

School Year: 2018-19

Course Outline for: Music 8

Teacher: Kimberly Hart

**Course Description:** Students will explore and create music individually and collectively using a chosen instrument. Students will reason and reflect on various styles of music discovering musical elements used to create mood. Students will develop deeper literacy skills and use those skills to interpret and perform various musical pieces. Students will learn how to constructively critique a work of art.

Time Period	<i>UNDERSTAND</i> Big Idea	<i>KNOW</i> Key Content Standard	<i>DO</i> Key Curricular Competencies	FORMATIVE PIECES	SUMMATIVE PIECES
Ongoing	Creative growth requires patience, readiness to take risks, and willingness to try new approaches.	Manipulation of elements, principals, and design strategies to create mood and convey ideas.	Intentionally select and apply materials, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles.	Students will receive daily feedback on achievement while learning multiple self-diagnostic strategies.	One final individual performance evaluation each term and three final group performances in term two.
Ongoing	Creative growth requires patience, readiness to take risks, and willingness to try new approaches	Students will listen and critique recorded and live performances	Describe, interpret and evaluate how artists use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas	Students will daily analyze and respond to different musical selections.	Students will reflect and comment on works of music once at the end of each term.
	Creative growth requires patience,	Manipulation of elements, principals, and	Adapt learned skills, understandings, and	Students will continually add new	One final individual performance

Ongoing	readiness to take risks, and willingness to try new approaches	design strategies to create mood and convey ideas.	processes for use in new context and for different purposes and audiences.	skills and techniques to their performances	evaluation each term and three final group performances in term two.
December-January	Creative growth requires patience, readiness to take risks, and willingness to try new approaches	Presenting in a safe learning environment.	Take creative risks to express feelings, ideas, and experiences.	Students will participate in structured improvisation.	
Ongoing	Music is a unique language for creating and communicating	Manipulation of elements, principals, and design strategies to create mood and convey ideas.	Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play.	Individual daily practice and group rehearsals that will provide important and timely feedback to support compositions.	One formal composition will be submitted and performed each term.
November December January	Music is a unique language for creating and communicating	Symbolism and metaphor to explore ideas and perspective.	Reflect on works of art and creative processes to understand artists motivations and meanings.	Have students look at how their music is arranged to achieve different effects within their repertoire.	Students will have at least three formal performance opportunities to showcase how these techniques work.
Ongoing	Music is a unique language for creating and communicating	music: beat/ pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form , texture, notation.	Interpret and communicate ideas using symbols and elements to express meaning.	Students will practice music theory using purposeful play and worksheets that will have continuous feedback of student learning.	Students will have two formal theory tests, one at the end of each term.
	Individual and collective expression	Traditional and contemporary Aboriginal	Explore relationships between identity, place,	Students will be exposed to a variety of	

October November	can be achieved through the arts	arts and arts making processes.	culture, society, and belonging through arts activities and experiences.	local and national first nations music to respond to.	
Ongoing	Individual and collective expression can be achieved through the arts	Students will listen and critique recorded and live performances	Interpret works of art using knowledge and skills from various areas of learning.	Students will daily analyze and respond to different musical selections.	Students will reflect and comment on works of music once at the end of each term.
October December January	Individual and collective expression can be achieved through the arts	Students will use processes, materials, technologies, tools, and strategies to support creative works	Experience, document, perform, and share creative works in a variety of ways.	Students will compose their own music to share with others.	One formal composition will be submitted and performed each term.
Ongoing	Artists often challenge the status quo and open us to new perspectives	Ethical considerations and cultural appropriation related to the arts.	Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental context in relation to the arts.	Students will learn, discuss and respond to various styles of music from around the world.	Students will reflect and formally discuss works of music once at the end of each term.
Ongoing	Artists often challenge the status quo and open us to new perspectives	Learn a variety of national and international works of art from diverse times and places.	Respond to works of art using one's knowledge of the world.	Students will daily analyze and respond to different musical selections from diverse times and places.	Students will reflect and comment on works of music once at the end of each term.
November	Artists often challenge the status quo and open us to new perspectives	Personal and collective responsibility to use our skills to become global citizens.	Use the arts to communicate, respond to and understand the environmental and global issues.	Students will specifically focus on a unit dedicated to environmental concerns that result in displacement.	Students will compose a piece of music to showcase movement.

