

Crocus Plains and Neelin Music Course Outline and Assessment Guide

Course Name: Grades 9-12 Wind Ensemble
WAE10S, WAE20S, WAE30S, WAE40S

Teacher's Name: Ms. Anna Penno

Contact Information:

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Course Description:

This ensemble is a more intense extension of the band program. It provides musically experienced students with an opportunity to participate in a more advanced ensemble. The emphasis of this course is on performing high quality repertoire. The course instructor may audition interested participants during the first weeks of the school term. Rehearsal times will be:

Community Band Participants

Tuesday evenings from 7:00-8:45pm (please arrive for warm-up/set-up at 6:45).

Grade 8/9 Wind Ensemble Participants:

Wednesday evenings from 6:00-7:30 pm (please arrive for warm-up/set-up at approximately 5:45).

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

This ensemble is a combined group with the Gr. 8 Wind Ensemble (generally grade 9), and Brandon Community Band (generally grades 10-12). This allows for a unique opportunity to learn in a multi-age and experience level setting, as well as an opportunity to collaborate with musicians in addition to those they learn with in the regular concert band. Students who enroll in advanced ensemble will develop musical independence and leadership capabilities in the context of this challenging course. Students will periodically complete performance assessments and assignments to document their learning. As part of the course, students will complete special projects in addition to rehearsal time and participate in mentoring less experienced musicians. Each student will be evaluated at a level appropriate for their grade.

Text/Other Resources:

We will support our learning with a variety of resources throughout the course. These include published texts/arrangements, audio and video recordings, and music software. Students enrolling in this course are required to have their own metronome and tuner (may be a phone application).

Units of Study:

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

** Subject to revisions during the course.*

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time
Music Making	<p>The learner develops competencies for using tools and techniques to produce and represent sound and music.</p> <p>The learner develops listening competencies for musicing.</p> <p>The learner develops competencies for using elements of music.</p>	<p><u>Formative Assessment</u> Assessment may include:</p> <p>Observations of understanding of new material (checklists and notes)</p> <p>Self/Peer Assessment</p> <p><u>Summative Assessment</u> Performance assessments (i.e., playing; listening; singing; sight-reading)</p> <p>Checklist observations of in-class application of concepts</p> <p>Special Project: (i.e., Tutorial or Peer Mentorship Project, etc.)</p>	40 days
Creating	<p>The learner generates ideas from a variety of sources for creating music.</p> <p>The learner experiments with and develops ideas for creating music.</p> <p>The learner revises, refines, and shares ideas for creating music.</p>	<p><u>Formative Assessment</u> Same as Unit 1</p> <p><u>Summative Assessment</u> Checklist observations of in-class application of concepts</p>	10 days

		Special Project Option: (i.e., Phrasing / Expression Project)	
Connecting	<p>The learner develops understandings and people, practices, and perspectives from the world of music in various times, places, social groups, and cultures.</p> <p>The learner develops understandings about relationships between music and multiple contexts past and present.</p> <p>The learner develops understandings about the roles, purposes, and meanings of music for self and others.</p>	<p><u>Formative Assessment</u> Same as Unit 1</p> <p><u>Summative Assessment</u> Written Responses (i.e., Listening Assignments, Reflection Assignments)</p> <p><u>Special Project Option:</u> (i.e., Research Context of Repertoire from Rehearsal)</p>	10 days
Responding	<p>The learner generates initial reactions to music experiences.</p> <p>The learner critically listens to, observes, and describes music experiences.</p> <p>The learner analyzes and interprets music experiences.</p> <p>The learner constructs meanings about music experiences.</p>	<p><u>Formative Assessment</u> Same as Unit 1</p> <p><u>Summative Assessment</u> Written Responses (i.e., Listening Assignments, Reflection Assignments)</p> <p><u>Special Project:</u> (i.e., Review a Recorded Selection from Rehearsal and/or Performance)</p>	15 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
Performance and Ensemble Musicianship	Daily Performance, Preparation, and Playing Assessments; Weekly Playing Mini-Assignments	35%
Listening Logs	One per term (more details shared during class)	10%
Ensemble Performances	Concerts, Workshops	15%
Term Projects	Playing Spotlights, Written Assignments / Reflections, Interviews, Solo or Ensemble Projects, Community Service, Etc.	40%

Final Assessment..... N/A

Provincial Standards Exam

Final Exam

Final Project/Assignment

N/A

Learning Behaviors

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