



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack School District	School District/Independent School Authority Number (e.g. SD43, Authority #432): Sd33
Developed by: Bob Tarr	Date Developed: May 10 th , 2024
School Name: Chilliwack Secondary School	Principal's Name: Danielle Wicker
Superintendent Approval Date (for School Districts only):	Superintendent Signature (for School Districts only):
Board/Authority Approval Date:	Board/Authority Chair Signature:
Course Name: Small Ensemble	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 2 hours per week plus performances for a total of 100 hours

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required:

Teacher must be musically trained. Students will be enrolled in at least one other music course at the school. Students must have a basic mastery of their instrument of choice.

Course Synopsis:

Students are expected to participate in another music department course. Classes for this course will be offered outside the regular school schedule. This course allows students who have developed advanced instrumental and vocal skills, to practice stage presence in an enhanced schedule of performances. Students will have opportunity to participate in one ensemble that performs either Traditional (Dixieland) Jazz, Rock, or classic Rhythm and Blues (Soul). Ensemble skills will be emphasized so that students become proficient at listening to their part in relation to the entire ensemble. Students must be willing to contribute to the school and the community in ways that go beyond those of the average

student. Individuals will be encouraged to become soloists on their own instruments. Students will be required to participate in a minimum of 10 performances throughout the school year.

Goals and Rationale:

Through this course, students will learn the history of the genre they choose as well as how to perform the music in an authentic and consistent way. Students will study the music of some of the artists who have come before them and learn how to perform some of the music that defines the style through weekly rehearsals and performances in the school and the community. Students will also learn to be self-directed and take leadership roles when necessary.

Aboriginal Worldviews and Perspectives:

Learning is holistic, reflexive, reflective, experiential and relational. When conducting an ensemble one must lead but also listen and react. No 2 performances/rehearsal are the same and the role of the conductor is to interpret what he or she is hearing, making a decision and then communicate that in real-time and within the confines of the conducting gestures. The conductor must be connected with what he or she is hearing and react accordingly.

Working in smaller groups takes dedication, communication, leadership, and interpersonal skills.

BIG IDEAS

<p>Growth as a musician requires perseverance, resilience and reflection.</p>	<p>The nuances of musical expression are understood through deeper study and performance.</p>	<p>Instrumental music offers aesthetic experiences that can transform our perspective.</p>	<p>Working in a small ensemble requires listening, communication and leadership.</p>
---	---	--	--

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <ul style="list-style-type: none"> -Perform in an ensemble alone or with only a few others, performing a particular part (eg. Rhythm and Blues, Rock Band, Dixieland, Jazz Combo, Instrumental quartet) -Study and perform a variety of musical styles and genres. -Understand the role of their chosen instrument in the ensemble. -Attend regular rehearsals and take a leadership role when required. -Develop appropriate musical vocabulary, skills and techniques on their chosen instrument. -Learn how to set up a sound system for performances and rehearsals. -Improvise and take creative risks appropriate to the genre of music. -Listen to artists who have helped to define the musical genre. 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> -Musical elements, principles, vocabulary, symbols, and theory. -How to perform all musical elements on their chosen instrument (including, but not limited to: tone, intonation, rhythm, articulation, dynamics, phrasing, balance and blend) -Individual practice strategies and how to rehearse in a small group. -Roles of performer, audience and venue. -History of the genre of study.

--	--

Big Ideas – Elaborations

Musical growth can only be attained through perseverance and practice. Practice must be a regular part of a student's weekly routine.

Communication skills are very important when performing in a small ensemble. A combination of leadership and listening tools are vitally important for the growth of the group as well as the individual.

Curricular Competencies – Elaborations

Music vocabulary may consist of: tone, timbre, intonation (individual and ensemble tuning), articulation/style, balance, blend, rhythm, tempo and musical terms as they pertain to the pieces we are studying.

Content – Elaborations

Recommended Instructional Components:

This course will be offered outside of the time schedule and students will be responsible for attending weekly rehearsals and performances throughout the year. Some of these ensembles might be student led, but most will have instruction from one of the music teachers.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

Students will be assessed on the following:

- Weekly attendance at rehearsals.
- Individual preparation for rehearsals/performances. (Home practice)
- Performances
- Daily musicianship

Learning Resources:

Students will be able to use instruments and gear from the school if needed, but preferable for them to have their own instruments. Music will be provided by teacher.

Additional Information:

We are constantly adding new material to our repertoire.