

# Mississauga Secondary School: Course Overview



**Department: The Arts**

**Subject Area: Music**

**Course: AMG200 Introduction to Guitar, Grade 10, Open**

The organization and evaluation practices of this course have been designed to conform to the requirements of [Ontario Ministry of Education policies \(Growing Success Document\)](#).

Course Description:	Course Themes and Learning Goals
<p>This course emphasizes the creation and performance of music at a level consistent with limited 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.</p> <p><b>Prerequisite:</b> None <b>Recommended:</b> Music, Grade 9, Open</p>	<b>Theme 1</b> <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>“Picking” Apart the Music</b></div>
	<b>Theme 2</b> <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>The Language of Music</b></div>
	<b>Theme 3</b> <div style="border: 1px solid black; padding: 5px; text-align: center;"><b>Top 10</b></div>
	<b>Summative Assessment</b> ▶ TBA

**STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS (Growing Success Policy 2010 and Peel Policy 14)**

Overarching Learning Goals Ministry Course Overall Expectations (strands):	Achievement Chart Category	EVIDENCE OF LEARNING OBSERVATIONS; CONVERSATIONS; PRODUCTS																				
<b>Creating and Presenting (A)</b> <p>(A1)<b>The Creative Process:</b> Apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music.</p> <p>(A2)<b>The Elements of Music:</b> Apply elements of music when performing notated and improvised music and composing and/or arranging music.</p> <p>(A3)<b>Techniques and technologies:</b> Use a variety of techniques and technology tools when performing music and composing and/or arranging music.</p>	<b>Knowledge</b> <ul style="list-style-type: none"> <li>Knowledge of content (e.g., facts, terms, definitions) standing of content (e.g., concepts, ideas, theories, procedures, processes)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Tests and quizzes</li> <li>✓ Hands on demonstrations</li> <li>✓ Listening or analytical assignments in written or oral form</li> </ul>																				
<b>Reflecting, Responding and Analysing (B)</b> <p>(B1)<b>The Critical Analysis Process:</b> Use the critical analysis process when responding to, analyzing, reflecting on, and interpreting music.</p> <p>(B2)<b>Music and Society:</b> 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.</p> <p>(B3)<b>Skills and Personal Growth:</b> Demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development.</p> <p>(B4)<b>Connecting Beyond the Classroom:</b> Identify and describe various opportunities for continued engagement in music.</p>	<b>Thinking</b> <ul style="list-style-type: none"> <li>Use of planning skills (e.g., focusing research, gathering information,)</li> <li>Use of processing skill (e.g., analysing, generating, integrating, synthesizing)</li> <li>Use of critical/creative thinking processes (e.g., inquiry process, problem-solving)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Research using traditional and internet resources</li> <li>✓ Demonstration of critical thinking skills in a variety of assignments</li> <li>✓ Practice Logs</li> <li>✓ Reflections</li> </ul>																				
<b>Foundations (C)</b> <p>(C1)<b>Theory and Terminology:</b> 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.</p> <p>(C2) <b>Characteristics and Development of Music:</b> Demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world.</p> <p>(C3)<b>Conventions and Responsible Practices:</b> Demonstrate an understanding of responsible practices and performance conventions relating to music.</p>	<b>Communication</b> <ul style="list-style-type: none"> <li>Expression and organization of ideas and information (e.g., clear expression)</li> <li>Communication for different audiences and purposes in oral, written, and visual forms</li> <li>Use of conventions vocabulary, and terminology of the discipline in oral, written, and visual forms</li> </ul>	<ul style="list-style-type: none"> <li>✓ Verbal communication skills through analysis and criticism assignments</li> <li>✓ Oral presentations</li> <li>✓ Note taking</li> <li>✓ Reflections</li> <li>✓ Written Music Notation</li> <li>✓ Video Recordings</li> <li>✓ Audio Recordings</li> <li>✓ Compositions</li> </ul>																				
<b>Course Weighting</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e6f2ff;">Term</th> <th style="background-color: #e6f2ff;">70%</th> <th style="background-color: #e6f2ff;">Final Summative</th> <th style="background-color: #e6f2ff;">30%</th> </tr> </thead> <tbody> <tr> <td>Knowledge</td> <td>14</td> <td></td> <td></td> </tr> <tr> <td>Thinking</td> <td>7</td> <td></td> <td></td> </tr> <tr> <td>Communication</td> <td>14</td> <td></td> <td></td> </tr> <tr> <td>Application</td> <td>35</td> <td></td> <td></td> </tr> </tbody> </table>	Term	70%	Final Summative	30%	Knowledge	14			Thinking	7			Communication	14			Application	35			<b>Application</b> <ul style="list-style-type: none"> <li>Application of knowledge and skills (e.g., concepts, procedures, processes, and/or technologies) in familiar contexts</li> <li>Transfer of knowledge and skills (e.g., concepts, procedures, methodologies, technologies) to new contexts</li> <li>Making connections within and between various contexts</li> </ul>	<ul style="list-style-type: none"> <li>✓ Demonstration of the safe and respectful use of equipment and facilities</li> <li>✓ Performance skills and tasks both solo and in ensembles</li> <li>✓ Student-led conferences or demonstrations</li> <li>✓ Compositions</li> </ul>
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## Assessment and Evaluation - Key Terms and Definitions

**Assessment for Learning:** The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there (e.g. portfolios, observations, conversation, Non-graded quizzes, pre-tests, minute papers, exit tickets, written assignments, concept maps, interviews, progress monitoring, performance). The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

**Assessment as Learning:** The process of developing and supporting student metacognition. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. learning logs, metacognitive questions and self-assessment using Graphic Organizers, Interviews, Conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals (e.g. goal setting). Assessment as learning requires students to have a clear understanding of the learning goals and success criteria (e.g. co-constructing rubrics/check lists, self assessment, peer assessment).

**Assessment of learning:** The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. (e.g. test, summative assignment) The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

**Assessment for learning**  
(e.g., diagnostics for next steps)

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**Assessment as learning**  
(e.g., self and peer assessment – students are taking part in the learning process)

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**Assessment of learning**  
(e.g., evidence of knowledge learned/  
mark reporting/ unit summative)

### Learning Skills:

It is an expectation that each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: *Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation*. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

### Late and Missed Assignments

Please see the Policy on Absence of Evidence of Student Achievement as outlined on page 28 of the student agenda

### Plagiarism and Cheating

Please see the Policy on Plagiarism and Cheating as outline on page 29 in the student agenda

### Homework, Assignments and Effective Communication

To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Student Signature: \_\_\_\_\_

Parent Signature: \_\_\_\_\_