

BAA Contemporary Music 12

District Name: Coquitlam

District Number: SD # 43

Developed by: Steve Sainas, Karl Kantola, Gord Hembruff, Ingrid Gay,

Date Developed: October 2004

School Name: Port Moody Secondary/Terry Fox Secondary

Principal's Name: Karen Jensen/Dan Derpak

Board/Authority Approval Date: February 22, 2005

Board/Authority Signature:

Course Name: Contemporary Music

Grade Level of Course: 12

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): BAA Contemporary Music 11. The ability to already play an instrument or permission from instructor if a vocalist. This course is not intended to offer in depth instruction on individual instruments. There are other courses for this.

Special Training, Facilities or Equipment Required:

It is suggested that the teacher have extensive professional experience rehearsing and performing contemporary music. In addition, advanced skills in playing their chosen instrument, a basic understanding of several other contemporary musical instruments, operation of sound equipment in performance of contemporary music will enhance the teaching environment. As well, it would be desirable for the teacher to have advanced ear training skills, the ability to read music and extensive knowledge of contemporary music history and music business practices.

A sound proof multi-room facility is required with an Internet capable computer lab. A minimum of twelve electric guitars and amplifiers, 6 electric basses and amplifiers, two drum kits, 6 electric keyboards, two small P.A. systems with 6 vocal microphones are required.

Course Synopsis

This advanced course is designed to create a learning environment where students who are already able to play their instrument(s) will receive instruction in how to organize and rehearse a contemporary music ensemble. Students will be expected to perform at an advanced level and will acquire in depth knowledge of equipment set up and maintenance. Instrumentation can include guitar, bass guitar, keyboards, vocals, brass, woodwinds and drums. Students will be

able to choose the style of music they wish to perform. Students will also be taught the following: history of modern popular music, familiarity with stylistic differences, advanced ear training, operating and maintaining equipment, understanding current music technology, advanced performance techniques and audience interaction, and advanced skills in developing promotional materials. Opportunities to perform will be made available.

Rationale: The course is designed to complement the grade 10 and 11 levels of Contemporary Music. In addition it will give students an opportunity to enjoy performing as well as experiencing a variety of contemporary music styles and gaining an appreciation of recent music history and how it has influenced today’s music styles. The intent of the course is to give students a life long appreciation for music performance and insight to the music business for those students wishing to pursue a music career. Students will develop performance skills on one or more instruments through guided individual and group rehearsals. Students will learn how to interact musically within a team environment with emphasis on cooperative skills and problem solving within the context of putting together a set of music for a show. Students will also learn advanced equipment operation. The course will culminate with the students being required to perform a three song set of music with their band at a concert in front of an audience comprised of their peers, parents, and the general public. After the concert the student will observe and reflect on a video of their performances.

Organizational Structure:

Unit/Topic	Title	Time
Unit 1	Introduction / Setting Goals and Parameters of Each Band	10 hours
Unit 2	Advanced Equipment Operation	15 hours
Unit 3	History of Music 1990 - Present	15 hours
Unit 4	Skill Building / Guided Rehearsal / Performance Evaluation	65 hours
Unit 5	Introduction to the Music Business	15 hours
Total Hours		120

Unit/Topic/Module Descriptions:

Unit 1: Introduction / Setting Goals and Parameters of Each Band:

10 hours

Students will become familiar with the learning facility, the expectations of the course and set their performance goals. Students will interview classmates to assess like-minded musical goals in order to form their band. Once students form their bands, they will research musical material via the Internet, CDs, and printed tablature in order to develop a set list of music to be rehearsed. Each band will record their goals on a form and submit it to the instructor for approval.

Curriculum Organizer – Defining Musical Identity

It is expected that students will:

- formulate elements that will characterize their band's style of music
- form and lead/mentor a band with classmates comprised of like-minded musicians
- compose original music to be performed with band
- design band promotional package

Curriculum Organizer - Repertoire

It is expected that students will:

- assemble musical pieces and choose material to perform that is consistent with their band's musical style and skill levels.

Curriculum Organizer - Analysis

It is expected that students will:

- formulate criteria for song selection and present music to the teacher
- organize recommended rehearsal procedures

Curriculum Organizer - Technology

It is expected that students will:

- set up and demonstrate the use of musical instruments and equipment to perform contemporary music
- set up and demonstrate the use of appropriate terms, procedures, and techniques when rehearsing music
- set up and demonstrate the use of and maintenance of materials, equipment, and work space in a safe and environmentally sensitive manner

Unit 2: Basic Equipment Operation

15 Hours

Students will become familiar with equipment used in contemporary music such as drums, guitars, keyboards and PA systems. Students will learn how to connect, run and troubleshoot this equipment.

