



SIR CHARLES TUPPER SECONDARY SCHOOL
2019-2020 COURSE OUTLINE

Course Name: Choir 8 (Fine Arts Rotation)

Teacher: Mr. Cavaletto

Teacher email: mcavaletto@vsb.bc.ca

Course Content

Big Ideas: We will examine these throughout the year, while working on the **Communication, Thinking, and Personal/Social Core Competencies.**

Grade 8

Creative growth requires patience, readiness to take risks, and willingness to try new approaches.

Individual and collective expression can be achieved through the **arts.**

Music is a unique language for creating and **communicating.**

Artists often **challenge the status quo** and open us to new perspectives and experiences.

Curricular Competencies:

Exploring and creating

- Intentionally select and apply materials, movements, technologies, environments, tools, and techniques by combining and arranging artistic elements, processes, and principles in art making
- Create artistic works collaboratively and as an individual using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore relationships between identity, place, culture, society, and belonging through arts activities and experiences
- Demonstrate an understanding and appreciation of personal, social, cultural, historical, and environmental contexts in relation to the arts

Reasoning and reflecting

- Describe, interpret and evaluate how musicians use processes, materials, movements, technologies, tools, techniques, and environments to create and communicate ideas
- Develop, refine ideas, and critically appraise ideas, processes, and technical skills in a variety of art forms to improve the quality of artistic creations
- Reflect on works of art and creative processes to understand artists motivations and meanings
- Interpret works of art using knowledge and skills from various areas of learning
- Respond to works of art using one's knowledge of the world

Communicating and documenting

- Adapt learned skills, understandings, and processes for use in new contexts and for different purposes and audiences
- Interpret and communicate ideas using symbols and elements to express meaning through the arts
- Take creative risks to express feelings, ideas, and experiences
- Describe, interpret and respond to works of art
- Experience, document, choreograph, perform, and share creative works in a variety of ways
- Use the arts to communicate, respond to and understand environmental and global issues
- Demonstrate increasingly sophisticated application and/or engagement of curricular content

Content:

Students are expected to know the following:

- manipulation of elements, principles, and design strategies to create mood and convey ideas in the arts, including but not limited to:
 - music: beat/pulse, metre, duration, rhythm, tempo, pitch, timbre, dynamics, form, texture, notation
- processes, materials, movements, technologies, tools, strategies, and techniques to support creative works
- notation in music to represent sounds, ideas, movement, elements, and actions
- symbolism and metaphor to explore ideas and perspective
- traditional and contemporary Aboriginal arts and arts-making processes
- a variety of national and international works of art and artistic traditions from diverse cultures, communities, times, and places
- ethical considerations and cultural appropriation related to the arts
- personal and collective responsibility associated with creating, experiencing, or presenting in a safe learning environment

Student Evaluation

ROARS (Daily and term-end)	50%
Concert participation/assignments	20%
Written work (theory based)	15%
Listening assignments	15%

Reporting

Each session of the rotation lasts approximately 2.5 months. A final mark for that Arts discipline will be given at that time.

Social Responsibility/Work Habits Criteria:

- E: Consistently focused in rehearsal; all performances completed; obvious high degree of effort shown.
G: Mostly focused in rehearsal; all work and performances completed; obvious effort present in work.
S: Off-task in rehearsal; some work not completed on time or at all or performance missed; effort in work lacking.
N: Largely off-task in rehearsal; many assignments late or not complete or performances missed; very little effort shown.

ROARS – Students showing excellence in ROARS will:

- Be a leader in rehearsals and outside of the classroom helping others succeed where needed
- Be an active participant in all class activities
- Have good attendance, few or no lates, no unexcused absences
- Show evidence of regular practice: parts consistently improve and are prepared when needed
- Be involved in optional, enriching activities

Equipment and Materials – Bring these every day:

- Pencil
Eraser
Folder containing music AND extra lined paper
Agenda (or an alternative EFFECTIVE way to keep track of homework and assignments)
Drinks are fine (not sugary ones though), and encouraged, as long as they are in a sealed container.

Classroom Procedures and Teacher Expectations

Attendance

Regular attendance is expected. If you are absent from rehearsal, **your instructor must be contacted (email works best) before the class is missed and a note must be presented upon return.** Homework collected or testing given on the day of an absence will be recorded as a zero for unexcused absences. For excused absences, you are expected to make up all work that you missed. Make up times may involve time outside regular class and will be arranged at your teacher's discretion.

Punctuality

Rehearsal begins at the bell, which means you need to be in your seat prepared and warmed up **BEFORE** that time. Lateness not only holds you back from success, it also affects the flow of class for everybody else. Sometimes lateness is out of our control, but for the majority of the time sort yourself out so you are ready on-time.

Practicing

Regular practice is essential for this course. Try to use your voice in ways we explore in class, especially if singing feels new to you. Your voice is controlled by muscles, and those muscles need exercise to get stronger. Focus and a quiet space is essential, so make sure you have a spot at home to get this done, or, consider using the Music Room as a location to practice.

Having a friend to sing with can be extremely helpful.

I look forward to a great year of music with you. Please don't hesitate to contact me with any questions or concerns!

Mr. C