

# Course Profile

## Music

Grade 9  
Open

• *for teachers by teachers*

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# Course Overview

## Music, Grade 9

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**Department:****District:****Course Title:** Music**Grade:** 9**Course Type:** Open**Ministry Course Code:** AMU10**Development Date:** April, 1999**Credit Value:** One**Ministry Course Code:** AMU10**Revision Date:**

### Description/Rationale

This course is intended to develop in students an understanding and appreciation of music through practical skills and creative work. Through this program they will not only find in music a source of enjoyment and personal satisfaction, but also gain 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. This is accomplished through three strands:

1. *Theory* involves learning the symbols, concepts, and conventions used in music.
2. *Creation* is the practical application of performance skills and knowledge and theory as they relate to the performance medium.
3. *Analysis* involves listening to live and recorded performances to understand the language of music, its historical and cultural context, and how effectively its composers and performers communicate to their audience.

### Unit Titles (Time and Sequence)

Unit #1	Performance In Music	75 hours
Unit #2	Elemental Choices	10 hours
Unit #3	The Role Of Music In Society	8 hours
Unit #4	Music In Canada	6 hours
Unit #5	Composing And Arranging Through Performance	11 hours

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## Unit Organization

### Unit #1: Performance in Music

**Time:** 75 hours

#### Description

In this unit students will engage in activities that involve the performance of music. The unit will focus on concepts that include warming up, the building of technique, making artistic choices, listening, examining and understanding repertoire and ensemble performance. Activities involving warm-up, technique, artistic choices and ensemble performance are intended to be ongoing throughout the duration of the course.

**Strands:** Theory, Creation Analysis  
**Overall Expectations:** MCV.01X, 02X, 03X, 04X; MAV02X, 03X; MTV.01X, 02X, 03X  
**Specific Expectations:** MCI.01X, 02X, 03X, 04X, 05X, 06X, 07X, 08X, 09X, 10X, 12X, 13X; MC2.03X, 04X; MA1.03X, 04X, 06X; MA2.01X, 02X, 03X, 04X, 05X, 06X; MTI.01X, 02X, 03X, 04X, 05X, 06X, 07X, 09X, 10X, 11X, 12X, 13X, 16X

### Unit #2: Elemental Choices

**Time:** 10 hours

#### Description

This unit focuses on the elements of music and theoretical concepts. Students will examine the choices composers, arrangers and performers have in the application of the elements to compositions and performances. Through analysis, creation and performance, students will identify and manipulate the elements of music.

**Strands:** Theory, Creation Analysis  
**Overall Expectations:** MCV.01X, 02X, 03X; MAV.01X, 02X, 03X, 04X, 05X; MTV.01X, 02X, 03X, 04X  
**Specific Expectations:** MT1.01X, 02X, 03X, 04X, 06X, 07X, 08X, 09X, 10X, 11X, 12X, MC1.01X, 02X, 04X, 05X, 07X, 08X, 10X, 12X, MC2.01X, 03X, 04X, MA1.01X, 02X, 07X, MA2.02X, 03X

### Unit #3: The Role of Music in Society

**Time:** 8 hours

#### Description

In this unit, students will examine the various roles that music has in society. Students will consider music as art, music as community, music as ritual and music as cultural celebration. Students will identify, examine and compare the similarities and differences of these roles in various societies.

**Strands:** Theory, Creation Analysis  
**Overall Expectations:** MCV.01X, 02X, 04X; MAV.02X, 03X; MTV.01X, 02X, 03X  
**Specific Expectations:** MT1.12X, 13X, 14X, 15X, MA1.02X, 03X, MA2.01X, 02X, 03X, 04X, 05X, 06X, 07X

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## Unit #4: Music in Canada

**Time:** 6 hours

### Description

In this unit, students will examine music as it pertains to Canada. Students will examine the various roles that music has in Canadian society from a variety of perspectives including historical, cultural, ritual, commercial, and community. Students will research, examine and compare the roles and influences that music has in Canada. Students will also examine how music in Canada is perceived internationally and Canada's influence on music from a global perspective. Students will examine careers in music.

**Strands:** Theory, Creation Analysis  
**Overall Expectations:** MCV.01X, 02X, 04X; MAV.01X, 02X, 03X, 04X; MTV.01X, 02X, 03X  
**Specific Expectations:** MT1.11X, 12X, 14X, MC2.04X, 05X, MA1.01X, 02X, 03X, MA2.01X, 02X, 03X, 04X, 05X, 06X, 07X

## Unit #5: Composing and Arranging Through Performance

**Time:** 11 hours

### Description

In this unit, students will examine and apply the knowledge and skills used to compose and arrange music. All activities include the application of the skills and knowledge to performance. Students will identify and define the elements of music so that they can manipulate the elements to create music. Students will focus on rhythm and melody as the primary concepts of composing and arranging. Students will examine transposition and how it applies to instrumental and vocal music. Improvisation with the blues scale, as well as concepts involved with digital and analog recording, are also examined.

