

Course Outline

School Name:	KEEWAYTINOOK INTERNET HIGH SCHOOL
Department Name:	The Arts
Ministry of Education Course Title:	Music
Grade Level:	9
Ministry Course Code:	AMU10

Teacher's Name: Krystyna Villanueva-Gruszecka

Developed by: Krystyna Villanueva-Gruszecka Date: September 2017

Revision Date: September 2018

Developed from: Ontario Ministry of Education. (2010). *The Ontario curriculum, grades 9 to 12, the arts*. Toronto, ON: Queen's Printer for Ontario.

Text: None

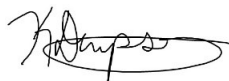
Prerequisite: None

Credits: One

Length: 110 hours

Principal's Name: Kevin Dempsey

Principal's Approval (signature)



Approval Date: September 14, 2018

Course Description/Rationale

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.

Overall Curriculum Expectations

Creating and Performing

- Apply the stages of the creative process when performing notates and/or improvised music and composing and/or arranging music;
- Apply the elements of music when performing notates 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 and understanding of responsible practices and performance conventions relating to music.

Course Content

Unit	Length
1. Creating and Performing Music	35
2. Reflecting, Responding, and Analysing Music	45
3. The Foundations of Music	30
Total	110 hours

Unit Descriptions

Unit 1 – Creating and Performing Music

In this unit, students will apply the elements of music and the creative process to the creation and performance of music. Students will use musical techniques and new technologies when creating and performing music. Students will create compositions and perform excerpts of music of increasing complexity over time in a variety of genres.

Unit 2 – Reflecting, Responding, and Analysing Music

In this unit, students will use the critical analysis process in their reflections on, responses to, and interpretations of music. Students will consider the traditional, commercial, societal, historical, and cultural aspects of music performance, creation, and dissemination and will reflect on how music affects themselves and their communities. Students will also demonstrate how the creation and performance of music has impacted their skills and personal growth. Finally, students will make connections beyond the classroom and identify and describe how they can continue to engage with music throughout their lives and in various career and post-secondary opportunities.

Unit 3 – The Foundations of Music

Students will demonstrate an understanding of the foundations of music, such as theory, terminology, conventions, practices, and the characteristics and development of music. The teacher will model and students will learn the use of correct and appropriate musical terminology, as well as responsible and safe practices related to the creation, performance, and analysis of music.

Teaching/Learning Strategies

This course is organized into an eight-week series of lessons and activities that will be presented to students in northern First Nation communities via the internet. The eighth week will be used for course consolidation, review, and the final examination. Teacher and students will communicate over the internet, while mentors in the classrooms will assume the role of liaison between the teacher and student.

A variety of strategies will be used in the online delivery of this course. Some instructional strategies include:

- Direct Instruction
- Modelling Through Videos and Recordings
- Drills (scales and theory)
- Video Conference and Phone Calls
- Discussions and conversations
- Independent Research
- Performance (solo, ensemble, with the teacher, live, recorded)
- Listening/Reflection Journal
- Brainstorming
- Graphic Organizers
- Group Work
- Self and Peer Assessment

Learning goals will be discussed at the beginning of each assignment and success criteria will be provided to students. The success criteria are used to develop the assessment tools in this course, including rubrics and checklists.

Evaluation

The final grade will be determined as follows (Ontario Ministry of Education, 2010):

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course (p. 47).

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation and reporting in Ontario schools*. Toronto ON: Queen's Printer for Ontario.

