



LISGAR COLLEGIATE INSTITUTE

DEPARTMENT: Music

COURSE NAME: Grade 9 Music (Strings/Band)

COURSE CODE: AMS 10(9) AMU 10(9)

OVERVIEW

This program is intended to develop students' understanding and appreciation of music through practical skills and creative work. Through this program students will not only find in music a source of enjoyment and personal satisfaction, but also gain creative problem-solving skills, individual and cooperative work habits, knowledge of themselves and others, a sense of personal responsibility, and connections to their communities and future careers. The expectations for music courses are organized into three distinct but related strands:

1. Theory. The study of theory involves learning the symbols, concepts, and conventions used in music. By completing the expectations, students will be able to converse and express themselves using appropriate musical terminology.
2. Creation. Creative work involves the practical application of performance skills and knowledge of theory as they relate to the performance medium, as well as composition. Students will play, individually and in ensembles (e.g., using voice, band instruments, and orchestral string instruments). They will improvise, interpret, and compose music.
3. Analysis. Analysis involves listening to live or recorded performances to understand the language of music, its historical and cultural context, and how effectively its composers and performers communicate to their audience. The music analysed will be drawn from a range of cultures.

Skills that continue to be of major importance as students progress from grade to grade are repeated in the expectations for all relevant grades. Progression is indicated by modifications in the expectations or by increasingly complex examples. All skills continue to be developed and refined as students move up through the grades, though they are not necessarily mentioned explicitly in the expectations.

COURSE CONTENT

Knowledge/Understanding	Application	Communication	Thinking/Inquiry/Problem Solving
Performance	Composition	Class Routines	Concert Critiques
Listening	Arranging	Practice Logs	Peer/Self Performance Evaluation
Ear Training	Repertoire	Oral Presentations	Score/Listening Analysis
Theory	Listening	Class Dialogue	Sight reading
Score Analysis	Individual and	Small Ensemble	Performance Tasks
History	Group	Preparation and	
	Performances	Performances	

OVERALL CURRICULUM EXPECTATIONS

Theory

identify and define in simple terms the elements of music (i.e., rhythm, melody, timbre, dynamics, harmony, texture, and form);

demonstrate the ability to read and understand musical notation;

demonstrate an understanding of a broad overview of the historical and stylistic context of music;

Creation

play or sing technical exercises and diverse repertoire

make artistic decisions that affect the stylistic accuracy of their playing or singing

demonstrate an understanding of music literacy, at a level appropriate for the grade, using the creative process (perception, production, and reflection).

Analysis

demonstrate an understanding of music history and its cultural context;

demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis

demonstrate an understanding of the effects of music education on themselves and their peers;

demonstrate an understanding of the function of music in society;

identify connections between music education and various careers.

LEARNING SKILLS

The development of sound learning skills is essential to the success of our students. Teachers and students will work together to understand and further the development of student learning skills in the areas of initiative, work habits, organization, team work, and independent work. Teachers report on learning skills on the midterm and final report cards.

ASSESSMENT METHODS

Students will be evaluated through daily playing quizzes, tests, written assignments and oral presentations.

Please refer to the Lisgar Assessment and Evaluation Policy.

EVALUATION

Course Work (70%)

1. Application	25 %
2. Knowledge/Understanding	25 %
3. Communication	10 %
4. Thinking/Inquiry/Problem Solving	10 %

Summative (15%)

Ear Training and Written Component

Summative Due Date(s): Semester 1 - January 19 - 22, 2009 Or Semester 2 - June 9 - 11, 2009

Exam (15%)

Performance Solo and Reflection, Scales, Technique

Performance Exams Jan 23,26,27, 2009 (Sign Up)

Semester 2 Performance Exam June 9 - 12, 2009

ATTENDANCE

If you are absent from class, you are expected to catch up what you missed and complete any relevant homework. When you return to class, you must show your teacher an Absence Verification Form.

If you know in advance that you will be absent for a test, please see your teacher **before** the scheduled test date to arrange an alternate time to write it.

If you are unexpectedly absent for a valid reason on the day of a scheduled test, please let your teacher know why. When you return to class, remember to show an Absence Verification Form from your homeroom teacher and a note from your parents indicating that they are aware you missed the test. An **unjustified absence** for a test may result in a **mark of zero**.

SUPPLEMENTARY NOTES

Students will bring a binder and a pencil to class every day for theory, history and composition. This binder should be solely used for Music class.

For health reasons, students must purchase their own mouthpiece. It is strongly suggested that a mid-entry level mouthpiece be used to allow for musical maturation.

Students are required to practice a minimum of three times per week in order to prepare properly for class, ensembles and to fully integrate on advice given by their instructor.

It is strongly recommended that students participate in at least one Major Orchestra or Band.