

Music – Course Outline

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Welcome to this new adventure in music study at SCI!

This course will be designed to fulfill curricular areas by studying foundations of music balanced with student-led topics of interest. The Manitoba Arts Curriculum is divided into four main themes. We will explore these topics through a variety of activities, discussions, and projects.

1. **“Making” - Music Language and Processes**
 - Music theory, musical terms and concepts
 - Performance and vocal/instrumental skill development
2. **“Connecting” - Music in Context**
 - Understanding music connections to society and community
 - Music history and development
3. **“Responding” - Perception, Reflection and Responses of Music**
 - Listening activities and discussion
 - Self-reflection and assessment of work
4. **“Creating” - Creative Expression in Music**
 - Arrangement and composition activities
 - Connection to other artistic areas

Marks:

Grades will be calculated and distributed in accordance to school policy. These percentages might shift slightly depending on the balance throughout the year.

Music Language and Processes – 30%

Music in Context – 30%

Perception, Reflection and Responses of Music – 20%

Creative Expression in Music – 20%

SCI Assessment Policy:

- Grades will be based only on the demonstration of an individual student's knowledge and skills of the outcomes for each course:
 - Only items marked by the teacher will determine a student's grade
 - Grades are based on individual student achievement, not group achievement
- When determining a grade, the teacher will decide whether there is sufficient evidence of achievement. If not, the mark can be reported as an "IN" (incomplete). Teachers will determine with students and parents/guardians a plan for completion of work.

Students must understand that there will be consequences for not completing assignments that provide evidence of learning or for submitting those assignments late. If, after establishing and clearly communicating expectations regarding assignments, setting and communicating timelines for assignments, and supporting student learning using the strategies provided above, student work is still late or missing; teachers will apply the following strategies:

- confer with the student and, where appropriate, with the student's parent/guardians about the reasons for not completing the assignment, and consider the legitimacy of reasons;
- develop an agreement with the student to complete the work;
- require the student to complete missing work during lunch by attending the Assessment Completion Centre (ACC).

If, after completing the steps above, the student does not hand in the assessment by the agreed upon deadline, a zero may be used as a mark as the student has not demonstrated any knowledge or skill of the outcome.

The consequence for not completing work is to complete the work. Late marks will not be subtracted from an assignment as it is purely punitive and doesn't measure learning. The assignment will either be completed or given a zero.