



JOHN F. ROSS COLLEGIATE VOCATIONAL INSTITUTE
21 Meyer Drive
Guelph, Ontario
N1E 4H1
Tel: (519) 822-790
Fax: (519) 822-6366

Course Title: Grade 10 Instrumental - Beginner	Curriculum Policy Document: Arts
Course Code: AMU 20N	Department Head: Ms. J. Hutchinson
Grade: 9	Course Teachers:
Course type: Open	Development Date: January 2015
Credit Value: 1.0	Revision Date: February 2020
Prerequisite: None	Replacement Cost(s): None
Reference Text(s): Standard of Excellence	

Course Description:

“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 life.”
- Ontario Ministry of Education, 2010
THIS IS A BEGINNING BAND COURSE - No prior experience is required or expected

Course Enduring Understandings:

- The following are a list of key understandings for the course. They relate to the entire course, thus by the end of the semester students must be able to prove these statements. This may be done as part of tests and/or assignments.
- Creating music is a vehicle for self-expression and communication
 - Performing music is a way to express and/or interpret an idea, personal viewpoint, and/or composition
 - Composers use notation to communicate intention (ideas and feelings)
 - Attraction to a piece of music is grounded in one’s experience (cultural background, life events), mood and setting
 - Knowing the context of the music influences the meaning of the performance
 - Composers’ choice of form and structure can have a profound impact on the way they convey their ideas and feelings
 - Understanding the elements of music enables the listener to analyze and describe what they hear
 - A performer must develop technical skill on their chosen instrument
 - Technical and expressive proficiency develops both from self-evaluation and critique of others
 - Production involves the execution of a piece at the highest level possible
 - The way a performer practices has a predictable effect on level of proficiency with the overall piece and musicianship
 - A skillful performer manages the multi-faceted aspects of participating in an ensemble
 - Technology facilitates the creative process

Unit	Description <i>Worth 70% of final grade</i>	Evaluation
Individual Performance	Playing major scales, technique (articulation, etc.), tone quality, rhythm, musical expression, how to prepare for a performance	Solo playing test from the Standard of Excellence (red and blue books), practice reflections, peer feedback and self evaluation, scales
Ensembles Performance	Balance, blend, rhythm, band music at a Grade 1-2 level	Ensemble performance, recital, daily feedback, peer and self evaluation
Music Appreciation	The elements of music, music listening, Canadian traditional music and connection to culture, contemporary music	Written responses, exam, class discussions
Theory	The Elements of Music, ear training (intervals and rhythmic dictation), writing major scales, identification of intervals and chords	Tests, exam, class participation
Composition	Use of technology to write music (GarageBand, Finale, other music programs), writing for a band	Writing of a composition using Garageband, writing of a composition of either themselves or a peer, peer feedback and self evaluation

	instrument (single line melody)	
Course Final Evaluation	Performance Worth 30% of final grade	Examination or Culminating Task Solo Performance (solo in the Blue Standard of Excellence), theory final; may include a composition
Total	100%	

Teaching/Learning Strategies:

A wide variety of instructional strategies are used to provide learning opportunities to accommodate a variety of learning styles, interests and ability levels appropriate to the course type. These include, but are not limited to the following:
Lecture, Reading, Audiovisual, Demonstration, Discussion, Guided Practice, Teaching Others

Assessment Of Instructional Strategies: Strategies for the assessment and evaluation of student performance will be appropriate to the course type and students’ range of learning needs. Assessments will include diagnostic, formative, and summative formats to assist in student success. *[these include, but are not limited to the following]*

Visual Presentations	Problem Solving	Decision Making
Projects	Direct Instructions	Peer Feedback
Journal	Performances (solo and ensemble)	Multimedia Presentations
Practice Logs	Discussion Groups	Guided Internet Research

The Final Grade:

The evaluation for this course is based on the student’s achievement of curriculum expectations and the demonstrated skills required for effective learning. The percentage grade represents the quality of the student’s overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student’s grade is 50% or higher. Students will be evaluated using a balanced selection from all four categories of the curriculum achievement charts. The final grade for this course will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student’s most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final exam and/or culminating project administered at the end of the course of study.

Please go to our course website to review the complete course outline at <http://www.ugdsb.on.ca/jfr/> which includes information about such items as Academic Integrity, Course Fees, Late and Missed Assignments, and Requirements for Attendance during Summative Evaluations.

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I have read and understand the information contained in the entire course outline.

Student Name:	
Student Signature:	
Parent/Guardian Name:	
Parent/Guardian Name:	