

**District School Board of Niagara
Welland Centennial Secondary School**

**AMV3M
Grade 11 Vocal Music**

Pre-requisite or Co-requisite: Grade 9 or 10 Vocal Music at teacher's discretion

Policy Document Reference: The Arts, The Ontario Curriculum Grades 11 and 12, 2010

Textbook: Machlis, The Enjoyment of Music 8th Ed.
Nancy Telfer Sight Singing Book II
Music folder containing various repertoire

Course Description:

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analyzing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers. The course is divided into three specific but related strands:

Creating and Presenting;

Students will prepare, rehearse, and perform individually and in ensembles a variety of choral music pieces. Students will also have opportunity to write and record their own compositions.

Reflecting, Responding, and Analyzing

Students will listen to live or recorded performances from a range of cultures as well as learn to use proper vocal vocabulary when listening and responding constructively to the sound of their own voice and their colleagues' voices in class.

Foundations

This strand involves learning the symbols, concepts, and conventions used in music. The specific units in theory are listed below.

Strands and approximate time allotted per strand:

| Strand | Length of Time |
|---------------------------------------|-----------------------|
| Creating and Presenting | 80 Hours |
| Reflecting, Responding, and Analyzing | 15 Hours |
| Foundations | 15 Hours |

Assessment and Evaluation:

According to Ministry policy the primary purpose of assessment and evaluation is to improve student learning. It will be based upon the Provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents.

Assessment is the process of gathering information from a variety of sources such as assignments, demonstration projects, observations, learning skills, etc.

Learning Skills:

A student's abilities to work with others, to attend class regularly and punctually, to use time productively, to keep up with the work, and to maintain an accurate and complete notebook is very important and has an impact upon how well that student performs. The report card allows these skills to be recorded for public record. Therefore, teachers will continue to record information on these skills and assign a value (N, S, G, E) to them on the report card.

Types of Assessment and Evaluation Activities:

Teacher observation (ex. of practice, performance, progress, etc.), class participation and oral responses, performance tests, written tests and quizzes, written assignments and reports, group projects, homework assignments, worksheets, daily logs or journals, etc.

Course Evaluation:

| COMPONENT | | | | |
|--|---|--|---|---|
| TERM ASSESSMENT – 70% | | | FINAL SUMMATIVE ASSESSMENT – 30% | |
| 40% | 20% | 10% | 20% | 10% |
| Creating & Presenting | Reflecting, Responding & Analyzing | Foundations | Final Juried Performance | Written Exam |
| Includes: Performing with: <ul style="list-style-type: none">• phrase structure• body posture• dynamics• tone quality• diction• accurate pitch• good intonation• tempo and meter• balance and blend• accurate rhythms• sight singing• solfeg | Includes: <ul style="list-style-type: none">• Journals• Listening / Recording assessments• oral discussion and critique INDEPENDENT PRJ. <ul style="list-style-type: none">• THE ART OF LISTENING with performance | Includes: <ul style="list-style-type: none">• Music theory units 1 - 20 @ musictheory.halifax.ns.ca• Elements of music• Music History• Genres of music• advanced vocal pedagogue• advanced voice physiology | Includes: <ul style="list-style-type: none">• Solo performance• Ensemble performance• Sight singing• Scales | Includes: <ul style="list-style-type: none">• Theory• Analysis• Voice pedagogue• Voice physiology |

ARTS DEPARTMENT LATE POLICY

- major written assignments & performance tasks (i.e. performances, IRP, essays, journal collections, written analyses, projects, etc.) will receive a late penalty of up to 5% per day at the discretion of the teacher.
- students must be present for major performance evaluations. Absence will result in a mark of zero unless the student has a doctor's note to explain their absence.