

Music 9

Fall Semester 2019

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This course will provide an opportunity for students to **work with music and musical instruments** (including the human voice) in ways that **deepen understanding of the principles, practices, terminologies and structures using a vast range of musical tools and technologies**. Students taking this course will receive **valuable hands on experience and constructive critical feedback** in important areas of musical analysis, composition (pre-structured work as well as more open and improvisational approaches), performance and production.

Big Ideas

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

Core Competencies

By reflecting on the work around them and the new processes they discover, they will:

- **enhance their creative and critical thinking abilities**
- **become increasingly more self-aware and socially responsible**
- **develop communication skills through analysis and discussion of music**
- **recognize that music appreciation can impact personal growth**
- **be introduced to new aspects of the English language through the learning of music terminology**
- **develop problem solving/analysis skills through the study of harmonic and rhythmic principles used in all forms of music.**

Students will be given opportunities to use both self and peer assessment tools (self-reflection questionnaires that address both core and curricular competencies, group discussions of student work) and to guide inquiries into local and international First Nations' forms of artistic tradition/culture (incorporating first nations learning principles into art processes/research/reflection).

Curricular Competencies

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

Content overview

Students are expected to know the following:

-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 First nations' world-views and cross- cultural perspectives communicated through song

-contributions of innovative musicians and composers from a variety of genres, communities, times, and places

Evaluation Scheme

50% - Performances/Productions: - Ongoing individual and collaborative musical repertoire development culminating in midterm and final online performances/productions. Both live and recorded works should be performed with a good basic understanding of timing, intonation and musical phrasing.

25% - Quizzes and Theory Studies

25%- Self and peer assessment and other written assignments

Class Rules and Expectations

1. Make your very best effort to always be on time for class.
2. Bring a journal or notebook every day.
3. Phones may only be used for research or digital software processes being explored in class. If they are being used for anything else they will be taken away for the remainder of the class.
4. Stay actively engaged in all classroom activities and lessons. Take notes in your journals and do not rely on taking photographs of the whiteboard.
5. Be responsible for coming up with your own ideas and your own solutions to problems unless you are working in collaboration with other students.
6. Take care of the space and all musical instruments and peripherals (cables, song lyrics, microphones, etc.). Doing so shows you care about your work and your environment.
7. **Understand that the study of music involves managing and exploring entire processes as well as achieving results. Mistakes that come about from honest effort are more likely to be rewarded than punished in my classes.**