



Course: Freshman Choir
Teacher: Melissa Jones-Chunu
Year: MYP Year 4 (Grade 9)

Course Description: The Freshman Choir is designed to heighten student interest in all types of music. The class will begin by singing great repertoire, and will augment this repertoire with ensemble music for OSSAA District and State Ensemble Contest. Solos are also encouraged. The usual amount of repertoire is 15 pieces plus ensembles and solos. The student will learn through hands on performing in the choir. The student should come to class with music given to them. The teacher will conduct, and explain certain techniques as they are needed.

A wide range of repertoire will be used from the Baroque, Classic, Romantic and Contemporary periods of music history. Students will be assessed by live performances. A list of known performances will be supplied as early in the year as possible, but other performances will be scheduled throughout the year with at least two weeks' notice. Students will perform for the spring concert, a winter assembly, at the TPS Choir Festival, and at OSSAA District and State Contest. They will also have the opportunity to audition for all OMEA (All-State) Choir and Metro Honor Choir. Students will have a broader base of music appreciation, and be able to play music of more than one style.

Our aims are: The aims of the teaching and study of MYP arts are for students to:

- understand how the arts play a role in developing and expressing personal and cultural identities
- appreciate how the arts innovate and communicate across time and culture
- become informed and reflective practitioners of the arts
- experience the process of making art in a variety of situations
- explore, express and communicate ideas
- become more effective learners, inquirers and thinkers
- develop self-confidence and self-awareness through art experiences
- appreciate lifelong learning in and enjoyment of the arts.

You will begin to embody the IB Learner Profile as you display the following qualities: inquirer, knowledgeable, thinker, communicator, principled, open-minded, caring, risk-taker, balanced and reflective.

At the core of the MYP program is the unit/ guiding question and the areas of interaction (AOI's):

There are five AOI's: approaches to learning, community and service, health and social education, human ingenuity, and environments. For every unit, there will be a guiding/unit question and an area of interaction that will provide a framework and give our classroom a context. The areas of interaction are the fuel that fires our intellectual pursuit. The following are our units:

Title	AOI	Question	Topic	Assessment
Choir	Community	Why do we perform	Choir	Adjudicator based

Festival	and Service	great music?	Festival	
District Contest	Social Education	How do we prepare music for contest?	District Contest	Adjudicator based
Athletic Event Performance	Human Ingenuity	What is the value of performance	Choral Performance	Teacher based
State Contest	Approaches to Learning	How can we continue to improve?	State Contest	Adjudicator based
Spring Concert	Community and Service	Why do we perform great music?	Spring Concert	Teacher based

At the end of the year, the following IB MYP specific arts objectives will be covered.

Each objective is elaborated upon by several bullet points. All points in each objective should be met in each year of the program, at the appropriate level.

A Knowledge and understanding

This objective focuses on building knowledge and understanding of both the art form and artistic processes.

It should inform the student's practice as a young artist and allow him or her to appraise other artworks. The learning a student experiences will impact on his or her art making and expression or interpretation in **objective B**.

At the end of the course, students should be able to:

- demonstrate knowledge and understanding of the art form studied in relation to societal, cultural, historical and personal contexts.
- demonstrate knowledge and understanding of the elements of the art form studied, including Specific vocabulary, concepts and processes.
- communicate a critical understanding of the art form studied in the context of their artwork.

B Application

This objective focuses on the practical application of the student's skills in the creation of artwork. This is strongly influenced by knowledge and understanding developed in relation to objective A.

The student should investigate and experiment with his or her artistic processes through the planning, creation, performance and presentation of artwork, developing an initial idea or theme to a point of realization.

These processes should allow the student to develop and experiment with skills and techniques, as well as explore, express and communicate artistic intentions. These intentions should involve the investigation of alternative ways of using their knowledge, understanding and skills, and may evolve during the course of the student's work. At the end of the course, students should be able to:

- develop an idea, theme or personal interpretation to a point of realization, expressing and communicating their artistic intentions.
- apply skills, techniques and processes to create, perform and/or present art.

C Reflection and evaluation

This objective focuses on the way that a student gradually comes to feel and think like an artist.

Ongoing reflection should be more than just a record of what was done. Reflecting critically requires an artist to question and justify the choices that he or she has made and to develop an objective evaluation of his or her work. The student should show a growing insight into his or her own artistic development.

The student is encouraged to seek feedback from others and to consider how this feedback might inform his or her work as it develops. Constructive feedback can help a student to confirm, clarify or modify his or

her artistic process or intent. Objective C is concerned **solely** with the student's reflections and evaluations in relation to his or her own work. Appraisal of the work of others is addressed in objective A, although this may lead a student to reflect on his or her own work subsequently. At the end of the course, students should be able to:

- reflect critically on their own artistic development and processes at different stages of their work
- evaluate their work.
- use feedback to inform their artistic development and processes.

D Personal engagement

The main focus of this objective is the development of the attitudes essential to engage with the artistic processes and the art form studied. The student should develop the personal and interpersonal skills that will enable him or her to initiate, to explore, to negotiate with others and to take informed risks during his or her artistic experience. The student should develop his or her ability to interact with other students in a supportive and sensitive way. It is also anticipated that students will become increasingly mindful of their own and other cultures and use their experiences to advance their artistic development. At the end of the course, students should be able to:

- demonstrate commitment using their artistic processes.
- demonstrate curiosity, self motivation, initiative and a willingness to take informed risks.
- support, encourage and work with their peers in a positive way.
- be receptive to art practices and artworks from various cultures, including their own.

Assessment is the term used to measure the students' demonstrations of learning:

There will be summative assessment projects and tests to show what they have learned. These will be assessed using the IB MYP criteria: The following assessment criteria have been established by the IB for arts in the MYP. All final assessment in the final year of the MYP must be based on these assessment criteria even if schools are not registering students for IB validated grades and certification.

Criterion A Knowledge and understanding **Maximum 8**

Criterion B Application **Maximum 10**

Criterion C Reflection and evaluation **Maximum 8**

Criterion D Personal engagement **Maximum 8**

For each assessment criterion, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors concentrate on positive achievement, although failure to achieve may be included in the description for the lower levels.