

# Contemporary Music 12

Fall Semester 2021



The Pattison High School Fine Arts programs provide opportunities for students to work within several fine art disciplines, while at the same time making decisions about pursuing specialties in greater depth. It is easy to see that there is a huge demand for artists who have knowledge of multiple creative disciplines including video/still camera work, storyboard development, video editing, sound design and film scoring, music performance, composition/production, animation, 3d modelling, installation, performance art and more. Students will be asked to collaborate with their classmates, to research and explore ideas on their own, and to share their works and findings with their peer groups. Ultimately they will be able to take the knowledge they gain as transferable sets of skills into other secondary and post-secondary education studies.

***Students must designate a specialty (either visual arts or music) before the midterm assessment period has ended. Prior to that time, they are encouraged to explore multiple media in a variety of creative contexts.***

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Students explore a more specialized range of musical sources, recordings, documents to further develop practical skills for preparing, performing, and creating music. All students are encouraged to consider specialization, but also to sing and play a number of instruments including piano, guitar, bass, drums and percussion. Each student is given the opportunity to share some of their most treasured pieces of music for analysis of compositional structure and production techniques, and occasionally as jumping off points for their own original works. At the theoretical level, there is an expectation for students to be able to understand more complex rhythmical concepts of syncopation and polyrhythms. Harmonically, varied scale forms and chord progressions are brought into play and embedded into all musical material listened to, discussed, and performed. Contemporary song writing, instrumentation, music production and recording methods are broken down into detail. Finally, music related careers/professional opportunities are always considered as central core concepts for discussion when analyzing contemporary forms of music. Students are given opportunities to utilize self/peer assessment and to guide personally relevant inquiries into local and international First Nations' forms of musical tradition/culture.

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**

-Music communicates traditions, perspectives, worldviews, and stories.

- Creative and technical proficiency in music is transferable across different aspects of our lives
- Music can be adapted to facilitate limitless expression and meaning
- Purposeful choices enhance the quality, artistry, and authenticity of musical processes.
- Contemporary music offers **aesthetic experiences** that can transform our perspective

## Curricular Competencies

### **A. Explore and Create**

1. Perform in both solo and ensemble contexts
2. Combine genres and styles to inspire innovation
3. Improvise and take creative risks in music including place and time
4. Explore new musical ideas by combining genres or styles
5. Explore a variety of contexts and their influences on musical works,
6. Adapt and refine technical and expressive skills

### **B. Reason and Reflect**

1. Analyze and interpret musicians' use of technique, technology, and environment in musical composition, arranging, and performance, using musical language
2. Analyze music to identify and apply practice strategies
3. Consider and assess multiple interpretations of a musical excerpt
4. Refine creative and technical proficiency in the rehearsal process
5. Consider the function of their instrument, voice, or role within an ensemble or collaborative effort
6. Analyze styles of music to inform musical decisions

### **C. Communicate and Document**

1. Document and compile resources to inform musical interpretation
2. Use musical vocabulary to respond to music
3. Receive, apply, and provide constructive feedback
4. Anticipate audience responses to a piece of music
5. Create musical symbols to enhance a musical performance
6. Develop gestural vocabulary that communicates musical intentions
7. Collaborate to express personal voice, cultural identity, and perspective through music

### **D. Connect and Expand**

1. Demonstrate personal and social responsibility associated with creating, performing, and responding to music
2. Investigate the relationships between music and personal, social, or cultural change
3. Make connections through music on local, national, or global scales
4. Develop and refine a diverse repertoire of contemporary music that includes multiple perspectives and contexts
5. Relate musical selections to personal, social, or cultural issues
6. Combine technical knowledge, musical literacy, and contextual observation to make musical decisions

## 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).

### Evaluation Scheme

**50% - Performances/Productions:** - Ongoing individual and collaborative musical repertoire development culminating in midterm and final online performances/productions. Compositional strategies should be evident in original work. Both live and recorded works should be performed with care and attention to all the details of timing, intonation and musical phrasing. Please note: The expectations for students taking this course require more developed levels of artistry, craft, and creativity than those of Contemporary Music 11.

**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.**