**Strands:** Theory, Creation Analysis  
**Overall Expectations:** MCV.01X, 02X, 04X; MAV.02X, 03X; MTV.01X, 02X  
**Specific Expectations:** MCI.01X, 02X, 03X, 04X, 05X, 06X, 07X, 08X, 09X, 10X, 12X, 13X; MC2.03X, 04X; MA1.03X, 04X, 06X; MA2.01X, 02X, 03X, 04X, 05X, 06X; MT1.01X, 02X, 03X, 04X, 05X, 06X, 07X

### Course Notes

1. The time-frames for the units should be flexible depending on the experience and interest of the students as well as the availability of resources.
2. All overall and specific expectations are covered in the five units; many expectations are covered in two or more of the units.
3. There are many possibilities for the medium of the performance aspects of the course. They may include: band, vocal, strings, keyboard, guitar, steel pan, etc. In the creation of the units, much effort has been given to making the activities appropriate for all mediums.
4. Accommodations for special needs students: The music program should allow the integration of exceptional students. Exceptionalities are defined in the Education Act as behavioural, communicational, physical, intellectual and multiple. Individualized Educational Plans (IEP) must be devised to meet the needs of exceptional students. It is suggested that teachers elicit the assistance of the personnel in the Special Education and Student Services Departments at the school and board level. Assessment should be modified to accommodate a student's degree of exceptionality. Teachers will adjust safety procedures to accommodate the needs and activities of

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exceptional students. ESL students may require modification of instruction and assessment. ESL specialists should be consulted for assistance.

For gifted students, programs in music should stress the acquisition of advanced knowledge and the development of critical and problem-solving skills in the creation and presentation of performance. Students should be encouraged to use their imaginative and intellectual abilities, especially in the strands of Creation and Analysis.

5. Teachers of this course should consider the possibilities of technology applications as extensions of the activities described.
6. While the skills and knowledge inherent to the subject of music are specific and unique, there are many possibilities for cross-curricular applications to other Arts subjects as well as all other subjects.
7. Students must be taught safe practices in health and safety in all music programs. The performance aspects of the program must be sensitive to the physical demands on the students. Care must always be given to include a thorough warm-up at the beginning of any performance based activity.
8. Respect must be given to the varied cultural, economic, gender and social make-up of the class. When a teacher plans activities which appreciate and honour those differences among class members, the expectations are easier to meet.
9. Although the course profile includes a unit entitled Music In Canada, teachers should always use as many Canadian sources as possible.
10. Students should be encouraged to use resources available in the school library or resource centre.

### **Teaching/Learning Strategies**

Student-centred, teacher-directed, investigative, research, review, application of previously learned concepts to new situations, problem solving, collaborative learning, modeling, drill, expanded opportunity, and enrichment.

### **Assessment/Evaluation**

Assessment of the development of cognitive and psychomotor skills, the affective domain, rubrics, checklists, portfolio, peer evaluation, self-evaluation, taped evaluation, reflective journal writing, formative assessment, summative assessment

### **Resource Summary**

In Ontario, teachers of music have many resources available to them. Many universities and colleges offer courses, consultation and workshops for teachers of music as well as liaison opportunities for secondary music students. The provincial subject association, The Ontario Music Educators' Association (OMEA), is an invaluable source of information. Music resources and books developed by Canadians are available. Musicians in the community are also a rich resource for teachers. The Ontario Arts Council will assist teachers to bring artists into schools and provides funding to make this possible. As well, teachers can connect with the various arts associations. Internet access has opened up the music world for educators. CD-ROMs and software are available. Periodicals, books, newspapers, magazines, videotapes, newsletters, studios and business partnerships can be found to enhance the music teacher's resource list. Specific resources are listed at the beginning of each unit and are referenced within each activity.

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## OSS Policy Applications

This course profile has been developed to assist in the implementation of *The Ontario Curriculum, Grades 9 and 10, 1999*. In using this material, teachers and administrators must take careful note of the applicable sections of:

1. *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS)*, Sections 4, 5, 6, 7
2. *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools, 1999*
3. *The Ontario Curriculum, Grades 9 and 10: The Arts, 1999*
4. *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*

## Assessment and Evaluation of Program

In music, there is an ongoing process of reflection and refinement, often through informal discussion with the students. A more formal review of content and delivery will be conducted at the end of the course by providing the students with a rubric for evaluation of the following criteria: content of unit, choice of teaching/learning/assessment/evaluation strategies, ability of the teacher to motivate and interest the students, and overall value of the course to the students. Discussion with other staff and administration will provide further assessment. Refer to: *The Ontario Curriculum, Grades 9 and 10: Program Planning and Assessment, 1999*.



