

Course Profile

Music

Grade 9

Open

• *for teachers by teachers*

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Course Overview

Music, Open, Grade 9

Identifying Information:

School:
Department: Arts - Music
District: Windsor Essex Catholic District
School Board
Course Title: Music, Grade 9, Open
Grade: 9
Course Type: Open
Ministry Course Code: AMU10
Secondary Policy Document: The Arts
Credit Value: One
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Revision Date:
Additional Codes:

Description/Rationale

This course emphasizes the performance of music at a level that strikes a balance between challenge and skill and is aimed at developing technique, sensitivity and imagination. Students will participate in creative activities that teach them to listen with understanding. They will also learn correct musical terminology and its appropriate use.

How This Course Supports The Ontario Catholic School Graduate Expectations

Music is that eminent gift of God that is imbued with the power to transform and reshape the spirituality of the human soul, uplifting it towards the Divine. To that end, the music student is provided the opportunity to experience and grow as a constantly forming Christian Learner. By experiencing the rich cultural heritage which is music education, the student becomes aware of the unique role that it plays in the Christian and secular world. No other medium has the power to transmit the ever dynamic Gospel messages in such an awe-inspiring manner. Finally, the student will be encouraged to look at music as a creative facet which is part of a greater whole: namely the Catholic learner.

Unit Titles (Time and Sequence) [Units must total 110 contact hours]

Unit 1	Listening	25 Hours
Unit 2	Theory	20 Hours
Unit 3	Performance	30 Hours
Unit 4	Music Appreciation	15 Hours
Unit 5	Creating	20 Hours

Unit Organization

Unit #1: Listening

Time: 25 hours

Description

This unit involves listening to live and/or recorded performances to understand the language of music, its historical and cultural context, and how effectively its composers and performers communicate to their audience. The music analyzed will be drawn from a range of cultural backgrounds and the Catholic faith tradition. This unit is intended to develop in students an understanding and appreciation of music through practical skills including interval, melodic and rhythmic exercises through creative work.

Ontario Catholic School Expectations: 2a,b,c,e; 3b,e; 4b,e,f,g; 5b,c,e,g,h; 7f,g

Strands: Analysis/Creation/Theory

Overall Expectations: MAV.01X, 02X, 03X, 04X, 05X, MCV.01X, 02X, 04X, MTV.02X, 03X

Specific Expectations: MAI.01X, 02X, 03X, 04X, 05X, 06X, 07X, MA2.02X, 03X, 04X, MCI.01X,02X, 08X, 11X, MTI.01X, 05X, 09X, 11X, MC2.01X, 02X

Unit #2: Theory

Time: 20 hours

Description

Theory involves learning the symbols, concepts and conventions used in music. By completing the expectations, students will be able to converse and express themselves using appropriate musical terminology.

Ontario Catholic School Expectations: 2a,b,c,e; 3b,c,e; 4b,e,g; 5b; 7f,g

Strands: Theory/Analysis/Creation

Overall Expectations: MTV.01X, 02X, 03X, 04X, MCV.01X, 04X

Specific Expectations: MTI.01X, 02X, 04X, 05X, 07X, 09X, 10X, 11X, 12X, 13X, 14X, 15X, 16X, 17X, 18X, MA2.03X, MC1.04X, MC2.01X, 03X, 04X, 05X, MC1.07X

Unit #3: Performance

Time: 30 hours

Description

This unit involves the practical application of performance skills and knowledge of theory as they relate to the performance medium. Students will sing or play, individually and in ensembles (e.g., using voice, band instruments, string instruments, guitar, keyboards, or other performance media).

