



## **Ensemble Performance 1105, 2105, 3105 Course Description**

**Updated September, 2011**

**Level of Instruction:** Senior High, Level I, Level II, Level III

### **Curriculum Overview:**

*Ensemble Performance 1105, 2105, 3105* are performance based courses designed to give students the opportunity to participate in and derive educational experiences from a conventional musical ensemble—choir, band, or orchestra. *Ensemble Performance* is designed as a spiral curriculum in which musical concepts are revisited as technical skills are refined. Accordingly, *Ensemble Performance 1105* is a pre-requisite for *Ensemble Performance 2105* and *Ensemble Performance 2105* is a pre-requisite for *Ensemble Performance 3105*. The three levels of the course are progressive for the individual student through the introduction of new and varied repertoire each year. Thus, the musical and technical demands are always different. *Ensemble Performance* is open to any student who has a basic musical background and a desire to make music in an ensemble setting.

### **Authorized Learning Resources:**

#### Choral-Student Resources:

Suitable works for the choral ensemble (individual copies for each member)

#### Choral-Teacher Reference Materials:

Ehmann, Wilhelm, and Frauke Haaseman. *Voice Building for Choirs*. Chapel Hill, North Carolina: Hinshaw, 1982.

Roach, Donald W. *Complete Secondary Choral Music Guide*. Englewood Cliffs, New Jersey: Prentice-Hall, 1990.

Schmid, Will. *Something New to Sing About*. Student text. Mission Hills, California: Glencoe, 1989.

#### Instrumental-Student Resources:

Suitable works for the instrumental ensemble.

#### Instrumental-Teacher Reference Materials:

Casey, Joseph L. *Teaching Techniques and Insights for Instrumental Music Educators*. Chicago: G.I.A., 1991.

Colwell, Richard J., and Thomas Goolsby. *The Teaching of Instrumental Music*. Second Edition. Englewood Cliffs, New Jersey: Prentice-Hall, 1992.  
Lamb, Gordon. *A Guide to Teaching Strings*. Dubuque, Iowa: William C. Brown, 1990.

## **Unit Break Down/Theme/Organizers**

Course objectives for *Ensemble Performance* are placed into three main categories:

1. Appreciation-students will develop an appreciation of music as an art form through ensemble performance.
2. Skills-students will develop musicianship skills in the areas of: aural perception, notation, music reading, and musical expression.
3. Synthesis and transfer of learning-students will understand, synthesize and transfer to other musical works or settings, generic concepts of musical performance. These include skill development as well as concepts of articulation, phrasing, tone quality, interpretation, nuance, and embellishment.

### **Assessment:**

Assessment in this course is governed by the *Assessment and Evaluation Policy* of the Eastern School District. This policy is located at [http://www.esdnl.ca/about/policies/esd/1\\_IL.pdf](http://www.esdnl.ca/about/policies/esd/1_IL.pdf). The regulations are located at <http://www.esdnl.ca/aboutesd/policies/regulations.jsp?cat=1&code=1L>

### **Assessment and Evaluation Plan for Title:**

Class Performance 40%

Public Performance 20%

Oral/Written Work 20%

Individual Performance Assessments 20%

### **Note:**

1. All evidence of learning shall be considered when determining a student's final grade. Averaging shall not be used as a sole indicator of a student's level of attainment of the course outcomes.
2. Homework and student behaviour (except where specified in Provincial documents) shall not be given a value for assessment.
3. Teachers are encouraged to use varied assessment tools and techniques throughout the instructional year to:
  - a. Enable teachers to assess and describe student achievement across the curriculum
  - b. Provide information about how students learn, as well as what they learn
  - c. Take into consideration students' abilities both to learn and to apply their learning
  - d. Enable teachers to observe overall performance

- e. Provide multiple indicators of student performance
  - f. Reflect curriculum balance and emphasis
  - g. Reflect that experimentation, risk taking, and creativity are valued
  - h. Enable students to discover their own interests, strengths, and weaknesses
  - i. Engage students in assessing, reflecting upon, and improving their own learning
  - j. Encourage students to take responsibility for their own growth
  - k. Engage students in assessing their own and others' skills in co-operative and collaborative projects
  - l. Allow for description of students' progress in terms of increased control, depth of understanding, and ability to work independently
4. To ensure student achievement of the outcomes, teachers are expected to use a variety of assessments from the following internal data sources:
- a. Anecdotal Records from observations and listening
  - b. Student journals and notation books
  - c. Demonstration of performance skills
  - d. Assessments of individual performances and projects
  - e. Student-teacher conferences
  - f. Checklists
  - g. Rating scales
  - h. Written essays, critiques, discussions, and oral presentations
  - i. Written and performance quizzes
  - j. Formal unit, mid-term or final written and performance exams
  - k. Student self-evaluation
5. A portfolio is a folder of a student's gathered work - both completed works and works in progress.

**Resource Links:**

Ensemble Performance 1105, 2105, 3105 curriculum guide.

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/music/index.html#ensemble>