

## Sir John A. Macdonald Collegiate Institute Course Brief 2021

<b>Course Name</b>	Grade 9 String Repertoire	<b>Grade</b>	9
<b>Course Code</b>	AMR10A	<b>Credit Value</b>	0.5
<b>Prerequisite</b>	None	<b>Or Recommended Prerequisite</b>	None
<b>Type of Course</b>	Arts		

TEXTBOOKS: None, Various Photocopies and Handouts, Book to be loaned out

### **Course Description:**

**Grade 9:** 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 and perform with understanding and maturity. They will also learn the application of correct musical terminology and its appropriate usage. This course is offered as a support piece and directly correlates to the work being done in the corresponding grade music class.

The course is organized into three strands: Creating and Performing  
Reflecting, Responding, and Analysis Foundations

**Curriculum Strands/Categories:** The expectations for music courses are organized into three distinct but related strands:

1. **Creating and Presenting:** Creative work involves the practical application of skills and knowledge of theory as they relate to performance and composition. Students will perform, individually and in ensembles (e.g., using voice, band instruments, string instruments, guitar, keyboards, or other performance media). They will perform notated or improvised music and compose or arrange music, demonstrating technical skills and applying current digital technologies where appropriate.
2. **Reflecting, Responding, and Analysing:** Using the critical analysis process (see pages 16–20) to analyse and reflect on different types of music enables students to develop a deeper understanding of themselves and the communities in which they live. Analysis involves listening to live or recorded performances from a range of cultures to understand the language of music, its historical and cultural context, and how effectively its composers and performers communicate to their audience. Students

also explore how music reflects and affects the societies in which it was created

3. **Foundations:** This strand involves learning the symbols, concepts, and conventions used in music. Students also develop the vocabulary necessary for discussing and evaluating music. This foundational study helps them understand and appreciate different musical forms as well as ethical issues and musical etiquette.

**\*Please Note:** Changes to the above course outline, while minimal, may be made during the course of the year at the discretion of the teacher.

**Assessment and Evaluation** (Include weighting of daily coursework, summative tests, major assignments)

**Final Mark:** Coursework Evaluation 70%  
Final Summative 30%

### **ASSESSMENT:**

Marked will be divided up as follows:

40% Performance

20% Attendance/Musical Development

10% Independent Study Assignment

30% Summative Performance

**COURSE ASSIGNMENTS:** (individual and group)

Excerpt tests (recorded and live)

Rehearsal Journals

Score Analysis

Concert Reviews

Festival Adjudications

**STUDENT RESPONSIBILITIES:** (attendance, lateness, homework)

Attend weekly rehearsal classes and all performances

Practice assigned parts in preparation for performances

Display responsible behaviour as a member of the ensemble

## Levels of Achievement

Achievement Level	Percentage Mark Range	Achievement Description
L4- to L4+	80-100	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.
L3- to L3+	70-79	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Students will be prepared for work in subsequent grades/courses.
L2- to L2+	60-69	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 learning gaps to ensure future success.
L1- to L1+	50-59	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 and a credit will not be granted.

<b>Learning Skills</b>	<b>Assessment of Learning Skills</b>
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Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)
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Weighting by Strands/Categories			
Knowledge/Understanding	25%	Communication	25%
Thinking/Inquiry	25%	Application	25%

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

- Performance tests
- Written reviews
- Presentations
- Skills tests
- Listening logs
- Quizzes