



**GENERAL MUSIC 10**

FNA1424

**5 Credit Course**

**ALTERNATIVE EDUCATION**

<b>Course Overview</b>	Students will study music and music creativity through experimenting outside of the band and choir model. In this program students are provided with, guitars, basses, drums, and ukuleles (Students are also encouraged to bring their own unique instruments) with which they will study a variety of contemporary music forms, including rock, pop, folk, blues, gospel and jazz. This will provide students with the same learning opportunities as classically oriented music programs.												
<b>Prerequisite</b>	<i>Please refer to Alberta Education's Provincially Authorized Senior High School Courses and Course Codes Document</i>												
<b>Required Materials &amp; Resources</b>	<ul style="list-style-type: none"> <li>Guitars, bass guitars, ukuleles and drums are provided by the school</li> <li>Students are also encouraged to bring their own instruments to class</li> <li>Binders containing songs, music theory, notation and practice are provided to the students</li> </ul>												
<b>Learning Outcomes</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>A. understand: melody, harmony, rhythm, timbre, form, texture, dynamics and style</li> <li>B. identify: Staves, time signatures, rhythms, sharps flats and the construction of the major scale</li> <li>C. identify intervals between tonic and all other natural degrees of the major scale.</li> <li>D. identify 8 beat and 16 beat rhythmic patterns as outlined in B, Theory and notation</li> <li>D. demonstrate an understanding of: care and maintenance of instrument; proper sound production; being in tune or out of tune; dynamic markings; tempo indications; music making process using elements of music learned in B.; recognize and perform rhythmic patterns learned in B.; explore, develop and refine sound making capabilities of the instrument individually and/or as part of an ensemble; correct inaccuracies in one's performance; aesthetic and stylistic qualities through individual and/or group performance in class.</li> <li>E. demonstrate knowledge of: emotional expression in music; pentatonic scale, motif development; cadence; chord progressions; form; timbres; blues and blues progressions</li> <li>F. compose a report on one of their: favorite genre of music, or composer, or band or performer and relate how that performer was influenced using a historic perspective</li> </ul>												
<b>Note</b>	<b><i>Within Alternative Education all teachers are required to follow a common course outline and gradebook set up.</i></b>												
<b>Assessment</b>	<p>The student's grade is determined by the knowledge the student has acquired based on the program of studies and the skills the student is able to show in articulating his or her knowledge.</p> <p>The student's grade will be calculated based on the following:</p> <p><b>Coursework – 100%</b></p> <p><i>*There is no final exam for this course</i></p>												
<b>Topics of Study</b>	<table border="1"> <thead> <tr> <th>TYPE</th> <th>TITLE</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Technique/ Skill- Regular Playing Tests</td> </tr> <tr> <td>2</td> <td>Music Literacy, Theory &amp; Ear Training</td> </tr> <tr> <td>3</td> <td>Music Performance Evaluation &amp; Reflection</td> </tr> <tr> <td>4</td> <td>Rehearsal Process/ Ownership, Collaboration</td> </tr> <tr> <td>5</td> <td>Music Report</td> </tr> </tbody> </table>	TYPE	TITLE	1	Technique/ Skill- Regular Playing Tests	2	Music Literacy, Theory & Ear Training	3	Music Performance Evaluation & Reflection	4	Rehearsal Process/ Ownership, Collaboration	5	Music Report
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<b>An Important Note About Assessment</b>	A wide range of assessment information is used in the development of a student's final grade. Within Alternative Education, individualized assessments provide specific information regarding student progress and overall performance in the course. Student assessments may vary from student to student to adapt to differences in student needs, learning styles, preferences and paces. The teacher will apply best teaching practices to determine appropriate assessment.												

**TEACHER'S CONTACT INFORMATION:**

<b>Teacher's Name:</b>	
<b>Teacher's Phone Number:</b>	
<b>Teacher's Email Address:</b>	