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## Coded Expectations: Music, Open Grade 9, Theory

### Overall Expectations

#### MTV.01X

- identify and define in simple terms the elements of music (i.e., rhythm, melody, timbre, dynamics, harmony, texture, and form);

#### MTV.02X

- demonstrate the ability to read and understand musical notation;

#### MTV.03X

- demonstrate an understanding of a broad overview of the historical and stylistic context of music;

#### MTV.04X

- explain methods of production and editing of musical recording (e.g., analog or MIDI).

### Specific Expectations

#### MT1.01X

- define and identify basic musical indicators of the duration (e.g., sixteenth notes and rests through to whole notes and rests, including dotted values);

#### MT1.02X

- identify and describe basic musical indicators of speed and changes in speed (e.g., andante, moderato, allegro, ritardando, rallentando, accelerando);

#### MT1.03X

- identify pitches on the grand staff, including ledger lines and using sharp, flat, and natural symbols;

#### MT1.04X

- identify and notate major key signatures and scales, up to and including a minimum of four sharps and four flats;

#### MT1.05X

- solve and notate the intervals within a major scale;

#### MT1.06X

- define and describe characteristics of sound and categories of sound (e.g., instrumental, vocal, high, low, bright, dark);

#### MT1.07X

- identify and describe basic musical indicators of dynamics (e.g., pianissimo through fortissimo, including crescendo and decrescendo);

#### MT1.08X

- describe the difference between consonance and dissonance in various contexts;

#### MT1.09X

- define and describe musical textures (i.e., monophonic, homophonic, and polyphonic);

#### MT1.10X

- describe concepts of "balance and blend";

#### MT1.11X

- use appropriate terminology to describe how repetition and contrast of musical elements are used to organize sound (e.g., phrase structure, motif and theme, imitation, verse and chorus, bridge);

#### MT1.12X

- demonstrate an understanding of the following simple musical forms: binary, ternary, popular song, and two other simple performance forms related to a specific cultural context (e.g., Native drum song, Scottish pipe song);

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## **Coded Expectations: Music, Open Grade 9, Theory (continued)**

### **MT1.13X**

- explain the function of music in a variety of historical and cultural contexts (e.g., Indonesian gamelan, 2500 b.c.e. Turkish war cymbals);

### **MT1.14X**

- explain the evolution of their performance medium;

### **MT1.15X**

- explain the evolution of musical notation;

### **MT1.16X**

- demonstrate an understanding of the procedure of making an analog recording of a student performance (e.g., adjustment of levels);

### **MT1.17X**

- describe the uses of various functions found in recording equipment and sequencers;

### **MT1.18X**

- identify and describe MIDI-specific terms as they relate to MIDI recording (e.g., real time).

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## Coded Expectations: Music, Open Grade 9, Creation

### Overall Expectations

#### MCV.01X

- play or sing technical exercises and diverse repertoire (including their own creations when appropriate) that reflect the theory expectations;

#### MCV.02X

- make artistic decisions that affect the stylistic accuracy of their playing or singing (e.g., articulation, phrasing, posture, dynamics, tone quality, intonation, rhythm, balance, blend);

#### MCV.03X

- demonstrate the effective use of analog and/or digital technology in music applications;

#### MCV.04X

- demonstrate an understanding of music literacy, at a level appropriate for the grade, using the creative process (perception, production, and reflection).

### Specific Expectations

#### Performing

##### MC1.01X

- accurately play or sing notated or stylistically correct articulations (e.g., accent, staccato, slur);

##### MC1.02X

- play or sing with an understanding of musical phrase structure (i.e., notated, improvised, or stylistically correct);

##### MC1.03X

- demonstrate consistently correct body posture;

##### MC1.04X

- control notated or stylistically correct dynamics while maintaining good tone quality;

##### MC1.05X

- play or sing with tone quality appropriate to the repertoire being performed;

##### MC1.06X

- play or sing with control within an appropriate range (e.g., strings: two octaves; brass: one and a half octaves; woodwinds: two octaves; voice: one and a half octaves [with consideration for changing voices]; mallet percussion/keyboard: two octaves; percussion: rudiments);

##### MC1.07X

- play or sing with accurate pitch;

##### MC1.08X

- play or sing with accurate intonation both melodically and harmonically;

##### MC1.09X

- play or sing maintaining a consistent tempo;

##### MC1.10X

- play or sing in simple and compound metres (e.g., 4/4, 3/4, 2/4, 6/8);

##### MC1.11X

- accurately play or sing notated or improvised rhythms (e.g., sixteenth through whole notes and rests, including dotted values);

##### MC1.12X

- play or sing with sensitivity to balance and blend;

##### MC1.13X

- play or sing a sixteen-bar melody, using correct technique.

