



Markville Secondary School
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www.markvillemusic.com

Welcome to Markville Music! The Markville Secondary School Music Department is one of the largest in York Region, and offers a wide variety of music programs to students. We hope that you will enjoy a challenging, exciting, and fun year of making music!

This package contains important information that all new and returning students to the Markville Music Program will need to know. Please find enclosed the following:

- Evaluation Policy
- Learning Skills Criteria
- Keyboard Lab Program Outline
- Music Notebook Requirements
- Guidelines for Use of Equipment and Materials

Information pertinent to our program will be sent to our students and their parents on a regular basis throughout the year. Information can also be obtained from the Markville Music website (www.markvillemusic.com). All scheduled event dates for the upcoming school year have been posted. Festival dates will be added as they become available.

Please take the time to read through all of the information contained in this package with your parent/guardian. Your signature below indicates you have read and understood the Markville Music Intro Pack and are aware of all department policies and requirements. If you have any questions or concerns regarding the Markville Music Department, please do not hesitate to contact us at 905-940-8840 ext. 131.

Once again, welcome to Markville Music. We look forward to getting to know all of our students and meeting their parents in the near future.

The Markville Music Department

	<i>course</i>	<i>student signature</i>	<i>parent / guardian signature</i>
Grade 9:	_____	_____	_____
Grade 10:	_____	_____	_____
Grade 11:	_____	_____	_____
Grade 12:	_____	_____	_____

Markville Secondary School
Music Department
Evaluation

The Markville Music program is based on the belief that performance is an essential part of the academic study of music. With this in mind, the program has been organized as a two course “package” that includes *Core Music* (which focuses on the individual acquisition of knowledge and skills to be applied to performance) and *Repertoire Music* (which focuses on the development of the ensemble and preparation for performance).

CORE MUSIC COURSES (AMI, AMS, AMV)

In Core Music, students will gain the music knowledge and skills necessary for success in performance. Students will receive instruction on instrumental/vocal technique, theory, history, listening, analysis, and creativity that can be applied to performance situations.

Although Core Music is the co-requisite to Repertoire Music, it is also a performance-based course. Students will perform in a variety of settings (individually, in small groups, and in large ensembles) throughout the duration of the course.

Evaluation for Core Music courses will adhere to the following weighting:

KNOWLEDGE/UNDERSTANDING – THEORY	15%
<ul style="list-style-type: none"> • Rudiments of Music • Ear Training 	
THINKING/INQUIRY – ANALYSIS	15%
<ul style="list-style-type: none"> • Critical Listening • Music History • Music and Society 	
COMMUNICATION – PERFORMANCE	20%
<ul style="list-style-type: none"> • Practical Development • Group Independent Performance Project (G.I.P.P.) 	
APPLICATION - CREATIVITY	20%
<ul style="list-style-type: none"> • Composing and Arranging • Technology in Music 	
SUMMATIVE EVALUATION	30%
Formal written and practical evaluation of material studied throughout the course. The Summative Evaluation will be broken down as follows:	
<ul style="list-style-type: none"> • Practical Performance Exam 	15%
<ul style="list-style-type: none"> • Theory/Analysis Exam 	5%
<ul style="list-style-type: none"> • Final G.I.P.P. Performance 	10%
TOTAL	100%

Markville Secondary School
Music Department
Evaluation (continued)

REPERTOIRE MUSIC COURSES (AMR)

Repertoire Music is an experientially based survey course that assumes that the students have already achieved an appropriate level of technique and skill through their co-requisite Core Music course.

The musical ensemble (the band, orchestra, or choir) constitutes the “class” and the primary teaching vehicle for the Repertoire course. Through their participation in these groups, students will rehearse, listen to, analyse, create, and present repertoire from a variety of genres.

The ultimate goal for the ensemble is performance – the formal presentation of prepared repertoire to an audience. Students will organize, promote, perform in, and analyse the formal presentation of music at concerts and festivals organized by the Music Department.

