



This course has been developed from The Ontario Curriculum, The Arts

Course Title: Composition and Arranging

Course Code: AMC3/4

Grade: 11, 12, 5th years

Credit Value: 1 credit

Prerequisite: Grade 10 music

Textbook: Berklee's arranging for small ensemble Various Scores and CD's

Curriculum Leader:

Teacher: Mr. Carvallo

Revision Date: September 2015

Course Description

This course emphasizes the understanding of the creative process through composition and arranging of musical works. Students will use music technologies appropriately composing, editing, performing, and distributing their creative works. Grade 11 students will be composing and arranging exercises and musical works for the grade 9 and 10 music classes. The grade 12 will be focusing on the senior band and recordings. Students will compose and arrange simple homo-phonous composition in four or more parts using technology where appropriate. The class will be writing compositions using non chord tones in the melody, and chord progressions that include dominant 7th, and arrange music for an existing ensemble in the school of available voices and instruments, transposing where appropriate. Through this course students will find in music a source of enjoyment and personal satisfaction, gaining creative problem solving skills, individual and cooperative work habits, knowledge of themselves and others, a sense of personal responsibility, connections to their communities and future careers.

Unit	Unit Title	Approx Time	Evaluations summative and formative
Unit 1	Generate ideas, develop a plan, compose or arrange a first version, revise work, produce the final version	15 hours	On going
Unit 2	Composition/Arranging techniques	10 hours	assignments - due at end of units
Unit 3	Compose/arrange music in a simple twentieth century style, jazz, blues, Impressionist, popular music, minimalist, etc	70 hours	Ongoing, culminating, demonstrations Conducting , Senior band/Orchestra arrangement
Unit 4	Analyze various styles (e.g. popular American music, non-western, European) explaining how various element in music work together in a particular style	10 hours	On going
Unit 5	Arranger/Composer research Various musical genres	05 hours	Research essay/presentation/powerpoint/report - due at end of unit

Overall Expectation

Theory and Foundation

- describe aspects of musical form, motif, chord scale relationship,
- analyze works in various styles
- describe appropriate instrument applications, transposition, range

Skills and Processes

- demonstrate understanding of professional music and song techniques
- demonstrate understanding of the importance of interpersonal and time-management skills;
- demonstrates appropriate determination of the arrangement's genre and style
- demonstrates careful choice of chords according to the melody

Impact and Consequences

- Development of students' creative possibilities.
- creation of original musical ideas
- demonstrates understanding of the societal issues related to music e.g. historical and cultural context
- identify career opportunities in composition/arranging
- demonstrates relevant use of stylistic components
- attention to aesthetic detail and originality of the arrangement
- A established portfolio of arrangements and compositions

Communication

Students experiencing difficulty with their studies, should seek help from Mr. Carvallo. The teacher will contact parents/guardians by telephone if he has any concerns about the student's progress and achievement.

If parents/guardians need to speak with the teacher concerning the progress and achievement, they may call the teacher to discuss the issue either in person or on the telephone 416-393-1590

Teaching/Learning/Assessment Strategies

A variety of teaching and learning strategies are used throughout the course, including:

- classroom lessons;
- collaborative and cooperative learning;
- student-teacher conferencing;
- independent study;
- demonstrations;
- practical applications;
- research;
- homework
- theoretical lessons and assignments

Evaluation Strategies

(Formative and Summative)

- Portfolio
- Peer and self evaluation
- Journals
- Research projects and essays
- Assigned exercises
- Presentations
- Concert performances

Personal Communication

Conferencing, Student-teacher interviews, Teacher-group
Ongoing verbal feedback, Critique self/peer

Assessment Tools

Rubrics, checklists, marking schemes, Self/peer assessment, Anecdotal comments with suggestions for improvement

Evaluation of student work will be based on the provincial curriculum expectations and the achievement levels outlined in the curriculum policy documents.

The percentage weighting of each category is as follows:

Categories	%
Creating and Performing	60
Foundations/Theory	20
Analysing and Reflecting	20

Evaluations for the course will consist of the following

Reporting Period	Term Work	December Exam	Summative Evaluation Culminating Activity	Total
October Interim	100%			100%
January	70%	30%		100%
March	80%	20%		100%
June	60%	10%	30%	100%

See student agenda for clear statements regarding procedures for homework, late assignments, absences, missed work, and academic integrity. Academic integrity is a key value in the education system and there will be penalties for academic dishonesty that reflect school, Board and Ministry policy statements.