Regan Livingstone
regan.livingstone@sd71.bc.ca

Instrumental Music 9

Georges P. Vanier Secondary
Classroom: 180
Texts: SOE Level 2, Grade 2-2.5 Repertoire
regan.livingstone@sd71.bc.ca

BC Curriculum BIG IDEAS

- Identity is explored, expressed, and impacted through arts experiences.
- Music uses a unique sensory language for creating and communicating.
- Collaborative music experiences can build community and nurture relationships with others.
- Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures.

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 and creating

- Perform collaboratively in both solo and ensemble contexts
- Demonstrate an understanding of personal, social, cultural, historical, and environmental contexts through a variety of musical experiences
- Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect
- Develop appropriate musical vocabulary, skills, and techniques
- Take musical risks to experience self-growth
- Contribute to create processes through collaborative and independent musical study

Reasoning and reflecting

- Describe, interpret, and consider how musicians use techniques, technology, and environments in composition and performance
- Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship
- Receive, offer, and apply constructive feedback

Communicating and documenting

- Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences
- Revise, refine, analyze, and document musical experiences to enhance learning

Connecting and expanding

- Reflect on musical performance to make connections to personal learning and experiences
- Take musical risks to experience synchronicity among ensemble members and their audience
- Demonstrate respect for themselves, others, and the audience
- 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 but not limited to: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture
- musical interpretation and choices impact performance
- the roles of performers and audiences in a variety of contexts
- traditional and contemporary Aboriginal worldviews and cross-cultural perspectives communicated through song
- contributions of innovative musicians and composers from a variety of genres, communities, times, and places
- personal and social responsibility associated with creating, performing, and responding in music
- 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, performance 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 9

- Scales, arpeggios, thirds selected from the following: Concert Bb, Eb, Ab ; Bb/F chromatic; *g, c* 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