**Resources required: Sibelius, Essential Elements 2000, Apro Theory Level 1, Record Collection, Facebook, Youtube, instruments.**

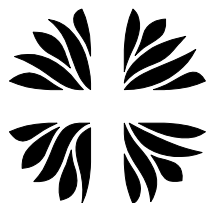
**Evaluation and Reporting Plan:**

Use of Aspen Gradebook to record evidence of student performance.

We are required to report on the *learning standards*. A learning standard refers to both content and curricular competencies. At the end of a learning cycle, the teacher will determine a final performance indicator (grades 8-9) OR a percentage (grades 10-12) based on the trend of student achievement on summative tasks that include both content and curricular competencies.

Linear Dates	Semester 1 Courses	Semester 2 Courses	Type of Report	Communication
Sept. 24-26 + Feb. 18-21	Sept. 24-26	Feb. 18-21	Informal Report Email	Generic explanation of topics covered so far; Individual statement of level of progress made; Specific SIN comments for students NYM and AE
October 19-22 + April 1-2	October 19-22	April 1-2	Informal Written Report	Aspen (or similar) print-out of scores; student self-assessment
October 23 + April 3	October 23	April 3	Student Led Conference	Compilation of student work plus reflection and goal-setting sheet
Dec. 10-14 + May 13-17	Dec. 10-14	May 13-17	Informal Report Email and/or phone call	Generic explanation of topics covered since last report; Individual statement of level of progress made; Specific SIN comments for students NYM and AE - Phone call to parents of students NYM
January 18 + June 14	January 18	June 14	Final Report Card	- Grade 8-9: January: Detailed SIN comments June: Performance indicators + comment - Grade 10-12: Final percent score + comment - Comments regarding strengths, areas for development, possible recommendation for future courses; next steps.

**Specific policies/procedures for this course:**



School Year: 2018-19

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Course Outline for: Music 9

Teacher: Kimberly Hart

**Course Description:** Students will explore and create music individually and collectively using a chosen instrument. Students will reason and reflect on various styles of music discovering musical elements used to create mood. Students will develop deeper literacy skills and use those skills to interpret and perform various musical pieces. Students will learn how to constructively critique a work of art.

**Assessment and Unit Overview:**

Time Period	<i>UNDERSTAND</i> Big Idea	<i>KNOW</i> Key Content Standard	<i>DO</i> Key Curricular Competencies	FORMATIVE PIECES	SUMMATIVE PIECES
Ongoing	Identity is explored, expressed, and impacted through music experiences.	Students will use performance opportunities to experiment with music	Take musical risks to experience self- growth.	Students have daily opportunity to perform individually, sectionally, and in a large ensemble.	End of term 1 assessment, Christmas Concert, Arts Night, Christmas Celebration, Final playing test
Ongoing	Identity is explored, expressed, and impacted through music experiences.	Students will daily have the opportunity to perform and listen, define and refine ideas.	Develop, refine, document, and critically appraise ideas, processes, and technical skills to improve the quality of musicianship.	Discussion and written responses to various performance opportunities and pre-recorded works.	Final term 1 and term 2 listening, written, and performance tests.
Ongoing	Identity is explored, expressed, and impacted through music experiences.	Both discussion and written reflections will be done on performances after personal goals for each performance have been established.	Reflect on musical performances to make connections to personal learning and experiences.	Feedback will be given on students' personal reflections of performance.	Final term 1 and 2 reflection assessments.

Ongoing	Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures	Listen to a variety of genres of music, both live and recorded, to establish general techniques.	Describe, interpret, and consider how musicians use techniques, technology, and environments in compositions and performance	Students will listen and provide discussion and feedback on various musical styles.	Students will incorporate what they have heard into their own composition.
Ongoing	Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures	Listen to a variety of genres of music with descriptions of historical contexts.	Demonstrate an understanding of personal, social, cultural, historical, and environmental context through a variety of musical experiences.	Students will present their own listening for the class researching historical and cultural significance.	Students will present their own listening for the class researching historical and cultural significance.
Ongoing	Music provides opportunities to gain insight into perspectives and experiences of people from a variety of times, places, and cultures	Students will prepare for performances in a variety of contexts.	Adapt and apply learned musical skills, understandings, and techniques for use in new contexts and for different purposes and audiences.	Students will perform at the Celebration of Music, at school assemblies, and with other Yukon music students.	End of term 1 assessment, Christmas Concert, Arts Night, Christmas Celebration, Final playing test
Ongoing	Collaborative music experiences can build community and nurture relationships with others.	Daily solo and ensemble performances as well as more formalized settings	Perform collaboratively in both solo and ensemble contexts.	Students will perform at the Celebration of Music, at school assemblies, and with other Yukon music students.	End of term 1 assessment, Christmas Concert, Arts Night, Christmas Celebration, Final playing test
Ongoing	Collaborative music experiences can build community and nurture relationships with others.	Students will understand how they are personally and socially responsible while offering and receiving feedback.	Receive, offer, and apply constructive feedback.	Students will daily receive and apply feedback for their performances	Students will operationalize feedback within their various performances.
	Collaborative music	Students will learn to	Take musical risks to	Slowly student will	Several public

