

EASTERN SCHOOL DISTRICT
Course Descriptor
Effective September 2006

Subject Area:	Music
Course:	Ensemble Performance 1105, 2105, 3105
Level of Instruction:	Levels One, Two and Three
References:	Ensemble Performance 1105, 2105, 3105: A Curriculum Guide (September 1993)

Program Description and Guiding Principles:

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.

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.

A: Class Performance40%

Class performance grades should be based upon the outcomes in the three main categories as outlined in the Course Description pp. 4-8. These are:

- Appreciation
- Skills
- Synthesis and Transfer of Learning

Public Performance.....20%

This category is intended to reflect the student’s level of preparation, familiarity with the prepared pieces and involvement with the ensemble during the year’s public performances.

C: Oral/Written Work.....20%

Some examples of written work could include critical analyses, reflections, assignments, self-assessments, written tests and quizzes, discussions, presentations, etc.

D: Individual Performance Assessments.....20%

These assessments should transpire at the end of the term and could involve sight- reading, skill demonstrations, scales, individual and small group performance, etc.