

 Ontario	Ontario Ministry of Education www.edu.gov.on.ca/eng/	 Toronto District School Board	Toronto District School Board www.tdsb.on.ca		R.H. KING ACADEMY http://schools.tdsb.on.ca/rhking/
COURSE OF STUDY OUTLINE					
Department	Music	Course Type	10: Open 11/12: Mixed		
Teacher	Mr Lee	Grade	10/11/12		
Course Title	Instrumental Music - Strings	Credit Value	One		
Course Code	AMS 2O1/3M1/4M1	Prerequisites	2O1: none 3M1: AMS 1O1 or 2O1 4M1: AMS 3M1		
Revision Date	September 2016				
Ministry Document	<i>The Ontario Curriculum</i> http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf http://www.edu.gov.on.ca/eng/curriculum/secondary/arts1112curr2010.pdf				
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 their life.				

Music Department Objective

The objective of the Music Program at R.H. King Academy is to provide King students with the cultural values, intellectual enrichment, self-discipline, leadership skills, community co-operation, artistic growth and personal satisfaction that only a musical education can provide.

Course Content

1. **Foundations** – Deepening concepts of musical notation, aural skills, conducting, and music and technology (Finale)
2. **Elements of Music** - Deepening understandings about what makes music tick
3. **Performance Skills** – Develop instrumental technique and skills including posture, tone production, extended instrumental techniques
4. **Repertoire Exploration** – Instrumental techniques will be explored through a wide variety of repertoire for string orchestra. The historical context for each piece will be examined
5. **ISU** – Independent Study Unit
6. **Culminating Unit** – A unit merging musical skills into a final performance based project

Instrument Sign Out

Students may sign out their assigned instrument at the end of the school day by signing in the “Sign Out” Binder, located near the music room door. Instruments must be returned by 8:40 am the next day. Instruments are used in other classes – their absence will be noticed. Please talk to a music teacher if your instrument is not available to sign out, and alternate arrangements will be made.

Assessment and Evaluation

Term – 70%	Performance/Playing Tests (K/U, T/I, C, AP)	30%
	Music Theory	10%
	Analysis Logs (Anly Log)	10%
	Independent Study Unit*	5%
	Rehearsal Skills (Re Skill)	10%
	Concert Performance (Concert)	5%
Final** – 30% May 24 – Jun 14	Culminating Theory (Cul Thry)	10%
	Culminating Playing (Cul Play)	10%
	Culminating AudioTool (Cul AT)	10%
Total		100%

* At RH King one of our unique features is a focus Independent Study Units, or ISU. An ISU is an assignment or project that gives students the freedom to select their own topic within a given subject area, research it, and then create a finished product based on their findings. The aim of the ISU is to encourage students to work on their own, thus developing initiative, time management, and other independent study skills all through a topic that interests them. While the project is “independent”, teachers will scaffold the project through different means such as periodic check-ins, collecting a list of sources and rough drafts, conferencing, and/or peer editing. King's unique feature Clinic was created to give students time during the school day to work on their ISUs.

**The policy of RH King Academy states that unexcused absences during culminating rehearsals will result in a mark of zero for rehearsal skills for that day. Speak with your parents to reschedule routine appointments (dentist, doctor, etc) and planned vacations during the culminating activity for this course.

Values Course – Grade 11 Students

For Grade 11 students, this course is designated as a Values course at R.H. King Academy. A major part of the music curriculum, performing requires diligent preparation, perseverance, and a commitment to the process of creativity, professional values that are highly sought after in the workplace. *Personal values* are explored through reflections on performance experiences, allowing students to take regular inventory of their artistic and professional choices. An emphasis on creative collaboration and expression leads to a highly developed empathy for the experiences of their fellow musicians. *Cultural values* are examined through the study of music history. By studying the contexts and belief systems of composers, and the music they composed, students develop an understanding of artistic expression as it relates to value systems. Student’s *aesthetic values* are challenged through their understanding of the Elements of Music, a theme central to the new music curriculum. Value judgments about music are challenged through critical musical analysis, contributing to students’ appreciation for the richness of different cultures. Students’ aesthetic understandings expand as they are exposed to the music and belief systems of new communities. Composition exercises give students an opportunity to examine their aesthetic values and begin to develop an appreciation of, and empathy for, the aesthetic values of their intended audiences. To develop *personal values*, students in the music program have the opportunity to interact with many communities and audiences. Examination of music and performance as it relates to specific audiences helps develop empathy for audiences outside their peer group, and the understanding of the variation in communication styles required to communicate effectively with different age groups. *Professional ethics* are also examined through investigative activities which can include staging a mock trial in which the rights as a performer, creator, and consumer of music are examined, or examination of issues related to downloading copyrighted music files.

Analysis Log # _____



Name: _____

Date	Material (what I practiced)	Critical Analysis of Strengths	Critical Analysis of Areas for Improvement	Parent Initial
1.				
# Minutes:				
2.				
# Minutes:				
3.				
# Minutes:				
4.				
# Minutes:				
For this remaining analysis session, turn the analysis over to an observer (parent, friend, etc)! They will record what they hear!				
5.	Observer's Name and Relationship to student:			
# Minutes:	Material:			

1 Analysis Log = five practice and analysis sessions on different days. **PARENTS**, please note students are required to complete 8 Analysis Logs per semester, as per the dates outlined in the course outline. **Parents**, please sign after each practice/analysis session. Analysis Logs count as 10% of the term mark. Facsimiles of this form are acceptable. Jan 2012

CATEGORY	Level 1 (0-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Vocabulary - Demonstrates knowledge of musical terminology related to practice and performance	Limited demonstration	Somewhat effective	Considerably effective	Highly effective
Critical Analysis - Analysis demonstrates clear and insightful reflection into practice and performance	Limited demonstration	Somewhat effective	Considerably effective	Highly effective
Next steps - Specific examples demonstrate plan for development in individual music practice and performance.	Limited demonstration	Somewhat effective	Considerably effective	Highly effective
Evaluation	A) Mark for submitted analyses: ____/10		B) # analysis sessions: ____/5 = ____ %	
				TOTAL: A x B = ____ / 10

Detach and return entire page to teacher

Instrument Borrower Agreement

Name: _____

Instrument: _____

Number: _____

I agree to borrow the above listed instrument from the R.H. King Academy Music Department for the school year. I have listed below any defect or damage to this instrument upon receipt. I accept that the care of my instrument is my responsibility. I will ensure that:

1. I take all precaution against damage to my instrument due to rough or improper use or care
2. My instrument is always put away properly in its case and locked in the appropriate storage room or my locker
3. If there is any problem with my instrument, I will bring it to a music teacher for repair or maintenance
4. I will not attempt to clean the instrument, without specific training from the teacher (parents, please do not attempt to clean the instrument)

In the event that my instrument is damaged or lost as a result of non-compliance with this agreement, I accept financial responsibility for its repair or replacement.

Detail any damage upon receipt of instrument (detail below):

Student Name (print): _____

Student Signature: _____

Parent Name (print): _____

Parent Signature: _____

Date: _____