

## Sir John A. Macdonald Collegiate Institute Course Brief

<b>Course Name</b>	Grade 9/10 Vocal	<b>Grade</b>	9,10
<b>Course Code</b>	AMV 1/201	<b>Credit Value</b>	1
<b>Pre-Requisite</b>	None	<b>Or Recommended Pre-Requisite</b>	None
<b>Type of Course</b>	Arts		

TEXTBOOKS: None, Various Photocopies and Handouts

### **Course Description:**

**Grade 9:** This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing 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, and will develop a variety of skills transferable to other areas of their life.

**Grade 10:** This course emphasizes the creation and performance of music at a level consistent with previous experience. 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 their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**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 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	Introduction to Music	Prior Learning Assessment Elements/The Voice Quiz Theory Quiz 1 Performance Test	Not evaluated K/U, T/I K/U, A K/U, A, T/I, C
Unit 2	The Foundations of Music Part I	Listening Logs Skills Quiz Performance Test Theory Quiz	K/U, T/I, A K/U, A K/U, T/I, A, C K/U, A
Unit 3	The Foundations of Music Part II	Listening Logs Skills Quiz Performance Test Theory Quiz	K/U, T/I, A K/U, A K/U, T/I, A, C K/U, A
Unit 4	The Creative Process	Written Assignment Creative Product	K/U, C T/I, A
Unit 5	World/Jazz/Popular Music Inquiry Project	Presentation Handout	K/U, T/I, A, C K/U, C
Unit 6	Culminating Assessment	Practice Journal and Reflection (5%) Written Test (10%) Skills Evaluation (5%) Performance (10%)	K/U, T/I, A, C

**\*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
Responsibility Organization Independent Work Collaboration Initiative Self-Regulation	Excellent (E) Good (G) Satisfactory (S) Needs Improvement (N)

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

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

#### Calculation of Final Mark

- 70% for evaluations within the course
- 30% for culminating activities