Ongoing	experiences can build community and nurture relationships with others.	trust the conductor to “get off the page” and stay together with others.	experience synchronicity among ensemble members and their audience.	develop proficiency and be able to follow non-verbal cues to help them out of trouble with daily exercises.	performances.
Ongoing	Collaborative music experiences can build community and nurture relationships with others.	Practicing skills like appropriate concert dress, proper stage etiquette, and audience communication in class.	Demonstrate respect for themselves, others, and the audience.	Dress rehearsals for performances.	Several public performances.
Nov-Jan	Music uses a unique sensory language for creating and communicating	Compositional theory skills to be scaffolded into assignments.	Select and combine musical elements and techniques to interpret an idea or define style, creating a particular mood or effect.	Students will compose “practice” songs for themselves and each other.	Students will submit two final term compositions.
Ongoing	Music uses a unique sensory language for creating and communicating	Theory assignments, performance tasks, and listening portfolio entries daily.	Develop appropriate musical vocabulary, skills, and techniques.	Weekly feedback on assignments, daily feedback on performance tasks	Final theory, listening, reflection, performance, composition tests.
Nov-Jan	Music uses a unique sensory language for creating and communicating	Students will watch recordings of their performances and analyze.	Revise, refine, analyze, and document musical experiences to enhance learning.	Students will participate in discussions and/or provide written responses.	Final showcase of learning in January.
Ongoing	Music uses a unique sensory language for creating and communicating	Musical concepts and skills develop slowly over time increasing in complexity.	Demonstrate increasingly sophisticated application and/or engagement of curricular content.	Weekly feedback on assignments, daily feedback on performance tasks	Final theory, listening, reflection, performance, composition tests.

**Resources required: Sibelius, Essential Elements 2000, Apro Theory Level 1, Record Collection, Facebook, Youtube, instruments.**

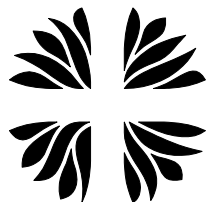
### Evaluation and Reporting Plan:

Use of Aspen Gradebook to record evidence of student performance.

We are required to report on the *learning standards*. A learning standard refers to both content and curricular competencies. At the end of a learning cycle, the teacher will determine a final performance indicator (grades 8-9) OR a percentage (grades 10-12) based on the trend of student achievement on summative tasks that include both content and curricular competencies.

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Specific policies/procedures for this course: **You may wish to include your re-assessment policy**





School Year: 2018-19

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Course Outline for: Junior Jazz

Teacher: Kimberly Hart

**Course Description:** Students will explore and create music individually and collectively using a chosen instrument. Students will reason and reflect on various styles of music discovering musical elements used to create mood. Students will develop deeper literacy skills and use those skills to interpret and perform various musical pieces. Students will learn how to constructively critique a work of art. Students will develop improvisation skills in various keys, modes, and styles of Jazz. Students will understand the social, cultural, and historical implications of Jazz music in America.

**Assessment and Unit Overview:**

<b>Time Period</b>	<b>UNDERSTAND Big Idea</b>	<b>KNOW Key Content Standard</b>	<b>DO Key Curricular Competencies</b>	<b>FORMATIVE PIECES</b>	<b>SUMMATIVE PIECES</b>
Ongoing	Music offers unique ways of exploring our identity and sense of belonging.	Students will use technical skills in all contexts	Perform in large, small, and solo contexts.	Daily informal performance in class.	Several formal performances in Nov. and Dec.
Ongoing	Music offers unique ways of exploring our identity and sense of belonging.	Students will incorporate technical skills and strategies for expression.	Express meaning, intent, and emotion through music.	Daily informal performance in class.	Several formal performances in Nov, Dec, Feb, April, May and June
Ongoing	Music offers unique ways of exploring our identity and sense of belonging.	Students will understand their role as performer and what their instrument provides for the specific arrangements being performed.	Consider the function of their voice within the ensemble.	Daily informal performance in class.	Several formal performances in Nov, Dec, Feb, April, May and June
Nov- Jan March- April	Music offers unique ways of exploring our identity and sense of belonging.	Students will have live performances watched and recorded.	Document and share musical works and experiences in a variety of ways.	Students will be submitting recorded auditions for several performance	Students will watch and reflect on overall and individual performance and submit a written