Evaluation for Repertoire Music courses will adhere to the following breakdown and weighting:

KNOWLEDGE/UNDERSTANDING – THEORY	15%
<ul style="list-style-type: none"> • Comprehensive Musicianship 	
THINKING/INQUIRY – ANALYSIS	20%
<ul style="list-style-type: none"> • Music Appreciation • Performance Reflection 	
COMMUNICATION – PERFORMANCE	20%
<ul style="list-style-type: none"> • Performance Preparation 	
APPLICATION – PRODUCTION	15%
<ul style="list-style-type: none"> • Music Administration • Production Technology 	
SUMMATIVE EVALUATION	30%
<p>The final performance of the season provides an opportunity for students to demonstrate the culmination of the knowledge and skills that they have acquired throughout the year. Assessment of the final performance by the individual and the ensemble will be achieved through self, peer, and teacher evaluation. The Summative Evaluation will be broken down as follows:</p>	
<ul style="list-style-type: none"> • Final Performance – Ensemble Assessment 15% • Final Performance – Individual Assessment 15% 	
TOTAL	100%

Markville Secondary School
Music Department
Keyboard Lab Program Outline

The Markville Music program offers an **Application - Creativity** component intended to enhance and support the student's ability to learn, perform, and create music.

Students enrolled in core music courses at Markville will all have an opportunity to develop their creativity skills using the available technologies in the Keyboard Lab. Each student will have opportunities to learn about, explore, and create using keyboards, computer scoring/sequencing programs, and computer assisted ear training programs.

The **Application - Creativity** component consists of two main areas:

- Composing and Arranging
- Technology in Music

Tasks in these main areas provide opportunities to broaden each student's musical growth and understanding, while developing the practical fundamental skills used by all musicians in performing ensembles.

Structure:

The music department will be working on a five day cycle. Students will work in the Keyboard Lab for the equivalent of one full period per week out of the music department day cycle. The Keyboard Lab sessions will focus on the strands of technology, composition and arranging, and the reinforcement of ear training skills using computer software.

Evaluation:

Marks from assignments, participation, and a formal summative evaluation will be compiled and calculated. The Keyboard Lab mark will then be factored into your overall music mark as the **Application – Creativity** component of your core course.

Important Items

1. If you are absent from a day your section is involved in Keyboard Lab, ***it is your responsibility to make up any missed assignments.***
2. All students are required to supply ***their own head phones*** for all Keyboard Lab classes.
3. There will be designated time slots for extra help lab sessions where students may make up missed assignments, practice keyboard, or use the computer assisted ear training programs. ***The availability of the lab will be posted in room 136.***

Note: With the computers, keyboards, and other electronic items, no food or drinks will be allowed into the keyboard lab.

Markville Secondary School
Music Department
Music Notebook Requirements

All music students are encouraged to have a notebook in which they can record all Music Department activities, keep important information distributed by their teacher and the Music Department, and keep all notes, tests, and assignments completed during the course. Here are the **“Do’s and Don’ts”** of Markville Music notebooks:

The “DO’S”

- DO** ✓ Use a **three ring binder** – they are most suitable for this course
- DO** ✓ Have a neat and clean looking binder
- DO** ✓ Use a **label** on the cover or spine with your name, music teacher, and course
- DO** ✓ Use five dividers labeled **“Theory”, “Analysis”, “Performance”, “Creativity”, and “Repertoire”**
- DO** ✓ Use one binder for all of your music courses
- DO** ✓ Title and date all handouts
- DO** ✓ Underline all headings
- DO** ✓ Organize your notes into the appropriate section of your notebook
- DO** ✓ Print or write neatly
- DO** ✓ Use good spelling and grammar
- DO** ✓ **Bring your notebook to class every day!**
- DO** ✓ Remember that your notebook is an important part of the course that can be easily managed!