Ontario Catholic School Expectations:**Strands:** Theory/Analysis/Creation**Overall Expectations:** MCV.01X, 02X, 04X, MAV.01X, 02X, 03X, 04X, 05X, MTV.01X, 02X, 03X**Specific Expectations:** MC1.01X, 02X, 03X, 04X, 05X, 06X, 07X, 08X, 09X, 10X, 11X, 12X, 13X, MC2.01X, 02X, 03X, 04X, MA1.04X, 05X, 06X, 07X, MT1.01X, 02X, 03X, 04X, 05X, 06X, 07X, 08X, 09X, 10X, 11X, 12X, 13X, 14X, 15X, MA2.01X, 02X, 03X, 04X, 05X, 06X, 07X**Unit #4: Music Appreciation****Time:** 15 hours**Description**

This unit is intended to develop in students an understanding and appreciation of music through practical skills and creative work. The students will demonstrate an understanding of rehearsal, performance, and audience etiquette appropriate to various cultures and the Catholic faith tradition. Students will explore the various roles associated with music activities to develop an understanding of the relationship between the audience and the performer. Emphasis will be placed on identifying musicians who have been inspired to write music for environmental and world issues.

Ontario Catholic School Expectations:**Strands:** Theory/Analysis/Creation**Overall Expectations:** MCV.02X, 03X, 04X, MAV.01X, 02X, 03X, 04X, 05X, MTV.01X, 02X, 03X, 04X,**Specific Expectations:** MC2.03X, 04X, 05X, MA1.01X, 02X, 03X, 04X, MT1.09X, 10X, 11X, 12X, 13X, 14X, 15X, 16X, 17X, 18X, MA2.01X, 02X, 03X, 04X, 05X, 06X, 07X**Unit #5: Creating****Time:** 20 hours**Description**

Creating is the innovative application of performance skills and knowledge of theory as they relate to the performance medium. Students will engage in arranging and composing activities. Students will improvise, interpret and compose music, using a variety of media including computers.

Ontario Catholic School Expectations:**Strands:** Theory/Analysis/Creation**Overall Expectations:** MCV.01X, 02X, 03X, 04X, MAV.01X, 02X, 03X, 04X, MTV.01X, 02X, 03X, 04X,**Specific Expectations:** MC2.01X, 02X, 03X, 04X, 05X, MA1.05X, 06X, 07X, MA2.02X, 03X, 04X, 05X, 06X

Strategies and Resources

Teaching/Learning Strategies	Assessment Strategies	Main Resources
<p>Teaching/learning strategies will include the following:</p> <p>Brainstorming - group generation of initial ideas expressed without criticism or analysis</p> <p>Conferencing - student to student and student to teacher discussion</p> <p>Group Work - specialized group learning</p> <p>Listening - identification, reflection, discussion, interpretation</p>	<p>The assessment plan will include the following:</p> <p>Personal Communication</p> <ul style="list-style-type: none"> • journals/conferencing logs • self-assessment • student-teacher conferences <p>Paper and Pencil Tests</p> <ul style="list-style-type: none"> • unit tests (knowledge) • mid term and final exams <p>Observation</p> <ul style="list-style-type: none"> • formal/informal <p>Performance Assessment</p> <ul style="list-style-type: none"> • solo/ensemble performance <p>Assessment tools will include:</p> <ul style="list-style-type: none"> • checklist • anecdotal <p>(refer to “Tools for Powerful Student Evaluation” - Susan Farrell)</p>	<p>The following resources are required to support teaching and learning:</p> <p>Textbooks</p> <p><i>Standard of Excellence</i> - Bruce Pearson (Neil A. Kjos, 1993)</p> <p><i>Experiencing Music</i> - Wingell (Alfred,1983)</p> <p><i>Musical Growth</i> - Natalie Kuzmich (Thompson, 1986)</p> <p><i>Encyclopedia of Music in Canada</i> - Kallman, Potvin, Winters (University of Toronto Press,1981)</p> <p><i>Catholic Book of Worship II, III</i> - (Canadian Conference of Catholic Bishops and Gordon V. Thompson Ltd.1980, 1995)</p> <p><i>Glory & Praise</i>-(North American Liturgy Resources, 1984)</p> <p><i>Alfred’s Group Piano for Adults</i> Lancaster, Renfrow (Alfred,1995)</p> <p>Computer Software <i>Allegro by Finale - Coda Music Software</i></p>

