

# CLARKSON SECONDARY SCHOOL

**COURSE CODE: AMU 200**

**COURSE NAME: Music, Grade 10, Open**

**PREREQUISITE:** None

**MATERIAL REQUIRED:**

Musical instrument, items of personal use (see attached form), sheet music, recordings, composition software, access to school network, pen, pencil and notebook.

**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.

**OVERALL COURSE EXPECTATIONS**

- 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.
- 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 and 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.
- 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 various musical forms and of characteristics of music from around the world;
- C3. Conventions and Responsible Practices:** demonstrate an understanding of responsible practices and performance conventions relating to music.

**ASSESSMENT BREAKDOWN INCLUDING CATEGORIES AND WEIGHTINGS**

| TERM WORK  | KNOWLEDGE/UNDERSTANDING | THINKING/INQUIRY | COMMUNICATION | APPLICATION      |
|------------|-------------------------|------------------|---------------|------------------|
|            | 10%                     | 10%              | 40%           | 40%              |
| FINAL MARK | TERM MARK               | PERFORMANCE TEST | WRITTEN TEST  | EARTRAINING TEST |
|            | 70%                     | 15%              | 10%           | 5%               |

Formative assessments are learning practices that provide important feedback to student progress.

Summative assessments form the foundation for final mark allocation at the end of a unit, term and exam.

| UNIT               | UNIT BREAKDOWN  | ASSESSMENTS   |
|--------------------|---|---|
| <b>REPERTOIRE</b>  | Solo, small ensemble and large ensemble performance.  | Testing on an individual, small and large group basis.  |
| <b>TECHNIQUE</b>   | Performance skills, scales, arpeggios and studies.  | Testing on an individual, small and large group basis.  |
| <b>THEORY</b>      | Note identification, rhythmic values, definitions, key signatures, chord structures and written conventions of music. | Written assignments and tests.  |
| <b>STYLE STUDY</b> | Musical genres, styles and historical periods.  | Internet research, oral presentations and written assignments.  |
| <b>EARTRAINING</b> | Scales, intervals, chords, rhythmic and melodic dictation.  | Aural identification of scales, intervals, chords, rhythms and melodies.                                |
| <b>COMPOSITION</b> | Melody writing within fixed chord progressions using computer software.   | Creation, production and performance of original compositions or arrangements of original compositions. |

**LEARNING SKILLS**

Learning Skills will be reported on the student's report card. The following chart indicates the skills and look-fors for each student.

| <b>WORKS INDEPENDENTLY</b>  | <b>TEAMWORK</b>   | <b>ORGANIZATION</b>   | <b>WORK HABITS/HOMEWORK</b>   | <b>INITIATIVE</b>  | <b>SELF-REGULATION</b>   |
|---|---|---|---|--|--|
| <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>▪ accomplishes tasks independently</li> <li>▪ accepts responsibility for accomplishing tasks</li> <li>▪ follows instructions</li> <li>▪ regularly completes assignments on time and with care</li> <li>▪ uses time effectively</li> </ul> | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>▪ works willingly and cooperatively with others</li> <li>▪ listens attentively, without interrupting</li> <li>▪ takes responsibility for his/her share of the work to be done</li> <li>▪ helps to motivate others, encouraging them to participate</li> <li>▪ shows respect for the ideas and opinions of others</li> </ul> | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>▪ organizes work when faced with a number of tasks</li> <li>▪ devises and follows a coherent plan to complete a task</li> <li>▪ demonstrates ability to organize and manage information</li> <li>▪ follows an effective process for inquiry and research</li> </ul> | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>▪ completes homework on time and with care</li> <li>▪ follows directions</li> <li>▪ shows attention to detail</li> <li>▪ perseveres with complex projects that require sustained effort</li> <li>▪ applies effective study practices</li> </ul> | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>▪ seeks out new opportunities for learning</li> <li>▪ seeks necessary and additional information</li> <li>▪ requires little prompting to complete a task,</li> <li>▪ approaches new learning situations with confidence and a positive attitude</li> <li>▪ seeks assistance when needed</li> </ul> | <p><b>The student:</b></p> <ul style="list-style-type: none"> <li>▪ sets individual goals and monitors own progress</li> <li>▪ seeks clarification or assistance when needed</li> <li>▪ reflects and assesses critically own strengths, needs and interests</li> <li>▪ perseveres and makes an effort when responding to challenges</li> </ul> |

**ADDITIONAL INFORMATION:** Please read the attached document, *EXERCISING THE OPTION TO PURCHASE LEARNING MATERIALS, 2012*. In accordance with The Ontario Ministry of Education and Training, this document outlines the implementation of new guidelines pertaining to optional enhancement and fees for learning materials.

