

EASTERN SCHOOL DISTRICT
Course Descriptor
Effective September 2006

Subject Area: Music

Course: Music (Intermediate)

Level of Instruction: Grade 7 - 9

Program Description & Guiding Principles

The Grade 7 Music Program is intended to consolidate K-6 skills and knowledge while implementing the sequential development of new skills and knowledge to a number of musical forms.

Students experience and respond to these elements of music by exploring various styles of music.

This is achieved by using a variety of the following:

guided listening
composition
improvisation
discussion
research
performance
written assignment
movement
singing

Reference should be made to the following:

- 1) Music Education Framework Draft pp. 25-59 (1999)
- 2) Intermediate Curriculum and Teaching Guide (1993)
Basic Music Skills Chart (7-9) pages 25-29
- 3) Arts Education Foundation: Validation Draft (February 2000) pgs. 4-12, 30-37.

The major goals of the Grade 8 Music Program is to increase the sensitivity of all students through direct contact with various aspects of music.

The major goal of the Grade 9 Music Program is to further develop aesthetic sensitivity in students through direct contact with the very elements of music.

Weighting of Evaluation Components:

Portfolio Assessment - 60%

C	Tests (written, performance, oral, listening)	20%
C	Written work (journals, notes, etc.)	20%
C	Projects/Assignments (oral & written)	20%

Performance/Listening Assessment - 40%

Active/Guided Listening	(Listening to identify mood, elements, melody, instruments, style, form, etc.)	20%
Performance	(Performance, preparedness, meaningful engagement in activities, demonstration of skills, knowledge of techniques)	20%

NOTES:

1. Teachers should note that any activity (for example, rhythm) could be entered as a test, as an observation, performance, or a project, etc. A mark could be entered as a project if students had to create and notate a composition. A mark could be entered also as a performance. A mark could be entered as a listening activity if students had to respond to another student composition.
2. Teachers should note that any given assessment may be weighted in the appropriate evaluation categories. For example, a small quiz could be entered as a weighting of 1 while a major term test could be entered as a weighting value of 5. Both marks would be entered under the general heading of tests.
3. Teachers are encouraged to use varied assessment tools and techniques throughout the instructional year.
4. A portfolio is a folder of a student's gathered work - both completed works and works in progress.