

Regan Livingstone

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# Concert Band 10

Georges P. Vanier Secondary

Classroom: 180

Texts: SOE Level 2&3, Grade 2-3 Repertoire

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## BC Curriculum BIG IDEAS

- Individual and collective expression is rooted in history, culture, and community.
- Growth as a musician requires perseverance, resilience, and reflection.
- Music is a process that relies on the interplay of the senses.
- Aesthetic experiences have the power to transform the way we think and feel.
- Music offers unique ways of exploring our identity and sense of belonging.

## BC Curriculum Core Competencies



Communication



Thinking



Personal & Social

Throughout this course, students will be tasked with growing in their skills of performance, communication, and preparation to achieve a goal. The challenge that faces every student of music is to overcome our own doubts and forge ahead even when results are not always perfect. The art of music requires adaptability, creative thinking, individual perseverance, and a healthy dose of laughter as we continue to refine our sounds. Students will perform as a group and in solo scenarios, as well as complete written and/or video assignments during this linear course and will be asked to take on leadership roles that suit and challenges their strengths.

**Curricular Competencies: Things students will be able to use the creative process to DO by the end of the course**

### Exploring and creating

- Perform in large ensemble, small ensemble, and solo contexts
- Express meaning, intent, and emotion through music
- Improvise and take creative risks in music
- Study and perform a variety of musical styles and genres
- Explore a variety of contexts and their influences on musical works, including place and time
- Develop and refine technical skills and expressive qualities
- Explore music that reflects personal voice, story, and values

### Reasoning and reflecting

- Describe and analyze musicians' use of technique, technology, and environment in musical composition and performance, using musical language
- Reflect on rehearsal and performance experiences and musical growth
- Consider the function of their voice within the ensemble
- Analyze styles of music to inform musical decisions

### Communicating and documenting

- Document and share musical works and experiences in a variety of contexts
- Receive and apply constructive feedback
- Use discipline-specific language to communicate ideas
- Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance
- Demonstrate respect for self, others, and the audience
- Use music to communicate and respond to social and global issues

### Connecting and expanding

- Demonstrate personal and social responsibility associated with creating, performing, and responding to music
- Make connections with others on a local, regional, and global scale through music
- Use technical knowledge and contextual observation to make musical decisions
- Demonstrate safe care, use, and maintenance of instruments and equipment
- Practise appropriate self-care to prevent performance-related injury

## Curricular Content: Things students are expected to KNOW by the end of the course (details on page 2)

- music elements, principles, techniques, vocabulary, symbols and theory of music
  - techniques specific to individual or families of instruments (students are only expected to know techniques related to their instrument(s) of choice
- technical skills, strategies, and technologies
  - creative processes
  - movement, sound, image and form
  - role of performer, audience, and venue
- traditional and contemporary First Peoples worldviews and cross-cultural perspectives communicated through song
  - history of a variety of musical genres
  - the ethics of cultural appropriation and plagiarism

## Demonstration of Learning: Things students will be doing DURING the course to show their learning

- Keeping an organized music folder containing a pencil with eraser
- Viewing, listening, reading, and analyzing written and recorded sources of music
- Playing their instrument in rehearsal and performance settings
- Engaging in respectful and thoughtful discussions
- Actively listening for meaning
- Exploring perspectives of Self and Others
- Individual and Group Planning, Goal Setting, and Reflection.
- Written and Performance Assignments

## Assessment of Learning: Method of HOW feedback and marking will be processed

Using the Curricular Competencies as our framework (these listed in the DO section on page 1), student learning will be assessed using the Standards Based Grading Method in relation to the learning standards. *Formative* Assessment (conversations, written feedback, rubrics) and *Self-Reflection* opportunities and strategies will be applied throughout the course to report upon students' Demonstration of Learning from the Curricular Competencies and Content sections on the first page.

Emerging 0 – 5.9 (I/C-)	Developing 6-7.2 (C)	Proficient 7.3-8.9 (B/A)	Extending 9-10 (A)
<p>Student is just beginning to demonstrate learning but is not yet doing so consistently. Student not yet demonstrating any learning in relation to the learning standards also is assessed as Emerging. If this is due to insufficient evidence (IE), the student can be assigned an IE.</p>	<p>Student is demonstrating learning with growing consistency, and showing initial building blocks of understanding and is still in the process of developing their competency. Developing isn't failing. All students will be developing in some areas and specific time points.</p>	<p>'Proficient' is the goal for students. It is when a student demonstrates the expected learning in relation to the Learning Standards of the curriculum. 'Proficient' is not synonymous with perfection. Instead, <b><i>the student is able to demonstrate their learning consistently or most of the time.</i></b></p>	<p>'Extending' is not synonymous with perfection. 'Extending' is a student demonstrating learning, in relation to Learning Standards, with increasing depth and complexity. 'Extending' is not a bonus, or a reward, and does not necessarily require that students do a greater volume of work or work at a higher-grade level.</p>
		<p>'Extending' is not the standard for all students, 'Proficient' is. Therefore, if students turn in all their work and demonstrates evidence of learning in all Learning Standards for the given area of learning, they are not automatically assigned 'Extending'.</p>	

## Qualities of a Successful Music Student

- Punctual and Dedicated
- Empathetic and Open Minded
- Honest and Hard Working
- Contributes to and understands the value of their role in the ensemble and the role of others
- Respectful of others and their learning process and environment
- Interested in exploring topics from Multiple Perspectives
- Engaged in Discussions and Group Activities

## Details of Curricular Content for Music 9

- Scales, arpeggios, thirds selected from the following: Concert Bb, Eb, Ab, Db, F, C, G; Bb/F chromatic; *g, c, d, f, a* harmonic minor
- Parts of the staff, note names/values/relationships, scale degrees, key signatures, time signatures, expressive markings, aural/vocal skills
- Rhythms and dotted rhythms using whole, half, quarter, eighth, sixteenth notes and triplets that include these note values
- Playing techniques – proper playing position, embouchure or grip (percussion), tone quality, breath control, tuning, sight reading
- Performance Etiquette – as a member of the audience and as performer in a variety of circumstances and performance venues
- Solo, Small, and Large Ensemble playing methods – listening, blending, balance, tuning, responsibilities, communication