

Sir John A. Macdonald Collegiate Institute Course Brief 2021

Course Name	Grade 9 Strings	Grade	9
Course Code	AMS101	Credit Value	1
Prerequisite	None	Or Recommended Prerequisite	None
Type of Course	Arts		

TEXTBOOKS: Method Book provided by teacher, various photocopies, Music Folder provided

Course Description:

Grade 9 Strings: This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing string technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music.

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.

Assessment and Evaluation of Student Achievement

Unit	Unit Title/Description	Evaluation Task	Achievement Chart Focus
Unit 1	Performance: In Unit 1, students will be introduced to performance techniques and basic string performance skills such as notes/rhythms/proper playing position/posture etc. Students will be exposed to the foundations of string orchestra music through technical string performance. Performance tests from the performance repertoire will occur weekly, in pairs and individually. Classical, jazz, pop and folk music at a beginner level will all be incorporated into performance testing.	Prior Learning Assessment Review of basic holding position, fingering, playing technique Theory Quiz 1 Shifting Exercises Rhythmic Assessments Performance Assessment/Evaluation Weekly	Not evaluated K/U, T/I K/U, A K/U, A, T/I, C
Unit 2	Theory: Unit 1, 2, 3 Students will be working on the Basic Rudiment theory expectations from the Royal Conservatory of Music. Students will also cover major compositions for string orchestra and be able to identify by ear and by score the following musical eras: Medieval, Renaissance, early Baroque.	Middle Ages to early Baroque Listening Logs Skills Quiz- Shifting/Rhythm Performance Test on repertoire Theory Quiz	K/U, T/I, A K/U, A K/U, T/I, A, C K/U, A
Unit 3	Small Ensemble Playing: Unit 3 Students will play in small ensembles, duets and duos. Performance of repertoire will be highly encouraged and opportunities for performance will exist (such as concerts, school events, festivals where available).	Listening Logs Skills Quiz- Shifting/Rhythm Performance Test Theory Quiz Duet or Small Group Final Performance	K/U, T/I, A K/U, A K/U, T/I, A, C K/U, A A

***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.

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.

Learning Skills	Assessment of Learning Skills
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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 (2020-2021)			
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