Curriculum Organizer – Technology (PA system)

It is expected that students will:

- set up and demonstrate an understanding of how the equipment is set up using mixers, amplifiers, speakers and microphones
- produce and mix their own sound for rehearsal and performance
- predict and trouble shoot with problems such as feed back

Curriculum Organizer – Technology (Individual Equipment)

It is expected that students will:

- manage and maintain their own instrument
- discriminate pitch and be able to tune their own instrument
- determine how to incorporate their own instrument into this mix

Unit 3: History of Music 1920 – 2004

15 hours

Students will become familiar with the history of Popular music. This information will enable them to understand style and other influences in the performance of contemporary music.

Curriculum Organizer – Context (Listening)

It is expected that students will:

- determine and recognize different historical time periods of popular music
- discriminate and recognize different historical stylistic periods of popular music
- determine and recognize major artists of musical era

Curriculum Organizer – Context (Analyzing and Responding)

It is expected that students will:

- determine and identify different historical time and stylistic periods of popular music
- develop and demonstrate this knowledge in their performance

Unit 4: Skill Building / Guided Rehearsal / Performance Evaluation

65 hours

Students will develop the skills in order to create a polished performance. This will begin with the formation of the ensemble, decisions regarding repertoire, rehearsal schedule, rehearsal techniques, organizing the performance, the performance itself and its evaluation. This will be done with the monitoring and feedback from the instructor.

Curriculum Organizer – Skill Building

It is expected that students will:

- assess and learn their individual part of the performance
- devise a practice plan on their instrument to gain the skill necessary to play the part

Curriculum Organizer – Guided Rehearsal

It is expected that students will:

- arrange and incorporate their part into the ensemble
- show their knowledge of presentation requirements for performance
- devise collaboration methods in order to help other students in the ensemble in order for polished performance to occur

Curriculum Organizer – Performance Evaluation

It is expected that students will:

- evaluate and record themselves to assist in the evaluation process
- rank and analyze and incorporate feedback from their classmates and instructor
- devise and create a plan to incorporate improvements or suggestions

Unit 5: Introduction to the Music Business

15 Hours

Students will learn many aspects of the music business with special attention to popular music. This will include how to get a performance opportunity, contracts, copyrighting of original material, fees and royalties.

Curriculum Organizer – Performance Opportunities

It is expected that students will:

- evaluate, research and rate booking agencies
- choose and contact local businesses for performance opportunities
- choose and contact working artists

Curriculum Organizer – Business Practices (Contracts and Fees)

It is expected that students will:

- deduce and demonstrate knowledge of performance fees and obligations therein
- deduce and demonstrate the legalities of contracts and the structure of contracts

Curriculum Organizer – Business Practices (Copyright and Royalties)

It is expected that students will:

- deduce and demonstrate knowledge of Canadian copyright law
- deduce and demonstrate awareness of performance royalties

Instructional Component:

- direct instruction
- indirect instruction
- interactive instruction
- demonstration
- group work
- research
- practical application
- analysis of own and other recordings and performances
- modelling

Assessment Component:

- Effective formative assessment via:
 - Clearly articulated and understood learning intentions and success criteria
 - Questions posed by students, peers and teachers to move learning forward
 - Discussions and dialogue
 - Feedback that is timely, clear and involves a plan
 - Students are resources for themselves and others – peer and self-assessment
 - Student ownership

Formative assessment used to adapt learning experiences and inquiry plans on an on-going basis to meet specific learning goals.

Development, awareness and action, based upon metacognition intended to lead to learner independence and self-coaching.

Summative Assessment:

Summative assessments will be determined as students demonstrate proficiency/mastery toward particular learning outcomes. Summative assessments and final grades will reflect the following:

- Students will work collaboratively with the teacher to determine summative achievement on assignments and letter grades based upon dialogue, and evidence of learning
- Behaviour and work habits will NOT be included when determining letter grades
- Marks will not be deducted for late work
- Extra credit and bonus marks will not be awarded
- Plagiarizing will not result in reduced marks/grades –the student will be required to demonstrate their learning authentically
- Attendance will not be considered toward letter grade
- Only individual learning demonstrated –no group marks – will be used to determine grades
- Letter grades will reflect learning towards the learning outcomes articulated above
- Letter grades will be based upon criteria provided/agreed upon toward the learning outcomes
- Letter grades will be determined in relation to the learning outcomes – not in comparison to the achievement of other students

- Poor work will not be assessed towards grades – students will only be assessed on quality work
- Professional judgment and evidence will be used to determine final letter grade in consultation with the student
- Zeros will not be assigned to missed assignments – all required assignments must be completed
- Formative or practice towards learning outcomes will not be included in final grade assessment
- Most recent evidence toward learning outcomes will be used to assign letter grades – learning is not averaged over time

Learning Resources:

Books

The History of Contemporary Music
Off the Record
The Devil's Music
Rolling Stone Magazine
Guitar Player Magazine
The History of Rock 'n' Roll

Bertha Control
 Joe Smith
 Giles

Warner Home Video/Time Life

Recordings of artists from personal/school library CD's

Additional Information: This course has been offered at Port Moody Secondary School and Terry Fox Secondary since 1999.