

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
 STUDENT OUTLINE
AMU10
 Instrumental Music
 Grade 9

Credit Value: 1 credit

Hours: 110

Prerequisite: Grade 8

Course Overview

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also learn correct musical terminology and how to apply this knowledge to the music they perform.

Specific Expectations

Unit Title	Specific Expectations	Approximate Timelines
Performance	Focus will be on the performance aspects of various types of music in ensembles and solo performance. Students will work on developing the solid fundamentals of sound, intonation, technique and articulation .	60 Hours
Music History and Analysis	demonstrate a broad understanding of music history and its cultural context to interpret repertoire studied in class. Students are introduced to, and given listening examples of music in the Baroque, Classical, Romantic and 20 th Century	20 Hours
Composition and Technology	make artistic decisions that affect the stylistic accuracy of their playing or singing (e.g., articulation, phrasing, posture, dynamics, tone quality, intonation, rhythm, balance, blend); demonstrate the effective use of digital technology in music applications; apply the elements and principles of composition at a very basic level, using the creative process (i.e., perception, production, and reflection).	12 Hours
Music Theory and Analysis	explain in basic terms, both orally and in writing, the elements of music (i.e., rhythm, melody, timbre, dynamics, harmony, texture, and form); read and understand musical notation; understand the influence of specific composers on the musical language of their period and identify musical forms from listening and notated examples.	15 Hours

Accommodations for Exceptional Students

The (music) department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

Teaching Strategies

Teacher demonstration, skills drill and review, brainstorming, small group work, peer tutoring, field trips, investigative research, rubrics, listening with discussion and/or reflection, aural dictation, guest clinics, student/teacher conferencing.

Resources/Textbooks/Technological Integration

Methods books: Standard of Excellence Comprehensive Band Method by Bruce Pearson
 Computer Programs: Finale 2008
 Various music recordings

Evaluation

Term reports	Final Report
<i>Categories for each assessment tool including approximate percentages.</i>	
Knowledge & Understanding 15%	Term 70%
Thinking/Inquiry/Problem Solving 15%	Summative task* 30 %
Communication 10%	100%
Application 30%	(summative task includes 1 written exam and 3 performance tasks.)
70%	
<i>Assessment tools include tests/quizzes, assignments, performance tasks and rich assessment tasks</i>	<i>* may include an in-class task towards the end of term ** will evaluate whole term's work</i>

Classroom Management

Food: Food and drink (except water) are not permitted in class
 Homework: Students will be required to prepare for class by practicing exercises and work assigned. Students are responsible for finding out any missed work due to absences from class.
 Equipment: students are responsible in providing and maintaining their own instrument.
 Special circumstances will provide use of school instruments, yet students will still be required to maintain the assigned instrument.
 Behaviour: Students are expected to behave in a respectable manner towards teacher(s) and peers at all times. Please refer to student handbook