Additional Information

Course Notes

This course includes many ongoing activities that pertain to the subject area. Throughout the year, there is a continuous involvement in liturgies (Daily prayer, Advent, Lent Celebrations, Graduations). Performance can be included in each activity. The choice and order of activities may be adapted and modified to suit the distinctive needs of specific music programs. The units are intended to be interchanged throughout the course using a spiral approach. Other activities include community performances such as nursing homes, sporting events, dedication/memorial services, banquets, Remembrance Day and parades. However, the main daily focus is to build the personal performance level and the personal spiritual level of each student through exposure to musical experiences. The activities outlined in the units provide sample Catholic-oriented resources in the form of books, sheet music, music scores, cassette tapes, compact disks and useful websites. The materials can be used for any unit and are provided as a starting point for the further gathering of resources.

Teaching and learning in the guidance career education program involves a variety of instructional settings and roles, as well as the involvement of community partners. The music program may be enhanced with the inclusion of community organization representatives and musicians as guest speakers to help educate students about career opportunities in music. Opportunities for work experience or Co-operative programs will help students to apply new knowledge gained in course activities and generate interest in future career opportunities. Through meaningful peer-related musical activities and community service (e.g., performance in community organizations or school-related activities) students will gain a greater understanding of the community thus creating tolerance for cultural differences.

Activities have been designed to include practical experience with the use of computers and software programs as they relate to the music industry. Students will learn safety practices with regard to the music classroom. The safe care of equipment, as well as attention to storage, hygiene, and posture are issues that will be reinforced throughout all activities. In adult-oriented courses, extra emphasis would be placed on the sharing of prior learning and life experience to enhance the learning opportunities. Through the creation of a positive learning environment based on Gospel values and Catholic faith tradition, which includes the activities and considerations outlined in this course, a positive orientation to life will be greatly enhanced.

Students are exposed to personal and social Catholic moral teaching through the listening and critiquing of musical pieces, both liturgical and secular. Through varied activities, such as large and small group discussion, journal writing and performance analysis, the student will learn to distinguish those musical pieces and creations which are both historically and presently part of the Catholic faith tradition. The culmination of this being the ability to distinguish and understand the difference between what is and is not part of our tradition, ultimately allowing the student to create and extend their personal ministry both in and outside the global Catholic faith community.

Catholic teachers should be aware that there exists a rich tapestry that ultimately forms the musical history of our Church. In an attempt to convey what is both the historical and cultural background of music within our faith, special care should be given to the official teaching of what the Magisterium calls “a treasure of inestimable value, greater than that of any other art.” (Catechism of the Catholic Church #1156) It is therefore important that the Catholic teacher be made aware of the following resources:

Catechism of the Catholic Church
Concacan Inc.- Libreria Editrice Vaticana, 1994, for the English Translation in Canada

Published by the Canadian Conference of Catholic Bishops
(Of particular interest-#1156, #1157, #1157, #1191)

Constitution on the Sacred Liturgy Vatican Council II
Chapter VI Sacred Music

Pastoral Instruction on the Means of Social Communication Pope Paul VI
By the Pontifical Council for Social Communication
Communio et Progressio
3. Education, Culture and Leisure

Ceremonies of the Modern Roman Rite
Chapter 3 Ministries The Choir

Our Sunday Visitor's Encyclopedia of Catholic History CD-ROM
© 1995 Our Sunday visitor, inc.

Lives of the Saints CD-ROM
© 1997 Harmony Media inc.

Welcome to the Catholic Church CD-ROM (WTTCC)
Harmony Media Inc. © 1996

OSS Policy Applications

The program is designed to equip students with the knowledge and skills they will need to lead productive lives in the twenty-first century. The program will prepare students for further education and employment and will lead them to become independent, productive and responsible members of society. The course will promote the acquisition of essential knowledge and skills by all students and at the same time allow students to begin to focus on their areas of strength and interest.