Type of Assessment	Category	Details	Weighting (%)
Term Work (70%)	Knowledge/ Understanding	Understanding cultural, historical, and social influences on music Demonstrate an understanding of the fundamentals of music	13
	Thinking	Utilizing the creative process to create and perform music Utilizing the fundamentals of music to understand musical notation, composition, and performance	19
	Communication	Using the critical analysis process to examine and discuss music Conveying feelings, thoughts, meaning, messages, and ideas through music Identify the impact of music on themselves, their communities, and society	19
	Application	Demonstrate an understanding of the conventions and fundamentals of music in the creation and performance of music Utilizing technology to compose and produce music Making connections between music and other disciplines as well as career connections	19
Final Evaluation (30%)	Culminating Activity (30%)	Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		Knowledge/Understanding	3
		Thinking	4
		Communication	4
		Application	4
		TOTAL	100

Assessment/Evaluation Strategies

A variety of assessment and evaluation methods, strategies and tools are required as appropriate to the expectation being assessed. These include diagnostic, formative, and summative within the course and within each unit.

Assessment *for* learning and assessment *as* learning is obtained through a variety of means, including the following:

- Ongoing Descriptive Feedback (e.g., feedback on students' performances, compositions, and research projects)
- Portfolio of Repertoire (e.g., ongoing assessment of students' repertoire of learnt music)
- Listening/Reflection Journal (e.g., teacher and self-assessment of reflections, responses, and analyses of music with reference to the critical analysis process)
- Performances (e.g., assessment of recorded and live performances for learning with reference to the creative process)
- Composition (e.g., composing and arranging simple melodies)
- Research Assignments (e.g., researching careers in music)
- Rubrics (e.g., marking schemes with descriptive feedback)

Evidence of student achievement (assessment *of* learning) is collected from various sources, including the following:

- Portfolio of Repertoire (e.g., final evaluation of students' polished portfolio)
- Formal Performances (e.g., live or recorded performances)
- Composition (e.g., composing and arranging simple melodies)
- Online Tests and Quizzes (e.g., theory, history, and performance tests and quizzes)

Resources

Ontario Ministry of Education. (2010). *Growing success: Assessment, evaluation, and reporting in Ontario schools*. Toronto, ON: Queen's Printer for Ontario.

Ontario Ministry of Education. (2017). *Indigenous education strategy*. Retrieved from <http://www.edu.gov.on.ca/eng/aboriginal/>

Ontario Ministry of Education. (2013) *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements*. Retrieved from <http://edu.gov.on.ca/eng/document/policy/os/index.html>

Ontario Ministry of Education. (2010). *The Ontario Curriculum, grades 9 and 10, the arts*. Toronto, ON: Queen's Printer for Ontario.

Audacity (n.d). Retrieved from www.audacityteam.org/

Flat.io. (n.d). Retrieved from <https://flat.io/>

Garage Band. (n.d). Retrieved from <https://www.apple.com/ca/mac/garageband/>

Music Theory. (n.d). Retrieved from <https://www.musictheory.net/>

Naxos Music Library. (n.d). Retrieved from <https://www.naxosmusiclibrary.com/>

Shewaybick, N. (2018, January). Personal interview regarding traditional drumming in Webequie First Nation.

NoteFlight. (n.d). Retrieved from noteflight.com

Teoria. (n.d). Retrieved from <https://www.teoria.com/>

YouTube. (n.d). Retrieved from <https://www.youtube.com/>

Program Planning

This course is offered to Indigenous students living in isolated northern Ontario communities which do not have access to regular high school facilities, equipment or teachers associated with secondary education. This course uses the internet for instruction, demonstration and research. It utilizes a student-centered semi-virtual classroom which capitalizes on the strengths of internet program delivery to minimize the disadvantages of geographic remoteness.

Students are presented with 1320 minutes of instruction/activity via the internet over the period of one week. All lessons, assignments, questions and course material is presented in this manner, with approved print materials available as a student resource in each classroom. The student and instructor communicate via the internet, while a classroom mentor (a fully qualified teacher) assists students in completing tasks in a timely manner and provides tutoring as required. Students may also receive support from various programs at KiHS, including the First Nation Student Success Program and the Special Education Program.

Indigenous and local content is used throughout the course to meet students' learning needs. Considerations are made to the learning preferences of the student population and lessons can be adjusted for individual students as required.