Regan Livingstone
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Music 8 (Band)

Georges P. Vanier Secondary
Classroom: 180
Texts: SOE Book 1, Gr. ½ -1½ Repertoire
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Email Hours: 7:00am-5:30pm M-F

BC Curriculum BIG IDEAS

- Artists often challenge the status quo and open us to new perspectives and experiences.
- Individual and collective expression can be achieved through the arts.
- Creative growth requires patience, readiness to take risks, and willingness to try new approaches.
- Dance, drama, music, and visual arts each use their own unique sensory language for creating and communicating.

BC Curriculum Core Competencies

Communication

Thinking

Personal & Social

Throughout this course, students will be challenged to grow 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 at our regularly odd sounds and fumbles. Students will perform as a group and in solo scenarios, as well as complete written and/or video assignments throughout this linear course.

Regular attendance is required. Communication is a key!

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

Exploring & Creating

- Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Reasoning & Reflecting

- Describe, interpret and evaluate how artists (dancers, actors, musicians, and visual artists) use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas
- Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Reflect on works of art and creative processes to understand artists motivations and meanings
- Interpret works of art using knowledge and skills from various areas of learning
- Respond to works of art using one's knowledge of the world

Communicating & Documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Interpret and communicate ideas using symbols and elements to express meaning through the arts
- Take creative risks to express feelings, ideas, and experiences
- Describe, interpret and respond to works of art
- Experience, document, choreograph, perform, and share creative works in a variety of ways
- Use the arts to communicate, respond to and understand environmental and global issues
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

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

- music elements, principles, techniques, vocabulary, notation, and symbols to define style and convey ideas, including beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
- the ethics of cultural appropriation and plagiarism related to the arts
- musical interpretation and choices impact performance
- the roles of performers and audiences in a variety of contexts
- symbolism and metaphor to explore ideas and perspective
- contributions of innovative musicians and composers from a variety of genres, communities, cultures, times, and places
- personal and collective responsibility associated with creating, performing, and responding in music

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. The reported standings reflect the level to which the student *is currently demonstrating* their skills and understanding. 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.

<table>
<tr><th>Emerging</th><th>Developing</th><th>Proficient</th><th>Extending</th></tr>
<tr><td rowspan="2">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.</td><td rowspan="2">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.</td><td>'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, the student is able to demonstrate their learning consistently or most of the time.</td><td>'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.</td></tr>
<tr><td colspan="2">'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'.</td></tr>
</table>

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 8

- Scales, arpeggios, thirds selected from the following: Concert Bb, Eb, Ab, Db; *g, c* harmonic minor; Eb chromatic
- 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