				opportunities.	report.
Ongoing	Individual and collective expression is rooted in history, culture, and community	Students will learn the context of each piece and composer as well in relation to culture and trends of the time.	Explore a variety of contexts and their influences on musical works, including place and time.	Informal discussions.	Two final written assessments on composers.
Ongoing	Individual and collective expression is rooted in history, culture, and community	Students will study a variety of styles under the umbrella of Jazz music.	Study and perform a variety of musical styles.	Daily informal performance in class.	Several formal performances in Nov,Dec, Feb, April, May and June
Ongoing	Individual and collective expression is rooted in history, culture, and community	Students will use recorded and live music examples to inform their improvisations within each piece.	Analyze styles of music to inform musical decisions.	Daily informal performance in class.	Several formal performances in Nov,Dec, Feb, April, May and June
Ongoing	Individual and collective expression is rooted in history, culture, and community	Student selected repertoire and improvisation opportunities will offer personal contribution to our music.	Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performances.	Daily informal performance in class.	Several formal performances in Nov,Dec, Feb, April, May and June
Ongoing	Individual and collective expression is rooted in history, culture, and community	Students will showcase their understanding of their music to tackle social issues.	Use music to communicate and respond to social and global issues.	Communities Tours	
Ongoing	Individual and collective expression is rooted in history, culture, and community	Students will use recorded and live music examples to inform their improvisations within each piece.	Make connections with others on a local, regional, and global scale through music.	Communities Tours, Juneau trip, elementary tours.	
Ongoing	Growth as a musician requires perseverance resilience, and reflection	Daily practice and rehearsal time devoted to skills-based learning.	Develop and refine technical skills and expressive qualities.	Daily verbal feedback about skill development.	Two semester final evaluations

Ongoing	Growth as a musician requires perseverance resilience, and reflection	Students will be given individual and group feedback to be used in rehearsal and for at home practice.	Receive and apply constructive feedback.	Daily verbal feedback about skill development.	Two semester final evaluations.
Ongoing	Growth as a musician requires perseverance resilience, and reflection	Daily demonstration of equipment uses.	Demonstrate safe care, use, and maintenance of instruments and equipment.	Daily verbal feedback about skill development.	
Ongoing	Growth as a musician requires perseverance resilience, and reflection	Daily use of stretches and warm-up techniques.	Practice self-care to prevent performance related injury.	Daily verbal feedback about skill development.	
Ongoing	Growth as a musician requires perseverance resilience, and reflection	Daily reflection on music performed in class.	Reflect on rehearsal and performance experiences and musical growth.	Discussion about reflections.	Formal reflections submitted on several performances per year.
Ongoing	Music is a process that relies on the interplay of the senses.	Daily opportunities to improvise in class.	Improvise and take creative risks in music.	Daily feedback on improvised solos.	Two semester final evaluations
Ongoing	Music is a process that relies on the interplay of the senses.	Students will daily have the opportunity to perform and listen, define and refine ideas.	Describe and analyze musicians' use of technique, technology, and environment in musical compositions and performance using musical language.	Discussion and written responses to various performance opportunities and pre-recorded works.	Final Semester 1 and 2 listening, written, and performance tests.
Ongoing	Music is a process that relies on the interplay of the senses.	Theory assignments, performance tasks, and listening portfolio entries daily.	Use discipline- specific language to communicate ideas.	Weekly feedback on assignments, daily feedback on performance tasks	Final Semester 1 and 2 listening, written, and performance tests.
Ongoing	Music is a process that relies on the interplay of the senses.	Theory assignments, performance tasks, and listening portfolio entries daily.	Use technical knowledge and contextual observations to make musical decisions.	Weekly feedback on assignments, daily feedback on performance tasks	Final Semester 1 and 2 listening, written, and performance tests.

