication: The conveying of meaning through various forms

Application: The use of knowledge and skills to make connections within and between various contents

Units of Study and Topics for Assessment and Evaluation of Student Achievement

Unit	Unit Title/Description	Evaluation Task	Achievement Chart Focus
Unit 1	Rhythm clapping, Bb concert scale, Arban/Klose study and chorale. Develop breathing, posture, tone, articulation, correct notes and fingerings.	Playing Test Rhythm Clapping Test	Knowledge/Understanding; Application
Unit 2	Band Repertoire Focus on performance: correct notes and fingerings, rhythm accuracy, consistency of tempo, blend and balance, phrasing, and dynamics.	Repertoire Playing Test	Knowledge/Understanding; Application
Unit 3	Music Theory 1 – Focus on staff, note and rest values, time signatures, the keyboard, and music signs and symbols, terminology, and elements of music.	Written Theory Test	Knowledge/Understanding; Application
Unit 4	Melody Composition – create a 4 or 8 bar melody for your particular instrument.	Melody Composition Assignment	Thinking; Communication
Unit 5	Tuning and Intonation –focus on your particular instrument with more accuracy.	Repertoire Test	Knowledge/Understanding; Application
Unit 6	Music History/Listening/Analysis Listen to a concert band piece from a particular musical period and analyse.	Music History/Listening/ Analysis Summary Assignment	Knowledge/Understanding; Application; Thinking
Unit 7	Playing Exam – Focus on playing aspects since September using an Arban/Klose study and sight reading.	Playing Exam	Knowledge/Understanding; Application
Unit 8	Arban/Klose Focus – all playing aspects to date, especially phrasing and dynamics .	Playing Test	Knowledge/Understanding; Application
Unit 9	Music Theory 2 – Focus on tones, semitones, and major scale. Review of music signs, symbols, and terminology.	Written Theory Test	Knowledge/Understanding; Application

Levels of Achievement

For Grades 9 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.

Achievement Level	Percentage Mark Range	Achievement Description
HL4/L4+ L4 LL4/L4-	95 – 100 87 – 94 80 – 86	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
HL3/L3+ L3 LL3/L3-	77 – 79 73 – 76 70 – 72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses
HL2/L2+ L2 LL2/L2-	67 – 69 63 – 66 60 – 62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
HL1/L1+ L1 LL1/L1-	57 – 59 53 – 56 50 – 52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course

Students who achieve below 50% have not met curriculum expectations; a credit will not be granted.

Learning Skills	Assessment of Learning Skills
Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)

Weighting by Strands/Categories		
Application – 30%	Knowledge/Understanding – 15%	Culminating Activities – 30 %
Thinking/Inquiry – 15%	Communication – 10 %	

Assessment and Evaluation Strategies: this is a list of potential A/E strategies used within the course; the list may not be exhaustive and is subject to change

→ Playing Tests → Performance Tasks → Written Tests → Exams/ Final Tests → Written Assignments
 → Presentations → Reflections → Creative Assignments → Written Work → Anecdotal Recording/Feedback

CALCULATION OF FINAL MARK
→ 70% for evaluations conducted throughout the course
→ 30% for a Culminating Activity – the C/A will occur in the final 6 weeks of the course

****This outline is subject to change at the discretion of the teacher.****