

Colonel By Secondary School

Ottawa-Carleton District School Board

Fine Arts Department



Course Title: Band for Credit – Opus Band, Coda Band, Concert Band

Course Code: AMR10, AMR20, AMR3M, AMR4M

Grade Levels: 9-12

Teachers: Mr. Richardson, Mr. Nurse, Mr. Gray

Course Overview:

The Band for credit program at Colonel By is designed as an extension of the regular Colonel By music program and we strongly encourage all music students to participate in it. The opportunity to perform legitimate music repertoire is not only a rewarding and team building experience, but it leads to the raising of self-esteem and the feeling of belonging to something successful and meaningful. A successful performance not only develops musical technique and ability, but can be compared to winning the championship game in a sporting activity. To this extent, all assessment and evaluation in this course is designed to ensure that all students develop musically and perform at their full potential.

Throughout the duration of the course students will be involved in performance activities as well as various listening activities including listening to recordings, clinics with professionals and attendance at live performances. Creative activities may include improvisation, composition, creating concert programs, stage design and setup, video and audio recording. Written work will include concert reviews, composition and practice journal assignments. Participation and practice are the key elements towards success in this program.

STUDENT EXPECTATIONS

- Bring the proper equipment to class — instrument, mouthpiece and all parts, pen, pencil, eraser, books, cleaning material, sticks & mallets for percussionists, patch cord & strings for bass players
- Be punctual and participate in all activities. Regular attendance is essential to master skills and maintain/improve technique
- Follow the 3 R's (Respect for Self, Others and Property/Equipment)
- Perform work that is original and represents your best effort
- To participate in regional music festivals, school concerts and community performances
- To hand in all projects and assignments on or before the assigned due date

MISSED REHEARSALS

Students at Colonel By are often very active in their school community both academically and in extra-curricular sports teams and clubs. Students taking the band for credit course must set aside their scheduled band rehearsal time as their priority. Students are expected to attend two rehearsals a week and all performances.

The performance preparation process is an inclusive one that can only be done with all members present and in full participation. The absence of any student has a negative impact on the performance readiness and development of the whole group as well as the individual.

In a case where an absence or a conflict is unavoidable, a student must correspond with the band teacher ahead of time. Attendance records and assessment and evaluation are ongoing at all rehearsals. At the discretion of the teacher, a student that has missed two or more rehearsals during a reporting period may be required to demonstrate their understanding of the repertoire by performing their parts individually outside of the regular rehearsal time. During this evaluation the student will demonstrate their ability to meet the performance-based curriculum expectations they were not able to demonstrate due to non-attendance.

A. CREATING AND PERFORMING

A1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;

A2. The Elements of Music: apply elements of music when performing notated and improvised music and composing and/or arranging music;

A3. Techniques and Technologies: use a variety of techniques and technological tools when performing music and composing and/or arranging music.

B. REFLECTING, RESPONDING, AND ANALYSING

B1. The Critical Analysis Process: use the critical analysis process when responding to, analyzing, reflecting on, and interpreting music;

B2. Music and Society: demonstrate an understanding of how traditional, commercial, and art music reflect the society in which they were created and how they have affected communities and cultures;

B3. Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;

B4. Connections Beyond the Classroom: identify and describe various opportunities for continued engagement in music.

C. FOUNDATIONS

C1. Theory and Terminology: demonstrate an understanding of music theory with respect to concepts of notation and the elements and other components of music, and use appropriate terminology relating to them;

C2. Characteristics and Development of Music: demonstrate an understanding of the history of various musical forms and of characteristics of music from around the world;

C3. Conventions and Responsible Practices: demonstrate an understanding of responsible practices and performance conventions relating to music.

Assessment and Evaluation:

The assessment of a student's progress will incorporate both process and product.

Process assessment will include the student's day-to-day behaviour, cooperation and participation, effort in class, attendance and punctuality, evidence of home practice, etc.

Product evaluation is determined using the following procedure: term work comprises 70% of the final mark and end of year summative evaluations comprise 30% of the final mark.

A variety of term assessment and evaluation tasks will be used such as unstructured and structured observations (performance evaluations), class discussions, peer and self-evaluation, presentations, oral debate, journals, written theory and music history assignments, etc.

Throughout the year, students will be assessed on curriculum expectations, receive feedback on learning, and be given opportunities to improve performance within each of the strands of the course, across the various learning categories. The marks are based on demonstration of the overall expectations and will be combined to form the term grade.

Towards the end of the course, students will complete a summative evaluation that will address the overall curriculum expectations for the various strands of the course. This task will be divided into smaller components for ease of completion. The total of the evaluation will comprise 30% of the final grade.

COURSE WORK 70%

Course assessment may include but are not limited to:

- Individual and Group Performances
- Ear Training
- Theory Lessons and Quizzes
- Sectional Rehearsals
- Composition and Arranging
- Listening and Analysis
- Concert Critiques
- Peer and Self-Evaluation
- Score Analysis
- Sight Reading
- Journals
- Practice Logs
- Class Dialogue

FINAL EVALUATION TASKS 30%

- Final Evaluation – Listening and Analysis Critique 5%
- Final Evaluation – Ensemble Performance at Spring Concert 25%