



York Region District School Board  
 Dr. G.W. Williams Secondary School  
 Course Outline & Evaluation Profile  
**Grade 10 Band (Repertoire) – Music Department**



<b>Course Code:</b> AMR 201 <b>Credit Value:</b> 1.0 <b>Co-requisite:</b> AMI 201 <b>Subject Head:</b> J. KERVIN	<b>Teacher:</b> Ms. J. Kervin <b>Phone:</b> 905-727-3131 <b>Email:</b> jocelyn.kervin@yrdsb.ca <b>Extra Help Availability:</b> by arrangement <b>Classroom:</b> 129 <b>Office Room #:</b> 129
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**Course Description: Welcome to Music at Dr. G.W. Williams SS.** This course emphasizes the creation and performance of music at a level consistent with previous experience. 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. The expectations for Music courses are organized into three distinct but related strands: Creating and Presenting, Reflecting, Responding, and Analysing, Foundations. (The Arts, Grades 9 & 10, 2010)

**All Band students are expected to be enrolled in the Grade 10 Band Class (AMI201).**

In addition, students will be given the opportunity to participate in Music Department enhancement activities throughout the year (guest performances, professional concerts, workshops, trips, music festivals, Music Department year-end activities, community concerts, elementary school concerts, Activity Nights, etc.). Costs for these activities will be discussed and collected prior to each event/activity.

**Units of Study:**  
**Creating and Presenting:** technique & musicality development, solo & ensemble work, in-class performances & presentations, community concerts, experimenting & improvisation, composition, rough work and planning processes  
**Foundations:** grand staff note names, note & rest values, time signatures, major scales, other Grade-specific theory elements  
**Reflecting, Responding, and Analysing:** historical development studies, styles & influences analysis, ear training, critiques, reviews, reflections

**Achievement Categories & Weighting:**  
 Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

These categories will be weighted as follows:

Knowledge & Understanding	25 %
Communication	20 %
Thinking	20 %
Application	35 %

<b>Assessments of Learning</b>	
<b>Evaluations Throughout Semester: 70% of final grade</b> <i>(Subject to change with advance notice given)</i>	
Assessment Type:	Categories Assessed:
→ performance tasks	Application
→ reflections, journals	Thinking / Communication / Application
→ quizzes, tests, unit reviews	Knowledge & Understanding / Application
→ Creative Process activities	Thinking / Application
→ musical analysis projects	Application / Communication
→ presentations	Thinking/Application/Communication
→ discussions / observations	Knowledge & Understanding / Communication
<b>Final Evaluation: 30% of final grade</b>	
→ Final Performance Task	
→ Final Reflection & Review	

**Assessment and Evaluation:**  
 70% of final grade will be based on evaluations conducted throughout the course.

30% will be based on final evaluations administered towards the end of the course.  
*(Refer to Assessments of Learning)*

- Materials/Resources**
- band method books
  - musical instruments and equipment
  - solo and ensemble repertoire
  - staff paper
  - subject-appropriate movies/DVDs/CDs
  - appropriate technology software and devices
  - recording and performance equipment

**Assessment, Evaluation and Communication of Student Learning and Achievement:** The primary purpose of assessment and evaluation is to improve student learning and to help students assume responsibility for their learning. Mid-semester and final marks are determined through evaluations or **Assessments of Learning** which typically occur towards the end of a unit and end of semester. During the learning process information about a student's learning is gathered and used by the teacher and student to inform decisions that affect goal setting and teaching in the classroom. The data gathered as **Assessment as Learning** and **Assessment for Learning** do not carry a mark weight but do play a crucial role in student success as they help inform the teacher about each student's progress.

Assessments including conversations, observations, and products allow teachers to provide descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.

**Learning Skills and Work Habits:** Responsibility, organization, independent work, collaboration, initiative, self-regulation) will be reported by a letter (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement). These skills and habits support a high level of success in meeting the course expectations in addition to contributing to the development of positive life and work skills for the future.

**Timely Completion and Submission of Assignments for Evaluation:** Students are responsible for providing evidence of their learning within established timelines. In the Dr. G.W. Williams Music Department, both a **due date** and a **deadline** will be given for assignments and performance tasks. Work is DUE on the due date!

For students who know in advance that they are unable to complete an assignment/assessment, they must communicate with the teacher before the due date. For students who did not approach the teacher PRIOR to the due date for the assignment OR students who missed performance assessments (presentations, demonstrations, tests), the following interventions may be implemented:

1. Arranging "make-up" expectations. The student agrees to complete and submit the same or an alternative assignment or performance task on the newly negotiated date/time.
2. Asking the student to submit partly completed work if it can be assessed. This assessment may include giving feedback so that the assignment can be completed.
3. Planning appropriate interventions which may include additional support from the subject teacher, Guidance, Special Education, ELL, Student Success and Administration to further prepare the student for the assessment.
4. Contacting the student's parents/guardians and/or the student who is over 18, to make them aware of the situation and action plan for success.

**Note:** a mark of **zero (0%)** is recorded for missing assignments/performances if the student still does not submit their work or complete their performance by the DEADLINE, or after other expectations have not been met. Special circumstances may be discussed with teachers/administrators.

**Academic Honesty:** Students must provide original evidence of their learning and appropriately acknowledge the work of others. Plagiarism means representing someone else's ideas, writing, design or technical work as your own. Any use of the work of others (whether published, unpublished or posted electronically) must include proper reference, citation, or acknowledgement. Cheating is an attempt to gain an unfair advantage to misrepresent the student's learning in an evaluation or assignment. Plagiarism or Cheating in any of its forms (copying from another student or allowing someone to copy assignments/tests, using notes complete a test without the approval of the teacher, obtaining/stealing a copy of a test, ...) will result in behavioural and academic consequences because of its negative impact on the individual student's learning and the learning environment of other students. Students are expected to actively seek clarification and support to prevent cheating and plagiarizing. Please refer to the student agenda for more details.

**Attendance and Punctuality:** Regular attendance and punctuality contribute to student success and achievement; therefore, it is expected that students attend classes and be on time for each subject. Class expectations include:

- Bring a pencil and music notebook each day
- Arrive on time and begin warm-up routines.
- Show care and respect for the instruments, music, and your learning environment.
- Be respectful to the teacher and to others in the class.
- Practice REGULARLY!

**Classroom Resources: (students are expected to maintain the care of their own resources and equipment)**

- Music folders.
- *Essential Elements 2000, Book 1 & 2; Tradition of Excellence, Book 2, I Recommend technique book*
- Brass players: cleaning kit and valve oil
- Woodwind players: cleaning kit, cork cream, and reeds (2½ strength)
- Percussion players: drum sticks (Remo practice drum pad as needed)
- String players: rosin, bows, and patch cords.

**Technology** The Music Department will make use of current technological tools, devices, and resources. Students will be permitted to use personal technology devices in the classrooms under supervised parameters, and within the Board's Appropriate Use Policy and its IT Acceptable Use Agreement. Students will agree to use the Board's network, technology, and tech services in a responsible and ethical manner consistent with the educational, informational and recreational purposes for which they are provided. The GWW Music "Blog" can be found at [gwwmusic.blogspot.ca](http://gwwmusic.blogspot.ca) Assignments, announcements & information will be available in various forms (paper, online, etc.).

*The above guidelines were informed by the YRDSB document, 'Assessment, Evaluation and Communication of Student Learning and Achievement, 2011' and 'Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Ontario Ministry of Education, 2010.'*