Ongoing	Aesthetic experiences have the power to transform the way we think and feel.	Listening to various styles of music and discussion about how the composer composed.	Explore music that reflects personal voice, story, and values.	Provide written feedback and discussion for reflection.	Two final written reflections.
Ongoing	Aesthetic experiences have the power to transform the way we think and feel.	Practicing skills like appropriate concert dress, proper stage etiquette, and audience communication in class.	Demonstrate respect for self, others, and the audience.	Dress rehearsals for performances.	Several public performances.
Ongoing	Aesthetic experiences have the power to transform the way we think and feel.	Practicing skills like appropriate concert dress, proper stage etiquette, and audience communication in class.	Demonstrate personal and social responsibility associated with creating, performing and responding to music.	Dress rehearsals for performances.	Several public performances.

**Resources required: Record Player, Internet, The Real Easy Book, Various arrangements of Jazz charts, access to local professional musicians, opportunity to perform in various contexts.**

#### Evaluation and Reporting Plan:

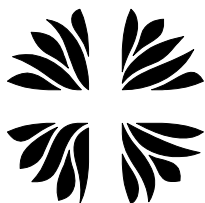
Use of Aspen Gradebook to record evidence of student performance.

We are required to report on the *learning standards*. A learning standard refers to both content and curricular competencies. At the end of a learning cycle, the teacher will determine a final performance indicator (grades 8-9) OR a percentage (grades 10-12) based on the trend of student achievement on summative tasks that include both content and curricular competencies.

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+ April 3				
Dec. 10-14 + May 13-17	Dec. 10-14	May 13-17	Informal Report Email and/or phone call	Generic explanation of topics covered since last report; Individual statement of level of progress made; Specific SIN comments for students NYM and AE - Phone call to parents of students NYM
January 18 + June 14	January 18	June 14	Final Report Card	- Grade 8-9: January: Detailed SIN comments June: Performance indicators + comment - Grade 10-12: Final percent score + comment - Comments regarding strengths, areas for development, possible recommendation for future courses; next steps.

Specific policies/procedures for this course: You may wish to include your re-assessment policy



School Year: 2018-19

Course Outline for: Senior Jazz

Teacher: Kimberly Hart

**Course Description:** Students will explore and create music individually and collectively using a chosen instrument. Students will reason and reflect on various styles of music discovering musical elements used to create mood. Students will develop deeper literacy skills and use those skills to interpret and perform various musical pieces. Students will learn how to constructively critique a work of art. Students will develop improvisation skills in various keys, modes, and styles of Jazz. Students will understand chord structure. Students will understand the social, cultural, and historical implications of Jazz music in America.

**Assessment and Unit Overview:**

<b>Time Period</b>	<b>UNDERSTAND Big Idea</b>	<b>KNOW Key Content Standard</b>	<b>DO Key Curricular Competencies</b>	<b>FORMATIVE PIECES</b>	<b>SUMMATIVE PIECES</b>
Ongoing	Music offers unique ways of exploring our identity and sense of belonging.	Students will use technical skills in all contexts	Perform in large, small, and solo contexts.	Daily informal performance in class.	Several formal performances in Nov. and Dec.
Ongoing	Music offers unique ways of exploring our identity and sense of belonging.	Students will incorporate technical skills and strategies for expression.	Express meaning, intent, and emotion through music.	Daily informal performance in class.	Several formal performances in Nov, Dec, Feb, April, May and June
Ongoing	Music offers unique ways of exploring our identity and sense of belonging.	Students will understand their role as performer and what their instrument provides for the specific arrangements being performed.	Consider the function of their voice within the ensemble.	Daily informal performance in class.	Several formal performances in Nov, Dec, Feb, April, May and June
Nov- Jan March- April	Music offers unique ways of exploring our identity and sense of belonging.	Students will have live performances watched and recorded.	Document and share musical works and experiences in a variety of ways.	Students will be submitting recorded auditions for several performance opportunities.	Students will watch and reflect on overall and individual performance and submit a written report.
Ongoing	Individual and collective expression is rooted in history, culture, and community	Students will learn the context of each piece and composer as well in relation to culture and trends of the time.	Explore a variety of contexts and their influences on musical works, including place and time.	Informal discussions.	Two final written assessments on composers.
Ongoing	Individual and collective expression is rooted in history, culture, and community	Students will study a variety of styles under the umbrella of Jazz music.	Study and perform a variety of musical styles.	Daily informal performance in class.	Several formal performances in Nov, Dec, Feb, April, May and June
Ongoing	Individual and collective expression is rooted in history,	Students will use recorded and live music examples to inform their improvisations	Analyze styles of music to inform musical decisions.	Daily informal performance in class.	Several formal performances in Nov, Dec, Feb, April, May

