

AMV4MI INDEPENDENT STUDY

This independent study invites the student to adopt a special interest in music as their own. The affective domain style of learning will be the premise for gathering information. The student will explore their adopted topic by brain storming and logging questions about their topic. Who, what, when, where, why, and how questions will help the student self direct their learning journey. This can be summed up as looking for the 'Wow Factor' in learning.

This is level
4

April 16 - June 1st

Adoption Ideas

- Adopt an Opera
- Adopt an Opera Singer
- Adopt a Character from an Opera
- Adopt a Composer
- Adopt a Symphony
- Adopt a Choral Work
- Adopt a Symphony Orchestra
- Adopt a Famous Symphony Conductor
- Adopt a Period Of Music History
- Other _____

Instructions for Logs

Step One

Make a cup of tea. As the kettle begins to boil have your learning log out, mark the time, and give yourself permission to have an uninterrupted hour of time.

Step Two

Enjoy your cup of tea with pen in hand jotting down all sorts of questions using Who What When Where Why and How to assist you.

Step Three

Begin surfing the World Wide Web for answers and write them in your log. Remember not to be in a hurry but take time to listen to music examples and read.

Step Four

At 60 minutes stop and record your time.

This independent study will encompass a total of 15 hours of preparation time. The first 10 hours of learning will be logged according to the affective domain style of learning. The student will brain storm and record questions about their topic of interest and then using the World Wide Web, surf for answers. The log can be in a creative freestyle format without specific care for neatness. Who, what, when, where, why, and how questions will help the student explore their topic.

Five hours will be reserved for compiling the logs into a presentation. The format for the presentation can use poster board, power point, or a lecture style presentation with recording samples.

Each student will pass through three checkpoints. Two checkpoints will be with the teacher of the course and one checkpoint will be with a colleague from class. The first checkpoint will be arranged with the teacher after the first three hours of learning are logged. This appointment may be logged as one hour. The second checkpoint will take place after seven hours of learning are logged. This too may be logged as the 8th hour of learning. The final checkpoint will be an exchange of learning between independent study partners and will count as the tenth hour of learning.

Assessment of learning and presentation

30 October - 2 December

Level four will be granted to the student completing all logs, checklists and presentation. Level four plus will be given to the student who completes the above capturing the essence of what this study was intended to achieve. i.e. the wow factor.

Assessment of Learning and Presentation

- The student will organize a presentation for class summarizing their leaning experience. The presentation can be made using various formats including poster board, lecture with music pics, or a media presentation software program. The student will hand in their learning logs at the time of the presentation.
- The student shows evidence of the affective domain style of learning. i.e. receiving, responding to, valuing, organizing, and characterizing phenomena . [The 'aha', or 'oh', or 'Wow' of learning]
- The following assessment check list will serve to help the student keep track of their progress and show the value of each part of the assignment.

Learning Logs

| | | |
|-----|---|-----|
| ___ | hours 1 - 3 logged | 10% |
| ___ | check point # 1 with teacher | 10% |
| ___ | hours 5 - 7 logged | 10% |
| ___ | check point # 2 with teacher | 10% |
| ___ | hours 8 - 9 logged | 10% |
| ___ | 10th hour - comparing learning experience with independent study colleague. | 10% |
| | Total | 60% |

Presentation of Material

| | |
|-----|--------------------------------|
| ___ | written notes for presentation |
| ___ | visuals |
| ___ | recordings |

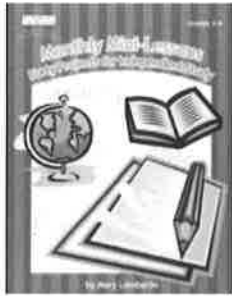
A level four presentation is described below.

The student demonstrates a thorough understanding of their topic by using suitable vocabulary. The student shows a high level affective learning by engaging their listening audience in learning about their adopted topic. The student's presentation reflects a high level of preparation in that the spoken word is combined smoothly with visuals and recordings.

40%

This independent study will be worth 10% of the term mark.

100%

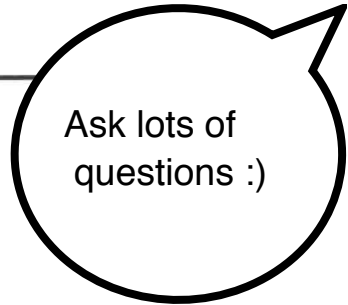


Adopt _____

Name: _____

Date: _____

Time: _____



Who

What

When

Where

Why

How