

**EASTERN SCHOOL DISTRICT**  
**Course Descriptor**  
**Effective September 2006**

<b>Subject Area:</b>	Music
<b>Course:</b>	Applied Music 2206 & 3206
<b>Level of Instruction:</b>	Level Two and Level Three
<b>References:</b>	Applied Music 2206 and 3206: A Curriculum Guide

**Program Description:**

*Applied Music 2206 & 3206* are performance courses designed to give students the opportunity to develop musical skills and understandings in small group settings. These courses can be delivered through each of the following applied areas: **voice, winds, percussion, strings, guitar, piano/keyboard**. Although the different applied areas have specific outcomes particular to an instrument or voice, they will share the same overall goals and core curriculum outcomes. These courses will provide learning opportunities for *beginning students as well as those with prior musical experience*. Along with the development of musicianship, literacy skills, and musical and theoretical understandings, students will develop competencies as instrumentalists and/or vocalists. This comprehensive approach offers the opportunity for students to integrate the practical, theoretical, and conceptual aspects of music. Through individual and small group experiences, students develop musical independence, ability to concentrate, skills in performing with other musicians, and the self-discipline necessary for musical expression.

**Components of Student Evaluation:**

Student assessment should include the three major categories: diagnostic (or pre-instructional), formative and summative. **The emphasis should be placed upon both process and product as well as upon group and individual performances.** The cumulative mark at the end of the school year should reflect the student's final skill set.

<b>A: Practical Assessment.....</b>	<b>60%</b>
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Students should be able to integrate theory and performance in order to develop their musical understandings. Students develop generic performance skills (phrasing, style, articulation, intonation, tone quality, expressive devices, interpretation skills, etc.) as well as specific performance skills particular to individual applied areas. Theoretical concepts encompass the elements of music, musical literacy, and knowledge of appropriate symbols and terms. Musical

understandings evolve as students synthesize their skill development and knowledge of theoretical concepts through performance. Performance tasks should be undertaken as individuals as well as with others, keeping in mind that the acquisition of music skills is a cumulative process. Students should be provided with opportunities to sight read passages as well as perform prepared pieces.

**B: Projects/Assignments/Tests.....40%**

This category could include written theory assignments, in class work, conferencing, checklists, self-assessments, portfolios, observations, research, oral presentations, listening activities, journal writing, music composition, music analysis, etc.

Twenty marks of the forty **must** be devoted to music theory (written and aural). These theory requirements could be met through a variety of methods. Teachers could have a final in -class assessment at the end of the school year, students could be asked to complete a series of written and aural theory assignments throughout the year or there could be a major assessment in class at the conclusion of each term.