

Crocus Plains and Neelin Music Course Outline and Assessment Guide

Course Name: Grade 9 Band – BAN10S

Teacher's Name: Ms. Anna Penno

Contact Information:

Phone: (204) 729-3919

Email: penno.anna@bsd.ca

Course Description:

Band is open to all new and returning band students. **There is no pre-requisite for this course.** Students who have taken band previously, or who are new to the band program, are welcome to enroll. The emphasis of this course is the performance of various musical styles and forms in an ensemble setting. Members of the band will develop their musicianship through daily music making as well as opportunities to reflect and connect music to various times, places, and groups.

This is an ensemble-based course, therefore each member of the class fulfills a vital and indispensable role.

Instrumental music courses are a full-year commitment. Please be advised of the final drop deadline of December 18, 2024.

Students demonstrate their learning in a variety of ways, including each area listed in the course description. Learning will be evidenced in daily class and performance (format TBD), as well as through assignments, projects, and playing tests. Playing tests are most often based on mastery learning. In other words, each test focuses on a musical skill that supports the next level of learning. Because of this, students are allowed and encouraged to re-test previous playing tests at any time throughout the semester to receive credit for their progress and ensure they have done their best.

Text/Other Resources:

We will support our learning with a variety of resources throughout the course. All students will be assigned the “Essential Elements” method book as a physical and digital resource, as well as published musical repertoire. We will also create original material based on course content. In addition, audio and video recordings and music software will support our learning. Information about instruments will be distributed in class.

Units of Study:

Music is taught using a “spiral curriculum” meaning that outcomes are taught simultaneously and sequentially. Throughout the course, we will study music of varying styles, lengths, and difficulty levels while continuing to develop and grow in the curricular areas. The approximate timeline indicates the total number of days spent on this unit throughout the entire course.

** Subject to revisions during the course.*

Curricular Area	Learning Outcomes	Assessment Plan	Approx Time
Music Making	<p>The learner develops language and practices for making music. This refers to how you understand and apply the concepts and skills of music making and literacy.</p> <p>For example:</p> <ul style="list-style-type: none"> - Posture and physical playing position - Concepts such as pitch, articulation, intonation, dynamics, and range - Technical dexterity in order to produce and manipulate sound - Reading music notation with increasing independence - Playing by ear - Melodic phrasing, harmonic progression, and interpretation - Balance and blend 	<p><u>Formative Assessment</u> Assessment may include:</p> <p>Observations of understanding of new material (checklists and notes)</p> <p>Mini assignments to check for understanding</p> <p>Self/Peer Assessment</p> <p><u>Summative Assessment</u> Performance assessments (i.e., playing; listening; movement)</p> <p>Checklist observations of in-class application of concepts</p> <p>Short assignments to apply understanding</p> <p>Special Projects</p>	50 days
Creating	<p>The learner generates, develops and communicates ideas for creating music. This refers to your interpretive ability and how you process the information you are given.</p> <p>For example:</p> <p>Improvisation</p> <ul style="list-style-type: none"> - Call and response - Embellishing familiar melodies - Improvising over harmonic accompaniments <p>Composition</p> <ul style="list-style-type: none"> - Creating variations or harmony - Beginnings – middles – and ends to songs 	<p><u>Formative Assessment</u> Same as Unit 1</p> <p><u>Summative Assessment</u> Same as Unit 1</p> <p>Composition/Arranging, and improvisation assignments and observations</p>	15 days

	<ul style="list-style-type: none"> - Composing within rhythmic, melodic, and harmonic parameters <p>Musical interpretation / style</p>		
Connecting	<p>The learner develops understandings about the significance of music making connected to various times, places, social groups and cultures. This not only refers to how music reflects and influences culture and identity, but also pays homage to the historical and geographical context of music.</p> <p>For example:</p> <ul style="list-style-type: none"> - Who? What? When? Where? Why? - Purpose - Genre / Style - Tradition / Innovation - Meaning 	<p><u>Formative Assessment</u> Same as Unit 1</p> <p><u>Summative Assessment</u> Written Responses (i.e., Listening, Reflection, etc.)</p> <p>Short Research Reports</p>	10 days
Responding	<p>The learner uses critical reflection to inform music learning and to develop agency and identity. This refers to how you might reflect, analyze, and construct meaning in response to your own and others music making.</p> <p>For example:</p> <ul style="list-style-type: none"> - Self-evaluation - Appreciation - Reflecting on musical experience - Goal setting - Interpretation - Preference - Why do we make music? 	<p><u>Formative Assessment</u> Same as Unit 1</p> <p><u>Summative Assessment</u> Written Responses (Analysis, Reflection, Goal Setting, etc.)</p>	10 days

Assessment Guidelines:

There are various purposes for assessment:

___ Assessment *for* learning (formative assessment): where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.

___ Assessment *of* learning (summative assessment): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Academic Achievement:

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

Term work..... 100%

Area	For Example	Percentage of Grade
Music Making	Daily Performance and Playing Tests; Theory and Terminology Assignments / / Exit Slips	50%
Applying Music Making through Performance	Finalizing/Sharing our Learning (virtual, recorded, or in-person)	15%
Creating	Improvisation, Experimentation/Idea Generation, Composition and Arranging Assignments and Exit Slips	15%
Connecting and Responding	Goal Setting, Critical Reflection, Research, Vocabulary, Listening Response, Research, and Analysis	20%

Final Project/Assignment

N/A

Learning Behaviors

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric