

St. Clair Catholic District School Board

Student Information Sheet

Course Outline – 2004/05

School:	Ursuline College, Chatham Secondary School
Department:	Arts Department
Department Head:	Mr. M. Milner
Ministry Document:	Ontario Curriculum – The Arts
Course Title:	Grade 10 Vocal Music
Course Code:	AMV 200
Course Type:	Open
Course Weight:	One Full Credit
Prerequisite:	None

Course Description:

This course emphasizes performance of music at an intermediate level that strikes a balance between challenge and skill. Student learning will include participating in creative activities and listening perceptively. Students will also be required to develop a thorough understanding of the language of music, including the elements, terminology, and history.

How This Course Supports the Ontario Catholic School graduate Expectations:

Music is that eminent gift of God that is imbued with the power to transform and reshape the spirituality of the human soul, uplifting it towards the Divine. To that end, the music student is provided the opportunity to experience and grow as a constantly forming Christian Learner. By experiencing the rich cultural heritage which is music education, the student becomes aware of the unique role that it plays in the Christian and secular world. No other medium has the power to transmit the ever dynamic Gospel messages in such an awe-inspiring manner. Finally, the student will be encouraged to look at music as a creative facet which is part of a great whole: namely the Catholic learner.

How this Course Supports the competencies of Choices Into Action:

Career Exploration Activities through classroom experience (page 19, Choices into Action)

Overall Expectations for Student Learning

Through this course, the student will be expected to demonstrate knowledge, skills and values related to the following Strands:

Theory

By the end of this course, students will:

- explain in detail, both orally and in writing, the elements of music (i.e., rhythm, melody, timbre, dynamics, harmony, texture, and form);
- read and understand musical notation;
- analyze the influence of certain composers on the musical language of their period;
- explain the use of various applications of MIDI technology (e.g., sequencing, notation).

Creation

By the end of this course, students will:

- play or sing technical exercises and diverse repertoire that reflect the theory expectations at this grade level (including improvisation and their own creations when appropriate);
- make complex artistic decisions that affect the stylistic accuracy of their playing or singing (e.g., articulation, phrasing, posture, dynamics, tone quality, intonation, rhythm, balance, blend);
- demonstrate the effective use of digital technology in music applications;
- apply the elements and principles of composition at an intermediate level, using the creative process (i.e., perception, production, and reflection).

Analysis

By the end of this course, students will:

- demonstrate a detailed understanding of music history and its cultural context to interpret repertoire;
- use aural discrimination skills to identify complex aspects of music (e.g., major and minor triads, diminished and augmented intervals);
- evaluate the effects of music education on themselves and their peers;
- evaluate the function of music in society;
- identify, research, and describe connections between music education and their future careers and post secondary education.

Expectations re: Learning Skills

It is expected that the students will demonstrate the following: (this is not intended to be an exhaustive list)

- Independent learning ability - personal practice of the art being studied
- Team work ability
- Organizational skills on a daily basis - all materials are brought to class ready for the activities of the day
- Strong work habit during class
- Initiative in all areas of the course

Learning skills will be assessed according to criteria which have been clearly communicated to students and will be reported separately from student achievement of the curriculum expectations. The student's demonstrated learning skills in each course will be evaluated using the four-point

scale (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement) and will be separated from the reporting of achievement.

Supports For Higher Learning

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

Course Breakdown & Assessment and Evaluation Strategies
<p>Unit I: Freedom to Sing Can I learn to sing?, Private lessons or classes, What will I need?, Physical freedom, Exercises</p>
<p>Unit III: Free Tone Tone quality, Attacks and releases, Resonance, How to vocalize, Exercises</p>
<p>Unit IV: Changing Resonance's in Your Voice Chest or head?, What kind of voice?, Exercises</p>
<p>Unit V: Preparing a Song Choosing a Song, Learning the music, Learning the words, Singing the song, Exercises</p>
<p>Unit VI: Vowels and Vowel Color Speaking as a basis for singing, What is diction?, Vowels, Coloring your voice for expression</p>
<p>Unit VII: Consonants and Clarity Semivowels, Consonants, Singing Exercises</p>
<p>Unit VIII: Double and Triple Vowels Five common diphthongs, Schwa-diphthongs, Schwa-trip thongs, Exercises</p>
<p>Unit IX: Performing a Song Interpretation, Musical styles, Beginning, middle, and end, The accompanist, Poise, confidence and overcoming stage fright, Onstage</p>
<p>Unit X: Extending Your Voice Vocal strength, Improving breath control, Agility, Exercise, Range, Exercises</p>
<p>Unit XI: Understanding Your Vocal Instrument The voice as a musical instrument, Vocal health, Hearing</p>

Unit XII: A Vocabulary for Music

What is a musical ear?, Rhythm, Pitches, Keys, Looking at music, Melodies for note reading

Learning Resources

- Various styles of music
- Other sheet music
- Standard of Excellence practice CD
- Reference books in the library and computer lab

Teaching and Learning Strategies

Instruction in this course will include, but not be limited to the following:

Group Work

Whole Class Activities

Video Responses

CD Responses

Independent Work

Assessment and Evaluation

Small Ensemble Work

Literacy Skills Activities

Innumeracy Skills Activities

A variety of methods will be used to assess and evaluate student progress, including (but not limited to) performance tests, quizzes, journals, projects and other activities (see Units of Study, above). There is a final evaluation (exam) that includes a written component and a performance component.

At the end of the semester, students are given a term mark and an exam mark. The term mark is weighted at 70% of the total and the exam mark at 30%.

School, Department and Classroom Policies

Much of your assessment comes from being observed by the teacher during class activities. Therefore, you must:

- Be in class everyday, on time.
- You must find out what activity you missed and make arrangements to complete it.
- Always be prepared.
- Make sure your work is done and your performances are rehearsed.
- Participate as fully as possible
- Make a strong effort to do your best and be positive
- Take pride in your work and respect the work and efforts of others.
- Show respect for everyone in the room.

For the Student and Parent(s) or Guardian(s):

We have read and understood the Student Information Sheet/Outline of Course of Study for:

Music, Grade 10, Open (AMV2O)

Student signature: _____

Parent/Guardian signature: _____

Date: _____

Please add the name and phone number of a parent/guardian who can be reached during the day.

Name: _____ **Phone:** _____

Please sign and return this page by the end of the first week of the semester.