	culture, and community	within each piece.			and June
Ongoing	Individual and collective expression is rooted in history, culture, and community	Student selected repertoire and improvisation opportunities will offer personal contribution to our music.	Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performances.	Daily informal performance in class.	Several formal performances in Nov, Dec, Feb, April, May and June
Ongoing	Individual and collective expression is rooted in history, culture, and community	Students will showcase their understanding of their music to tackle social issues.	Use music to communicate and respond to social and global issues.	Communities Tours	
Ongoing	Individual and collective expression is rooted in history, culture, and community	Students will use recorded and live music examples to inform their improvisations within each piece.	Make connections with others on a local, regional, and global scale through music.	Communities Tours, Juneau trip, elementary tours.	
Ongoing	Growth as a musician requires perseverance resilience, and reflection	Daily practice and rehearsal time devoted to skills-based learning.	Develop and refine technical skills and expressive qualities.	Daily verbal feedback about skill development.	Two semester final evaluations
Ongoing	Growth as a musician requires perseverance resilience, and reflection	Students will be given individual and group feedback to be used in rehearsal and for at home practice.	Receive and apply constructive feedback.	Daily verbal feedback about skill development.	Two semester final evaluations.
Ongoing	Growth as a musician requires perseverance resilience, and reflection	Daily demonstration of equipment uses.	Demonstrate safe care, use, and maintenance of instruments and equipment.	Daily verbal feedback about skill development.	
Ongoing	Growth as a musician requires perseverance resilience, and reflection	Daily use of stretches and warm-up techniques.	Practice self-care to prevent performance related injury.	Daily verbal feedback about skill development.	
	Growth as a musician	Daily reflection on music	Reflect on rehearsal and	Discussion about	Formal reflections

Ongoing	requires perseverance resilience, and reflection	performed in class.	performance experiences and musical growth.	reflections.	submitted on several performances per year.
Ongoing	Music is a process that relies on the interplay of the senses.	Daily opportunities to improvise in class.	Improvise and take creative risks in music.	Daily feedback on improvised solos.	Two semester final evaluations
Ongoing	Music is a process that relies on the interplay of the senses.	Students will daily have the opportunity to perform and listen, define and refine ideas.	Describe and analyze musicians' use of technique, technology, and environment in musical compositions and performance using musical language.	Discussion and written responses to various performance opportunities and pre-recorded works.	Final Semester 1 and 2 listening, written, and performance tests.
Ongoing	Music is a process that relies on the interplay of the senses.	Theory assignments, performance tasks, and listening portfolio entries daily.	Use discipline- specific language to communicate ideas.	Weekly feedback on assignments, daily feedback on performance tasks	Final Semester 1 and 2 listening, written, and performance tests.
Ongoing	Music is a process that relies on the interplay of the senses.	Theory assignments, performance tasks, and listening portfolio entries daily.	Use technical knowledge and contextual observations to make musical decisions.	Weekly feedback on assignments, daily feedback on performance tasks	Final Semester 1 and 2 listening, written, and performance tests.
Ongoing	Aesthetic experiences have the power to transform the way we think and feel.	Listening to various styles of music and discussion about how the composer composed.	Explore music that reflects personal voice, story, and values.	Provide written feedback and discussion for reflection.	Two final written reflections.
Ongoing	Aesthetic experiences have the power to transform the way we think and feel.	Practicing skills like appropriate concert dress, proper stage etiquette, and audience communication in class.	Demonstrate respect for self, others, and the audience.	Dress rehearsals for performances.	Several public performances.
Ongoing	Aesthetic experiences have the power to transform the way we think and feel.	Practicing skills like appropriate concert dress, proper stage etiquette, and audience communication in class.	Demonstrate personal and social responsibility associated with creating, performing and responding to music.	Dress rehearsals for performances.	Several public performances.



**Resources required: Record Player, Internet, The Real Easy Book, Various arrangements of Jazz charts, access to local professional musicians, opportunity to perform in various contexts.**

**Evaluation and Reporting Plan:**

Use of Aspen Gradebook to record evidence of student performance.

We are required to report on the *learning standards*. A learning standard refers to both content and curricular competencies. At the end of a learning cycle, the teacher will determine a final performance indicator (grades 8-9) OR a percentage (grades 10-12) based on the trend of student achievement on summative tasks that include both content and curricular competencies.

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