The “DON'TS”

- DON'T** ✗ Use a “duo tang” or anything other than a three ring binder; you need quick access to all sections of your notebook
- DON'T** ✗ **Use your instrument case or ensemble folder to store notes and handouts**
- DON'T** ✗ Use a binder covered with stickers, graffiti, tire tracks, etc...
- DON'T** ✗ Write your name in dark blue ink on a black binder (or anything equally as silly – red ink on a red binder...painted in whiteout...)
- DON'T** ✗ Print or write illegibly
- DON'T** ✗ Share your Music notebook with any other subjects
- DON'T** ✗ Lose or throw out handouts distributed by your music teacher

Your Music notebook may be collected without warning and checked using the above guidelines! Your notes are important! Stay on top of it!

Your first notebook check will be determined by your music teacher.

Markville Secondary School
Music Department
Guidelines for Use of Equipment and Materials

Markville Secondary School's Music Department is among the most comprehensively equipped music departments in York Region, and possibly in the province of Ontario. It is also one of the largest, with an annual student enrollment well in excess of five hundred. To service such a large and busy student population, it is important for all music students to strictly adhere to the rules regarding the use of all music department equipment.

Markville Music owns a large inventory of musical instruments, which are regularly maintained to ensure their continued playability. Unfortunately, the department is so large that it is not possible to assign each student their own instrument. It is common for an instrument to be shared by two students, one junior and one senior to avoid ensemble duplication. All of the instruments, therefore, are in constant daily use.

Instruments can be signed out each day (we encourage this!) using the signout computers in Rooms 133 and 134, but it is very important that ***instruments be returned the next morning before school starts***. This is the most important rule for instrument signouts! Instruments are easy to keep track of if returned promptly. Also, it is unfair to have another student unable to participate fully during a class if an instrument is left at home. ***In the event that you are ill, or otherwise unable to attend school, you must make arrangements for your loaned instrument to be returned to the school before the start of classes.***

When you are assigned an instrument, it is very important that you ***use only that instrument***. This makes it much easier to keep track of where the instruments are, and also aids the department in keeping the instruments in good repair. If an instrument is not on the shelf, you can usually borrow another one ***with a teacher's permission***. ***Please do not just grab another instrument because you are likely taking an instrument that someone else needs!***

Each student is responsible for basic maintenance of his/her instrument. This includes cleaning and lubrication (if necessary). Students are also responsible for keeping the instrument in good condition. ***Students will be charged for any damage to an instrument that in the music staff's opinion is not due to normal "wear and tear".***

In most cases, each student will be assigned a folder of music to share with another student in the ensemble. There will be periodic folder checks throughout the school year to make sure that the students' folders are complete. ***Each student is responsible for his/her folder, and will be required to pay for replacing any missing or damaged sheet music.***

It is important to use only the music in your folder. ***Do not remove music from any other folder***, even if your folder partner has taken the music from your folder. This is the number one cause of missing music.

Markville Secondary School
Music Department
Learning Skills Criteria

Learning targets for each student are assessed on a task-by-task basis according to the following criteria. Final assessment will be based on a combination of self- and teacher-assessments which are observed regularly. The learning targets are:

Responsibility	<ul style="list-style-type: none"> ✓ Completes and submits all class work, homework, and assignments on time ✓ Takes responsibility and manages own behaviour
Organization	<ul style="list-style-type: none"> ✓ Organizes plan to complete all work ✓ Manages time effectively to meet goals ✓ Uses information, technology, and resources to complete tasks
Independent Work	<ul style="list-style-type: none"> ✓ Achieves goals independently ✓ Uses class time appropriately to complete tasks ✓ Follows instructions with minimal supervision
Collaboration	<ul style="list-style-type: none"> ✓ Accepts various roles and equal work in a group to achieve group goals ✓ Is positive and respectful to others' opinions ✓ Resolves group conflicts effectively ✓ Shares information and promotes critical thinking
Initiative	<ul style="list-style-type: none"> ✓ Is willing to take risks ✓ Demonstrates curiosity and interest in learning ✓ Has a positive attitude ✓ Advocates for rights of self and others
Self-Regulation	<ul style="list-style-type: none"> ✓ Sets individual goals ✓ Asks for help when needed ✓ Critically self-reflects on strengths, needs, and interests ✓ Identifies strategies to achieve goals ✓ Preservers when completing challenging work