# Clarkson S.S. Assessment & Evaluation Policy

## **CHEATING:**

Students are expected to demonstrate **HONESTY** and integrity and submit assessments that are reflective of their own work. Cheating is defined as completing an assessment in a dishonest way through improper access to the answers. Examples include, but are not limited to; using another student's work as your own, using an unauthorized reference sheet during an assessment, receiving / sending an electronic message to another student with test questions / answers, etc.

In order to ensure that all assessments are free from cheating,

Students will:

- review school policy with regards to academic honesty
- submit their own work for evaluation to show evidence of skill and knowledge
- use only teacher approved materials during an evaluation
- demonstrate the qualities of good character and good intention (honesty, caring, respectful, responsibility,) when preparing evidence of their learning.

If a student cheats on an assessment,

Students may be:

- required to complete an alternate evaluation under direct supervision in a timely manner
- required to write a reflective piece which demonstrates an understanding of the character attribute of honesty.
- assigned a mark deduction
- referred to a vice-principal
- assigned a zero.

## **Plagiarism:**

Students are expected to demonstrate **HONESTY** and use proper citations and referencing when completing assessments. Plagiarism is defined as the unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Examples include, but are not limited to; copying another's project (portions or whole) and paraphrasing parts of a book or article without reference or citation.

In order to ensure that all assessments are free from plagiarism,

Students will:

- Be required to complete a workshop in correct documentation
- produce their own work
- give credit through appropriate citations and referencing when quoting or paraphrasing the work of others
- be diligent in maintaining and protecting their own work
- seek clarification or assistance from teachers or other available resources

If an assessment is plagiarized,

Students may be:

- required to rewrite or resubmit all or parts of the assignment
- referred for remedial lessons on proper citation and references
- required to do a reflection on the character attribute of honesty
- referred to a vice-principal
- required to sign a contract with the administration and teacher about commitment to academic honesty
- assigned a zero.

## **LATE ASSIGNMENTS** – assignments submitted after the due date and before the absolute deadline.

Students are expected to demonstrate **RESPONSIBILITY** and submit all assessments by the established due date. Students are responsible for providing evidence of their achievement of the overall course expectations within the time frame specified by the teacher and in a form approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

In order to ensure that all evaluations are submitted by the established due date,

Students will:

- record due dates in personal organizers
- consider other commitments including co-curricular activities in planning assignment completion
- negotiate alternate due date well before due date, not last minute (a minimum of 24 hours in advance or at teachers discretion)
- find out what they missed during absences
- use school support systems (i.e. special education, counselors, extra help, ...)

If an evaluation is submitted **after** the due date

Students :

- must notify the teacher and explain why the assignment was not submitted on the due date – in grades 9 & 10 a note from a parent/guardian may be required
- marks may be deducted for late assignments
- may be required to complete the assignment with supervision
- may be referred to a school based support team or a vice-principal
- may be placed on a contract for assignment completion

**MISSED ASSIGNMENTS – assignments either not submitted or submitted after the absolute deadline**

Excerpt from Policy 14.

In order to ensure that all evaluations are submitted,

Students will:

- be responsible for meeting and knowing absolute deadlines for missed assignments
- use personal organizers to manage time and meet deadlines
- be responsible for maintaining on- going communication with their teacher
- take responsibility for missed work during all absences

If an evaluation is submitted **after** the **absolute** deadline,

Students:

- must notify the teacher and explain why the assignment was not submitted
- students may be asked to provide a note from a parent/guardian
- may be required to complete the assignment or an alternate assignment under supervision
- may be referred to a school based support team or a vice-principal
- may be placed on a contract for assignment completion
- may be involved in an action plan to complete the required assignment within a given time frame
- may be assigned a zero.

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**Course Code**

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**Course Name**

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**Date**

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**Parent/Guardian Signature**

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**Print Student Name**

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**Student Signature**