

SOUTH CARLETON HIGH SCHOOL
Ottawa-Carleton District School Board
 STUDENT OUTLINE
AMR10,20,30,4M
 Band Repertoire
 Grade 9,10,11,12

Credit Value: 1 credit

Hours: 110

Prerequisite: AMU10,20,3M,4M

Course Overview

This course emphasizes the performance of music that strikes a balance between challenge and skill, commensurate with the appropriate course level. It is aimed at building technique, the development of instrumental skill and the understanding of what is required in creating a successful ensemble.

Specific Expectations

Unit Title	Specific Expectations	Approximate Timelines
Performance	Focus will be on the performance aspects of a wide variety of music in the ensemble. Students will work on developing overall musicianship on their instrument including sound, intonation, technique, articulation, reading music notation and understanding their role in the ensemble.	80 Hours
Music History and Analysis	demonstrate a broad understanding of music history and its cultural context to interpret repertoire performed in the ensemble. Students are introduced to a variety of music including orchestral transcriptions, symphonic concert band and wind ensemble repertoire.	5 Hours
Composition and Technology	make artistic decisions that affect the stylistic accuracy of their playing (e.g., articulation, phrasing, posture, dynamics, tone quality, intonation, rhythm, balance, blend); demonstrate the effective use of digital technology in music applications; apply the elements and principles of composition at a very basic level, using the creative process (i.e., perception, production, and reflection).	10 Hours
Music Theory and Analysis	explain in basic terms, both orally and in writing, the elements of music (i.e., rhythm, melody, timbre, dynamics, harmony, texture, and form); read and understand musical notation; understand the influence of specific composers on the musical language of their period.	5 Hours

Accommodations for Exceptional Students

The (music) department makes every effort to accommodate the identified needs of exceptional (IPRC'd) students and will attempt to differentiate curriculum delivery methods, student modes of expression, and assessment methods as recommended by the student's individual education plan (IEP).

Teaching Strategies

Teacher demonstration, skills drill and review, small group work (sectionals), peer tutoring, field trips, investigative research, rubrics, listening with discussion and/or reflection, guest clinicians, participation in Music Festivals and public performances at school and in the community,

Resources/Textbooks/Technological Integration

Methods books: Various warm up and technical method books according to course level
 A wide variety of Band Repertoire
 Various music recordings

Evaluation

Term reports	Final Report
<i>Categories for each assessment tool including approximate percentages.</i> Knowledge & Understanding 15% Thinking/Inquiry/Problem Solving 15% Communication 10% Application 30% 70%	Term 70% Summative task* 30 % 100% (summative task includes 1 assign and 1 performance task.)
<i>Assessment tools include tests/quizzes, assignments, performance tasks and rich assessment tasks</i>	* may include an in-class task towards the end of term ** will evaluate whole term's work

Classroom Management

Food: Food and drink (except water) are not permitted in class
 Practice: Practice logs will be maintained by the students and submitted for evaluation on weekly basis
 Equipment: students are responsible in providing and maintaining their own instrument.
 Special circumstances will provide use of school instruments, yet students will still be required to maintain the assigned instrument.
 Behaviour: Students are expected to behave in a respectable manner towards teacher(s) and peers at all times. Please refer to student handbook