



**Music 12 Instrumental**  
**Eastern Shore District High School**  
**2022-2023**

**Ms. Penwell**

Music 12 Instrumental is designed as a continuation course for students who have completed Instrumental Music 10 and 11. The intent of this course is to teach music through performance in band. The vast majority of topics the students' cover will be related to the music the students are rehearsing and performing in their large ensemble. Students will be expected to display the pursuit of musical excellence through practice and rehearsal as well as understanding of various musical concepts assessed through projects, tests, quizzes and assignments.

The following link can be used to access the Nova Scotia Curriculum Document for Music 12: <http://www.ednet.ns.ca> [Document Depot] [Curriculum and Textbooks] [Curriculum Document for NS Schools]

## **Content**

The following represent the General Curriculum Outcomes (GCO's) for the Music 12 course as outlined by the Dept. of Education of Nova Scotia.

- Students will be expected to explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts.
- Students will be expected to create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes
- Students will be expected to demonstrate critical awareness of and value the role of the arts in creating and reflecting culture.
- Students will be expected to respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression.
- Students will be expected to examine the relationship among the arts, societies, and environments.
- Students will be expected to apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
- Students will be expected to understand the role of technologies in creating and responding to expressive works.
- Students will be expected to analyze the relationship between artistic intent and the expressive work.

## **Assessment & Evaluation**

Both teacher and student learn from assessment. The teacher learns what further instruction a student needs; the student learns their strengths, their challenges and what must be done to improve.

### **Late Assessments:**

Students are responsible for completing assignments by specified due dates so that teachers can provide timely feedback. A due date is given for each assignment. If the student does not hand in the assignment on the due date, the student may consult with the teacher regarding a possible alternate due date. This must be done in a timely manner. If the alternate due date is granted but not met, the student will have missed the opportunity to demonstrate achievement towards the outcomes and the student's grade may be affected. It is always the teachers prerogative to take work if they so choose, even if this process has not been followed.

### **Missed Work During Absences:**

\*In most cases, daily work and class plans will be posted on Google Classroom, so students should access these while they are absent and email Ms. Penwell with questions as soon as they have them.

If a student misses one or more classes due to illness, travel, sports, extracurricular activities, etc., the following process will be followed:

1. Upon returning to school, the student is responsible to contact the teacher to find out what work was missed.
2. The student is responsible for obtaining notes for missed classes and completing all work that was done on the day(s) missed.
3. If an assignment was due, or a test/quiz was to be written on the day of the absence, the student will hand in the assignment or write the test/quiz on the first day back to school, provided that the missed day was an excused absence.
4. If an assignment was given on the day of the absence, the student should contact the teacher to determine the deadline for handing in the missed assignment.

Refer to the HRSB "Student Assessment and Evaluation Policy" for more information. This may be found by following this link: <http://www.esdh.ednet.ns.ca/NEWSITE/policies.htm> .

## **Term Mark breakdown according to Curriculum Outcomes**

### **Creating, Making and Presenting (Rehearsal) \_\_\_\_\_ 35% of term mark**

*-Explore, challenge, develop, and express ideas using the skills, language, techniques and processes of the arts.*

*-Create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes.*

#### **This will breakdown as follows throughout the course:**

Daily practice and preparation for class rehearsals

Performing increasingly difficult rhythmic and notational patterns

Learning/experimenting with improvisation

Learning music theory up to and including major and minor key signatures and writing scales.

Learning how to hear rhythms, and then notate the rhythms you hear. (Rhythmic dictation)

Playing amazing, challenging and expressive music

## **Collaboration: Creating, Making and Presenting (Skills) 40% of term mark**

Performing music in Concert Band  
Attending Concert Band Rehearsals  
Completion of playing quizzes the warm-up booklet and otherwise assigned  
Participating in large and small group composition  
Completing Practice Journals  
Completing pedagogical journals  
Performing a proper warm-up routine  
Learning to tune your instrument  
Learning musical language, including terms in Italian and English  
Performing in concerts as outlined in the band handbook.

## **Understanding and Connecting Contexts of Time and Place 10% of term mark**

*-Demonstrating critical awareness of the value of the arts (journals and projects)*  
*-Respect the contributions of individuals and cultural groups*  
*-Examining the relationship among the arts, societies and environments.*

This will breakdown as follows throughout the course:

Learning about the history of music  
Learning about music from other cultures and time periods  
Learning about music and musicians in our own community

## **Perceiving, Reflecting and Responding 15% of term mark**

*-Apply critical thinking and problem solving strategies to reflect on and respond to their own and others expressive work*  
*-Understand the role of technologies in creating and responding to expressive works*  
*-Analyze the relationship between artistic intent and the expressive work*

**This will breakdown as follows throughout the course:**

Rehearsal response forms  
Personal Recording response forms  
Professional recording response forms  
Completing Listening Journals

**YOUR EXAM IS WORTH 20% OF YOUR FINAL MARK.**

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