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## **Coded Expectations: Music, Open Grade 9, Creation (continued)**

### **Composing and Arranging**

#### **MC2.01X**

- create a simple composition using the elements of melody, rhythm, and form and a variety of media (e.g., pencil and paper, acoustic instruments, recording equipment, MIDI technology, music software);

#### **MC2.02X**

- demonstrate an understanding of transposition (e.g., adapt an existing melody for their own performance medium);

#### **MC2.03X**

- make simple and effective creative choices in performance within musical parameters (e.g., use call and response; ornament existing melodies; improvise a melody; add dynamics, articulation, and tempi to existing music);

#### **MC2.04X**

- make artistic decisions about aspects of performance in individual and group situations;

#### **MC2.05X**

- use analog and/or digital recording technology to demonstrate an understanding of the basic processes involved.

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## Coded Expectations: Music, Open Grade 9, Analysis

### Overall Expectations

#### MAV.01X

- demonstrate an understanding of music history and its cultural context;

#### MAV.02X

- demonstrate the ability to listen attentively and with discernment to live and recorded music, using the stages of critical analysis (initial reaction, description, analysis, interpretation, and judgement);

#### MAV.03X

- demonstrate an understanding of the effects of music education on themselves and their peers;

#### MAV.04X

- demonstrate an understanding of the function of music in society;

#### MAV.05X

- identify connections between music education and various careers.

### Specific Expectations

#### Listening

##### MA1.01X

- identify and describe, orally and in writing, the elements of music (see "Theory" above) from a variety of live and/or recorded examples;

##### MA1.02X

- identify and describe, orally and in writing, how the elements of music work together in a particular historical style and cultural context in a variety of musical works that are dealt with chronologically, conceptually, thematically, and/or by genre (e.g., chronologically: Baroque, classical, Romantic, contemporary, jazz, popular music, etc.; conceptually: rhythmically oriented music, melodically oriented music, loud or quiet music, music of a specific texture, etc.; thematically: music for celebration, music for dance, music for film, music for rituals, music that tells stories, patriotic music, etc.; by genre: impressionism, ragtime, big band, jazz, rock 'n' roll, Kodo, Ghanaian drumming, aboriginal songs, Canadian Maritime music, etc.);

##### MAV.03X

- analyse, orally and in writing, the quality and impact of a variety of live and/or recorded performances, using appropriate music vocabulary;

##### MAV.04X

- analyse the quality of their own and their peers' performances, using appropriate music vocabulary to suggest ways of improving those performances (e.g., style/groove, intonation, tone quality, dynamics, articulation, phrasing, rhythm, balance and blend, overall effect);

##### MAV.05X

- clap back, aurally identify, and notate given rhythms in up to two measures in 4/4, 3/4, or 2/4, using eighth through whole notes and rests, including dotted values;

##### MAV.06X

- reproduce, aurally identify, and notate given intervals in a major scale (i.e., P1, +2, +3, P4, P5, +6, +7, P8);

##### MAV.07X

- reproduce and notate simple melodies: up to two measures in 4/4 and 3/4, using eighth through whole notes and rests, including dotted values, within an octave.

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## **Coded Expectations: Music, Open Grade 9, Analysis (continued)**

### **Self and Community**

#### **MA2.01X**

- explain the effects of physical fitness and health habits on music performance skills;

#### **MA2.02X**

- identify and describe their own strengths and needs at various points in the course and work towards improving themselves in identified areas;

#### **MA2.03X**

- reflect on learning by maintaining a journal and/or practice log to record progress;

#### **MA2.04X**

- demonstrate an understanding of rehearsal, performance, and audience etiquette (appropriate to the cultural context);

#### **MA2.05X**

- describe the distinctive nature of participating in the various roles associated with music activities (e.g., soloist and accompanist, ensemble member or leader);

#### **MA2.06X**

- demonstrate an understanding of the relationship of the audience and performer (e.g., attend a live performance and respond to it orally or in writing, using terminology appropriate for the grade);

#### **MA2.07X**

- identify how skills developed in music are applied in various music-related careers.