

# RICHVIEW COLLEGIATE INSTITUTE

PROGRAM AREA: <b>MUSIC</b>	COURSE NAME: <b>ADVANCED STRINGS</b>
COURSE CODE: <b>AMS 101 - Room 222</b>	GRADE/LEVEL: <b>9 (Open)</b>
PREREQUISITE: <b>NONE</b>	CREDIT VALUE: <b>1.00</b>
Mrs. C. O'Brien - catherine.obrien@tdsb.on.ca 416-394-7980 X 20100 ACL Emily Fitzgerald	Cost of Textbook/equipment replacement: No textbook Additional Course Costs: \$25 Shirt/Music/Misc.

**COURSE DESCRIPTION:** 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.

## CURRICULUM STRANDS (UNITS)

### **A. CREATING AND PERFORMING**

- A1. The Creative Process:** apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;
- A2. The Elements of Music:** apply elements of music when performing notated and improvised music and composing and/or arranging music;
- A3. Techniques and Technologies:** use a variety of techniques and technological tools when performing music and composing and/or arranging music.

### **B. REFLECTING, RESPONDING, AND ANALYSING**

- B1. The Critical Analysis Process:** use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;
- B2. Music and Society:** demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures;
- B3. Skills and Personal Growth:** demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;
- B4. Connections Beyond the Classroom:** identify and describe various opportunities for continued engagement in music.

### **C. FOUNDATIONS**

**C1. 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;

**C2. Characteristics and Development of Music:** demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world;

**C3. Conventions and Responsible Practices:** demonstrate an understanding of responsible practices and performance conventions relating to music.

## ASSESSMENT AND EVALUATION

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories:

### **70% of Course evaluation (based on the following % breakdown of categories):**

*All four achievement categories/strands do not need to be evaluated in each evaluation task.*

*The Achievement category weightings will conform to the levels outlined in the provincial curriculum documents:*

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
35%	35%	15%	15%

### **30% of the Final Mark (based on the above % break down of categories and strands):**

- Components of Summative Evaluation:**
1. Final Written Exam - 10%
  2. Final Playing Exam - 20%

*\*\* Detailed explanations of the culminating activity/activities will be distributed to students in the class.*

**Learning Skills and Work Habits:** *The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).*

*Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.*

# RICHVIEW COLLEGIATE INSTITUTE

PROGRAM AREA: <b>MUSIC</b>	COURSE NAME: <b>ADVANCED STRINGS</b>
COURSE CODE: <b>AMS 201 - Room 222</b>	GRADE/LEVEL: <b>10 (Open)</b>
PREREQUISITE: <b>NONE</b>	CREDIT VALUE: <b>1.00</b>
Mrs. C. O'Brien - catherine.obrien@tdsb.on.ca 416-394-7980 X 20100 ACL Emily Fitzgerald	Cost of Textbook/equipment replacement: No textbook Additional Course Costs: \$25 Shirt/Music/Misc.

**COURSE DESCRIPTION:** 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.

## CURRICULUM STRANDS (UNITS)

### **A. CREATING AND PERFORMING**

- A1. The Creative Process:** apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;
- A2. The Elements of Music:** apply elements of music when performing notated and improvised music and composing and/or arranging music;
- A3. Techniques and Technologies:** use a variety of techniques and technological tools when performing music and composing and/or arranging music.

### **B. REFLECTING, RESPONDING, AND ANALYSING**

- B1. The Critical Analysis Process:** use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;
- B2. Music and Society:** demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities or cultures;
- B3. Skills and Personal Growth:** demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;
- B4. Connections Beyond the Classroom:** identify and describe various opportunities for continued engagement in music.

## C. FOUNDATIONS

**C1. 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;

**C2. Characteristics and Development of Music:** demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world;

**C3. Conventions and Responsible Practices:** demonstrate an understanding of responsible practices and performance conventions relating to music.

### ASSESSMENT AND EVALUATION

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories:

**70% of Course evaluation (based on the following % breakdown of categories):**  
*All four achievement categories/strands do not need to be evaluated in each evaluation task.*

*The Achievement category weightings will conform to the levels outlined in the provincial curriculum documents:*

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
35%	35%	15%	15%

**30% of the Final Mark (based on the above % break down of categories and strands):**

**Components of Summative Evaluation:** 1. Final Written Exam - 10%  
2. Final Playing Exam - 20%

*\*\* Detailed explanations of the culminating activity/activities will be distributed to students in the class.*

**Learning Skills and Work Habits:** *The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).*

*Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.*

# RICHVIEW COLLEGIATE INSTITUTE

PROGRAM AREA: <b>MUSIC</b>	COURSE NAME: <b>ADVANCED STRINGS</b>
COURSE CODE: <b>AMS 3M1 - Room 222</b>	GRADE/LEVEL: <b>11 (University/College)</b>
PREREQUISITE: <b>Music, Grade 9 or 10, Open</b>	CREDIT VALUE: <b>1.00</b>
Mrs. C. O'Brien - catherine.obrien@tdsb.on.ca 416-394-7980 X 20100 ACL Emily Fitzgerald	Cost of Textbook/equipment replacement: No textbook Additional Course Costs: \$25 Shirt/Music/Misc.