Course Evaluation

Teachers may assess the effectiveness of their course in many different ways:
In class, the effectiveness may be measured by assessing student contribution to discussion, looking at individual student progress and score results. A course critique filled out by the students containing such things as likes/dislikes and suggestions for improvement could be sample questions. The ultimate assessment of course effectiveness is observing the student expanding personal knowledge by accepting greater challenges for personal growth (i.e. joining church/community bands/choirs, auditioning for music theatre, accepting personal leadership opportunities) and continuing further music studies at the university/college level.

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

- CGE1a** -illustrates a basic understanding of the **saving story** of our Christian faith;
- CGE1b** -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
- CGE1c** -actively reflects on **God’s Word** as communicated through the Hebrew and Christian scriptures;
- CGE1d** -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
- CGE1e** -speaks the **language of life**... “recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it.”
(Witnesses to Faith)
- CGE1f** -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
- CGE1g** -understands that one’s purpose or **call in life** comes from God and strives to discern and live out this call throughout life’s journey;
- CGE1h** -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
- CGE1i** -integrates faith with life;
- CGE1j** -recognizes that “sin, human weakness, conflict and forgiveness are part of the human journey” and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who

- CGE2a** -listens actively and critically to understand and learn in light of gospel values;
- CGE2b** -reads, understands and uses written materials effectively;
- CGE2c** -presents information and ideas clearly and honestly and with sensitivity to others;
- CGE2d** -writes and speaks fluently one or both of Canada’s official languages;
- CGE2e** -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who

- CGE3a** -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
- CGE3b** -creates, adapts, evaluates new ideas in light of the common good;
- CGE3c** -thinks reflectively and creatively to evaluate situations and solve problems;
- CGE3d** -makes decisions in light of gospel values with an informed moral conscience;
- CGE3e** -adopts a holistic approach to life by integrating learning from various subject areas and experience;
- CGE3f** -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

- CGE4a** -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;
- CGE4b** -demonstrates flexibility and adaptability;
- CGE4c** -takes initiative and demonstrates Christian leadership;
- CGE4d** -responds to, manages and constructively influences change in a discerning manner;
- CGE4e** -sets appropriate goals and priorities in school, work and personal life;
- CGE4f** -applies effective communication, decision-making, problem-solving, time and resource management skills;
- CGE4g** -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;
- CGE4h** -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

- CGE5a** -works effectively as an interdependent team member;
- CGE5b** -thinks critically about the meaning and purpose of work;
- CGE5c** -develops one's God-given potential and makes a meaningful contribution to society;
- CGE5d** -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;
- CGE5e** -respects the rights, responsibilities and contributions of self and others;

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- CGE5f** -exercises Christian leadership in the achievement of individual and group goals;
 - CGE5g** -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
 - CGE5h** -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

- CGE6a** -relates to family members in a loving, compassionate and respectful manner;
- CGE6b** -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;
- CGE6c** -values and honours the important role of the family in society;
- CGE6d** -values and nurtures opportunities for family prayer;
- CGE6e** -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

- CGE7a** -acts morally and legally as a person formed in Catholic traditions;
- CGE7b** -accepts accountability for one's own actions;
- CGE7c** -seeks and grants forgiveness;
- CGE7d** -promotes the sacredness of life;
- CGE7e** -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;
- CGE7f** -respects and affirms the diversity and interdependence of the world's peoples and cultures;
- CGE7g** -respects and understands the history, cultural heritage and pluralism of today's contemporary society;
- CGE7h** -exercises the rights and responsibilities of Canadian citizenship;
- CGE7i** -respects the environment and uses resources wisely;
- CGE7j** -contributes to the common good.

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);

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).

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.

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.

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.

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.