KPR Secondary Course Outline

School Name:_____

Course Code /Title __AMG 20__

Credit Value_____

Teacher Name:_____

Email/Phone / Class website _____

Course Description:

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Area of emphasis (*as applicable for focus courses*)

Learning Skills and Work Habits

Responsibility, Organization, Independent Work, Collaboration, Initiative, Self Regulation

Learning skills and work habits will be intentionally taught, assessed and evaluated separately from curriculum. They are strong indicators of potential successes and difficulties. Parents can help students by supporting the use of these skills and consistent efforts to learn. Learning Skills and Work Habits are reported on by E (Excellent), G (Good), S (Satisfactory) and N (Needs Improvement) on Progress Reports and Provincial Report Cards.

Assessment and Evaluation:

The grade on a student's report card will involve teachers' professional judgement and interpretation of evidence using the achievement charts. The averaging of marks shall not be the *sole* determinant of a final grade.

Teachers will take all observations, conversations and products as evidence that students are learning the curriculum. This learning is more than just knowing the facts, it refers also to the ways students show their thinking, communicate their understanding and apply what they have learned through use of critical thinking and problem solving.

Teacher professional judgement will be informed by most consistent, more recent evidence of student learning based on *assessment for learning opportunities, achievement chart weighting, and assignments for evaluation* and support the determination of the final grade.

- 70 % of the final grade will be based on assessments and assignments for evaluations conducted throughout the course

- 30 % of the final grade will be based on rich assignments for evaluation in the form of written exams, demonstrations, performances, presentations and /or other methods of assessment suitable to the course content and administered toward the end of the course reflective of the achievement chart categories

Homework

Homework is work that students do at home to practise learned skills, consolidate knowledge and skills, and/or prepare for the next class. Information collected through homework completion will be used as data to inform instruction.

Late and Missed Assignments

Students will provide evidence of their learning within established timelines and recognize that there will be consequences for not completing work or submitting work late. The teacher will clearly indicate the due date for completion of an assignment. A missed *assignment for evaluation* is one that is not submitted or completed. Before an assignment can be considered missed:

- the student must be given an opportunity to explain the incompletion
- students and parents have been informed of the late assignment and the consequences for a missed assignment.

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course and the learning skills and work habits.

Assessment for learning is the ongoing process of gathering and interpreting evidence about student learning. The information gathered is used by teachers to adjust instruction and provide feedback and by students to focus their learning and next steps. Assessment for learning takes place while the student is still learning and serves to promote learning.

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement.

An assignment for evaluation is used to evaluate student learning. Most assignments for evaluation are rich performance tasks, demonstrations, projects or essays. Assignments for evaluation will be instructed and worked on in class with ongoing descriptive feedback from the teacher; there could be times when assignments for evaluation are refined at home.

Cheating and Plagiarism

All student evidence of learning must be his/her own, original work. Academic honesty is a cornerstone of student learning.
Cheating and plagiarism are academic dishonesty; both are forms of lying and they are a serious academic offense. When a principal determines that a student has cheated or plagiarized, there will be a continuum of behavioural and academic responses and consequences based on the grade level of the student, the maturity of the student, the number and frequency of incidents and the individual circumstances of the student. For additional information about Cheating and Plagiarism see KPR's Assessment, Evaluation and Reporting Policy
http://kprcontentlibrary.kprdsb.ca:8080/docushare/dsweb/View/Collection-55

Overview of Study	Course Code / Title: AMG 20		
Strands of Study *(70 % of the final grade will be based on assessments and assignments for evaluations conducted throughout the course)*	**Distribution of Achievement Chart Categories** *(Knowledge & Understanding, Thinking, Communication and Application)*	**Culminating Tasks and/or Exam** *(30 % of the final grade will be based on rich assignments for evaluations toward the end of the course reflective of the achievement chart categories.)*	**Distribution of Achievement Chart Categories for each culminating task and/or exam** *(Knowledge & Understanding, Thinking, Communication and Application)*
Creating and Presenting **Responding, Reflecting and Analysing** **Foundations**	Knowledge and Understanding **20%** Thinking **20%** Communication **10%** Application **50%**	30%	

COMMON COURSE OUTLINE - ACHIEVEMENT CHARTS
The Arts, Grades 9 - 10

Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Knowledge of content (e.g., facts, genres, terms, definitions, techniques, elements, principles, forms, structure, conventions)
Understanding of content (e.g., concepts, ideas, styles, procedures, processes, themes, relationships among elements, informed opinion)

Thinking - The use of critical and creative thinking skills and/or processes.

Use of planning skills (e.g., formulating questions, generating ideas, gathering information, focusing research, outlining, organizing an arts presentation or project, brainstorming/body storming, blocking sketching, using visual organizers, listing goals in a rehearsal log, inventing notation)
Use of processing skills (e.g., analyzing, evaluating, inferring, interpreting, editing, revising, refining, forming conclusions, detecting bias, synthesizing)
Use of critical/creative thinking processes (e.g., creative and analytical processes, design process, exploration of the elements, problem solving, reflection, elaboration, oral discourse, evaluation, critical literacy, meta-cognition, invention, critiquing, reviewing)

Communication - The conveying of meaning through various forms

Expression and organization of ideas and understandings in art forms (dance, drama, media arts, music, and visual arts) (e.g., expression of ideas and feelings using visuals, movements, the voice, gestures, phrasing, techniques) and in oral and written forms (e.g., clear expression and logic organization in critical responses to works and informed opinion pieces)
Communication for different audiences (e.g., peers, adults, younger children) and purposes through the arts (e.g., drama presentations, visual art exhibitions, media installations, dance and music performances) and in oral and written forms (e.g., debates, analyzes)
Use of conventions in dance, drama, media arts, music, and visual arts (e.g., allegory, narrative or symbolic representation, style, articulation, drama conventions, choreographic forms, movement, vocabulary) and arts vocabulary and terminology in oral and written forms

Application - The use of knowledge and skills to make connections within and between various contexts

Application of knowledge and skills (e.g., performance skills, composition, choreography, elements, principles, processes, technologies, techniques, strategies, conventions) familiar contexts (e.g., guided improvisation, performance of a familiar work, use of familiar forms)
Transfer of knowledge and skills (e.g., concepts, strategies, processes techniques) to new contexts (e.g., a work requiring stylistic variation, an original composition, student-led choreography, an interdisciplinary or multidisciplinary project)
Making connections within and between various contexts (e.g., between the arts; between the arts and personal experiences and the world outside the school; between cultural and historical, global, social, and/or environmental contexts; between the arts and other subjects)

http://www.edu.gov.on.ca/eng/curriculum/secondary/arts910curr2010.pdf