**COURSE DESCRIPTION:** 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 (UNITS)

### **A. CREATING AND PERFORMING**

- A1. The Creative Process:** apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;
- A2. The Elements of Music:** apply elements of music when performing notated and improvised music and composing and/or arranging music;
- A3. Techniques and Technologies:** use a variety of techniques and technological tools when performing music and composing and/or arranging music.

### **B. REFLECTING, RESPONDING, AND ANALYSING**

- B1. The Critical Analysis Process:** use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;
- B2. Music and Society:** demonstrate an understanding of social and cultural influences on and effects of traditional, commercial, and art music;
- B3. Skills and Personal Growth:** demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;
- B4. Connections Beyond the Classroom:** identify and describe various opportunities for continued engagement in music.

### **C. FOUNDATIONS**

**C1. 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;

**C2. Characteristics and Development of Music:** demonstrate an understanding of the development, function, and characteristics of various forms of music;

**C3. Conventions and Responsible Practices:** demonstrate an understanding of conventions and responsible practices relating to music.

## ASSESSMENT AND EVALUATION

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories:

### **70% of Course evaluation (based on the following % breakdown of categories):**

*All four achievement categories/strands do not need to be evaluated in each evaluation task.*

*The Achievement category weightings will conform to the levels outlined in the provincial curriculum documents:*

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
35%	35%	15%	15%

### **30% of the Final Mark (based on the above % break down of categories and strands):**

**Components of Summative Evaluation:**

1. Final Written Exam - 10%
2. Final Playing Exam - 20%

*\*\* Detailed explanations of the culminating activity/activities will be distributed to students in the class.*

**Learning Skills and Work Habits:** *The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).*

*Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.*

# RICHVIEW COLLEGIATE INSTITUTE

PROGRAM AREA: <b>MUSIC</b>	COURSE NAME: <b>ADVANCED STRINGS</b>
COURSE CODE: <b>AMS 4M1 - Room 222</b>	GRADE/LEVEL: <b>12 (University/College)</b>
PREREQUISITE: <b>Music, Grade 11, University/College</b>	CREDIT VALUE: <b>1.00</b>
Mrs. C. O'Brien - catherine.obrien@tdsb.on.ca 416-394-7980 X 20100 ACL Emily Fitzgerald	Cost of Textbook/equipment replacement: No textbook Additional Course Costs: \$25 Shirt/Music/Misc.

**COURSE DESCRIPTION:** This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

## CURRICULUM STRANDS (UNITS)

### **A. CREATING AND PERFORMING**

- A1. The Creative Process:** apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;
- A2. The Elements of Music:** apply elements of music when performing notated and improvised music and composing and/or arranging music;
- A3. Techniques and Technologies:** use a range of techniques and technological tools in a variety of applications related to music.

### **B. REFLECTING, RESPONDING, AND ANALYSING**

- B1. The Critical Analysis Process:** use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;
- B2. Music and Society:** demonstrate an understanding of social and cultural influences on and effects of traditional, commercial, and art music;
- B3. Skills and Personal Growth:** demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;
- B4. Connections Beyond the Classroom:** identify and describe various opportunities for continued engagement in music.

### **C. FOUNDATIONS**

**C1. 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;

**C2. Characteristics and Development of Music:** demonstrate an understanding of the origins, development, and characteristics of various forms of music;

**C3. Conventions and Responsible Practices:** demonstrate an understanding of conventions and responsible practices relating to music.

## ASSESSMENT AND EVALUATION

Assessment and Evaluation are based on the expectations and levels of achievement outlined in the provincial curriculum document for each subject. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades on the Provincial Report Card. A final mark will be calculated using the following categories:

**70% of Course evaluation (based on the following % breakdown of categories):**

*All four achievement categories/strands do not need to be evaluated in each evaluation task.*

*The Achievement category weightings will conform to the levels outlined in the provincial curriculum documents:*

Knowledge/Understanding	Thinking/Inquiry	Communication	Application
35%	35%	15%	15%

**30% of the Final Mark (based on the above % break down of categories and strands):**

**Components of Summative Evaluation:** 1. Final Written Exam - 15%  
2. Final Playing Exam - 15%

*\*\* Detailed explanations of the culminating activity/activities will be distributed to students in the class.*

**Learning Skills and Work Habits:** *The report card provides a record of the learning skills, demonstrated by the student in every course in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The learning skills are evaluated using a four-point scale (E-Excellent, G-Good, S-Satisfactory, N-Needs Improvement).*

*Please refer to the Student Agenda Planner for details regarding the Achievement Chart and Learning Skills.*