



Board/Authority Authorized Course Framework Template

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| School District/Independent School Authority Name: Chilliwack – SD 33 | School District/Independent School Authority Number (e.g. SD43, Authority #432): |
| Developed by: Bob Tarr/Gary Raddysh | Date Developed: December 11, 2017 |
| School Name: Chilliwack Secondary School | Principal's Name: Brian Fehlauer |
| Superintendent Approval Date (for School Districts only): | Superintendent Signature (for School Districts only): |
| Board/Authority Approval Date: | Board/Authority Chair Signature: |
| Course Name: Small Ensemble Performance | Grade Level of Course: 9 - 12 |
| Number of Course Credits: 4 | Number of Hours of Instruction: 2.5 hours per week |

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Preferable to have a background in music, but not necessary.

Course Synopsis:

Small Ensemble is a performance-oriented course in which students will rehearse and perform works for small ensemble under the guidance of the instructor in a specific instrumental or vocal genre. Students will receive coaching during weekly rehearsals to improve ensemble interaction, and to provide techniques and methods to help them to use rehearsal time effectively and to creatively interpret music in a wide variety of styles. Small Ensemble offers students the opportunity to participate and perform with a smaller group in various styles including Traditional Jazz (Dixieland), Classic Rhythm and Blues, Rock, or Jazz. These ensembles typically consist of 6 – 15 members and rehearsals will take place outside of the normal school schedule. These groups will also perform at a number of functions both in the school and the community. All necessary material will be supplied by the instructor.

Goals and Rationale:

Students will be able to:

- Create and interact spontaneously with the musical contributions of their peers.
- Demonstrate a thorough understanding of rhythmic, melodic, and harmonic concepts in their chosen style.
- Perform at functions in the school and the community.
- Effectively prepare for rehearsals and performances through developed personal practice habits and a team oriented attitude towards realizing ensemble goals.
- Improvise melodies, rhythms, and accompaniments appropriate to this level of study.
- Perform key works in the standard repertoire common to these styles of music.
- Consider the function of one's instrument or role within the ensemble.
- Understand the role of performers and audiences in a variety of contexts.
- Research historical performances relevant to small ensemble concepts.
- Learn how to set up sound for a performance.

Aboriginal Worldviews and Perspectives:

Students will consider:

- The personal and social responsibility associated with creating, performing, and responding in music.
- The ethics of cultural appropriation and plagiarism.
- Building a diverse repertoire of music reflecting multiple themes, perspectives, and contexts.
- Relating musical selections to personal, social, or cultural issues.
- Expressing one's personal voice, cultural identity, and values through the languages and/or instruments of a discipline, both in an educational setting and in the community.

BIG IDEAS

Music communicates traditions, perspectives, worldviews, and stories.

People learn to be creative and innovative through music.

Creative and technical capacity in music is transferable across different aspects and contexts of one’s life.

Purposeful artistic choices enhance the quality and authenticity of musical processes.

People connect to others and share ideas through the arts.

Learning Standards

| Curricular Competencies | Content |
|--|---|
| <p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> • Create and interact spontaneously with the musical contributions of their peers. • Explore the composer’s music and expressive intention. • Demonstrate a thorough understanding of rhythmic, melodic, and harmonic concepts in their chosen style. • Perform at functions in the school and the community. • Effectively prepare for rehearsals and performances through developed personal practice habits and a team oriented attitude towards realizing ensemble goals. • Improvise melodies, rhythms, and accompaniments appropriate to this level of study. • Perform key works in the standard repertoire common to these styles of music. • Research historical performances relevant to small ensemble concepts. • Learn how to set up sound for a performance. • Demonstrate creative thinking and innovation by using ideas inspired by | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Understand the role of performers and audiences in a variety of contexts. • Music elements, principles, techniques, vocabulary, and symbols, including but not limited to: metre, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, expressive markings, and abbreviations. • A wide variety of skills, techniques, and technologies to support creative processes. • Contributions of innovative artists from a variety of genres, contexts, time periods, and cultures. • Consider the function of one’s instrument or role within the ensemble. • Consider audience and venue while composing and/or rehearsing music for performance. |

improvisation.

- Demonstrate creative thinking and innovation by combining genres or styles.
- Explore emerging and evolving trends in music making.

Big Ideas – Elaborations

- Enduring understanding in music comes from perseverance, resilience, and risk taking.
- Music is emblematic of time, place, community, and culture.

Curricular Competencies – Elaborations

Ensemble contexts: ensembles of varying size, instrumentation, voicing.

Improvisation: spontaneous composition or embellishment of musical phrases, melodies, or excerpts; provides a means for high-level reasoning, creative thinking, and problem solving in a variety of ways.

Personal voice: a style of expression that conveys an individual's personality, perspective, or worldview.

Performance-related injury: eg., repetitive stress injuries, vocal strain, oral and aural health.

Content – Elaborations

Technique, vocabulary, and context: supplementary content may be drawn from the Instrumental Music and Choral Music curricula.

Cultural appropriation: use of a cultural motif, theme, “choice”, image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn.

Recommended Instructional Components:

- Through mentoring and role modeling, show students the responsibilities and expectations of each member of an ensemble and the responsibilities of an ensemble in various situations.
- The instructor will provide charts for students and coach them on their individual parts before bringing them together as an ensemble.
- The instructor will provide many opportunities for the ensemble to perform in the school and the community, allowing students to achieve both personal and ensemble goals with practical experience.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Students, through ongoing performance opportunities, will develop the ability to set goals and reflect on their learning, as well as gain responsibility for their learning.
- Teachers will demonstrate the responsibilities and expectations of each member related to rehearsals and performances. Teachers and students will use these expectations as a guideline for assessment.

Learning Resources:

- Charts created by the instructor and by music publishing companies as well as some lead sheets and various recordings.
- Some of the larger instruments, including but not limited to drums, bass guitar, piano, amps, and some wind instruments.

Additional Information:

- This is a performance based course that will give students the opportunity to rehearse with a small group of musicians with the goal of performing in front of audiences.