### Nepean High School



**Arts Department**

**AMH3M/4M – Grade 11-12 Instrumental Music (Stage Band Repertoire)**

**Prerequisite: AMR2O/AMU2O Grade 10 Instrumental Music or by Audition**

**Teacher Name: Rocco Romeo Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**This program is intended to reinforce your knowledge of Instrumental music through repertoire practicing, rehearsing, performing, festival appearances and guest conductor clinics. This program is intended to deepen all of learning expectations discussed in the AMH3M/4M Stage Band Music class in a repertoire performance context. The curriculum document is available from:** [**http://www.edu.gov.on.ca/eng/curriculum**](http:///h)

**Units of Study: The order of the units may vary between classes.**

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| **Unit 1** | **Unit 1 Sight Reading** |
| **Unit 2** | **Unit 2 Performance Etiquette** |
| **Unit 3** | **Unit 3 Repertoire Preparation** |
| **Unit 4** | **Unit 4 Technique** |
| **Unit 5** | **Unit 5 Improvisation** |
| **Unit 6** | **Unit 6 Contemporary Music Styles/Grooves** |
| **Unit 7** | **Unit 7 Music Appreciation** |
| **Unit 8** | **Unit 8 Performance at Concerts and Festival Appearance** |

**CURRICULUM STRANDS ASSESSMENT AND EVALUATION TOOLS**

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| **A1. The Creative Process: apply the stages of the creative process when performing notated and/or improvised music and composing and/or arranging music;** | **Performance rubric, reflection, peer and self-assessment, composition assignments.** |
| **A2. The Elements of Music: apply elements of music when performing notated and improvised music and composing and/or arranging music;** | **Performance rubric, reflection, peer and self-assessment, Listening logs.** |
| **A3. Techniques and Technologies: use a variety of techniques and technological tools when performing music and composing and/or arranging music.** | **Performance rubric, reflection, peer and self-assessment, composition assignments.** |
| **B1. The Critical Analysis Process: use the critical analysis process when responding to, analysing, reflecting on, and interpreting music;** | **Listening Logs, reflections, class discussions.** |
| **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 or cultures;** | **Listening Logs, reflections, journals, class discussion** |
| **B3. Skills and Personal Growth: demonstrate an understanding of how performing, creating, and critically analysing music has affected their skills and personal development;** | **Listening Logs, reflections, class discussions.** |
| **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;** | **Class discussions and rehearsals.** |
| **C2. Characteristics and Development of Music: demonstrate an understanding of the history of some musical forms and of characteristics of types of music from around the world;** | **Performance tasks, self-assessment.** |
| **Term Work: 70%**  **Summative Project: 30 % (each task evaluated separately)** | **(Tasks as listed above)**  **Performance Etiquette(10%), Performance Evaluation (20%** |

**Additional notes:**

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| **Music is ephemeral (this means it exists only in the moment) and collective (it is shared with others). In the case of absence, instructors will endeavour to provide make-up work when possible, however given the nature of the subject, such work cannot fully replicate the learning activities practiced in class with peers and instructors. Therefore, students and their parents should be aware that exceptional achievement in Instrumental Music is only possible with regular attendance and active daily participation.** |