OTTAWA CATHOLIC SCHOOL BOARD	**Grade 9 Music: Repertoire AMR1O**	Inspired Education. Inspiring Students.

Teacher: **Teacher Name**

Prerequisite Course: None

Description and Overall Expectations: 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. **This course has a focus on repertoire music.**

Creating And Performing: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music; apply elements of music when performing notated and improvised music and composing and/or arranging music; use a variety of techniques and technological tools when performing music and composing and/or arranging music.

Reflecting, Responding, And Analysing: use the critical analysis process when responding to, analysing, reflecting on, and interpreting music; 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; demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development; identify and describe various opportunities for continued engagement in music.

Foundations: 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; demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world; demonstrate an understanding of responsible practices and performance conventions relating to music.

Course Resources: Key resource(s) along with supplementary resources / digital tools and sites / passwords; include replacement cost for resources if lost/damaged.

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations. **(**http://www.iceont.ca) We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility — fulfills responsibilities and commitments *(e.g. accepts and acts on feedback)*
2. Organization — manages time to complete tasks and achieve goals *(e.g. meets goals, on time)*
3. Independent work — uses class time appropriately to complete tasks *(e.g. monitors own learning)*
4. Collaboration — works with others, promotes critical thinking *(e.g. provides feedback to peers)*
5. Initiative — demonstrates curiosity and an interest in learning *(e.g. sets high goals)*
6. Self-Regulation — sets goals, monitors progress towards achieving goals *(e.g. sets, reflects goals)*

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

Level 1	achievement falls below the provincial standard	(50-59%)
Level 2	achievement approaches the provincial standard	(60-69%)
Level 3	achievement is at the provincial standard	(70-79%)
Level 4	achievement surpasses the provincial standard	(80-100%)

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Mark Breakdown:

Term Work (65%) will include a variety of assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Attendance and Participation (15%) - see more information here

Final Evaluation (20%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know and the skills they have learned, based on the overall expectations. In AMR1O, the summative evaluation will consist of a culminating task (10%) and a final written exam (10%).

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, ***and*** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not attempt the summative evaluation (exam and/or culminating task) will not earn their credit regardless of their mark.