



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

Course Title: Repertoire Development

Course Code: AMR3-4

Grade: 11, 12, 5th years

Credit Value: 1 credit

Prerequisite: Grade 10 music

Textbook: Various depending on individual area of study

Curriculum Leader:

Teacher: Mr. Carvalho

Revision Date: September 2015

Course Description

This course emphasizes the understanding of the appreciation, analysis, and performance of Jazz, popular music, Classical, Canadian and non-Western music. Students will perform technical exercises and appropriate repertoire in contemporary popular styles, complete detailed creative activities, analyze and evaluate live and recorded performances. Students will also plan, and produce music productions. 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, and connections to their communities and future careers

Unit	Unit Title	Approx Time	Evaluations summative and formative
Unit 1	Technique Performance preparations for group and individual performances	15 hours	On going
Unit 2	Theory, Developing Personal syllabus	10 hours	assignments - due at end of units
Unit 3	Major assignments include recitals, personal and group rehearsing techniques	70 hours	Ongoing, culminating, demonstrations Conducting , Senior band/Orchestra arrangement
Unit 4	Improvisation	10 hours	On going
Unit 5	Music research, various	05 hours	Research essay/presentation/powerpoint/report - due at end of unit

Overall Expectation

Theory and Foundation

- describe aspects of musical form in current music production
- analyze works in various styles
- describe appropriate instrument applications

Skills and Processes

- demonstrate understanding of professional practice and techniques
- demonstrate understanding of the importance of interpersonal and time-management skills;
- demonstrates proficiency in performance skills in studies, and repertoire in various musical styles
- reproduce accurately by clapping, playing, or singing music they are studying

Impact and Consequences

- Development of students' creative possibilities.
- creation of original musical ideas
- identify career opportunities in performance
- demonstrates mastery of technical skills appropriate for this course
- demonstrates application of performance skills and knowledge of theory as they relate to the performance medium

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)

- Performance assessment
- Peer and self evaluation
- Journals
- Research projects and essays
- Assigned exercises Presentations
- Concert performances
- rehearsals

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.

Repertoire Performance Assessment Rubric

	Level 1 50-59	Level 2 60-69	Level 3 70- 79	Level 4 80- 99
Accuracy of rhythm	Demonstrates limited accuracy	Demonstrates some accuracy	Demonstrates considerable accuracy	Demonstrates high degree of accuracy
Accuracy of pitch	Demonstrates limited accuracy	Demonstrates some accuracy	Demonstrates considerable accuracy	Demonstrates high degree of accuracy
Accuracy of articulation	Demonstrates limited accuracy	Demonstrates some accuracy	Demonstrates considerable accuracy	Demonstrates high degree of accuracy
Expressiveness through dynamics	Demonstrates limited accuracy	Demonstrates some accuracy	Demonstrates considerable accuracy	Demonstrates high degree of accuracy
Expressiveness through tempo	Demonstrates limited accuracy	Demonstrates some accuracy	Demonstrates considerable accuracy	Demonstrates high degree of accuracy
Expressiveness Through phrasing	Demonstrates limited accuracy	Demonstrates some accuracy	Demonstrates considerable accuracy	Demonstrates high degree of accuracy

¹ Tone quality	Applies concept of tone quality with limited effectiveness	Applies concept of tone quality with some effectiveness	Applies concept of tone quality with considerable effectiveness	Applies concept of tone quality with high degree of effectiveness
Tuning (intonation)	Applies the concept of intonation with limited effectiveness	Applies the concept of intonation with some effectiveness	Applies the concept of intonation with considerable effectiveness	Applies the concept of intonation with high degree effectiveness
<i>(drummers only) form and phrasing memorized e.g. #of bars per section/ tempo markings</i>	Limited knowledge and understanding	Some knowledge and understanding	Considerable knowledge and understanding	High degree of knowledge and understanding
<i>(Guitar and piano)Chord structure/ voicings</i>	Limited knowledge and application	Some knowledge and application	Considerable Knowledge and application	High degree of knowledge and application

¹ Carvallo 2015