

Course:	MUS200 / MUS300			
Teacher:	Mr. Cox Room: Stud			
E-mail:	gcox@emsb.qc.ca			
Texts/workbooks:	none			
Course description:	A non-traditional music class that draw the students' musical preferences. Stu in instrumental performance, song wriproduction, rapping, singing or recorditheir interests.  Students' work culminates in the release mixtape (available at			

	TERM 1 – 20%	
Topics covered		Competencies targeted
Music creation		Competency 1: Creates musical
Music production	1	works
Basic recording techn	ique	Competency 2:
Instrumental technic	que	Performs musical works
Music appreciation: Universal Musical Con	cepts (Triplets, Distortion,	Competency 3:
Reverb/Delay, Swir	ng)	Appreciates musical works
Evaluation methods	Mark breakdown	Timeline
Portfolio assessments (3): Three	20%/20%/20%	All three assessments are due at
assessments chosen by the student as an	(Competency 1 or 2,	the end of term, although
example of their best work from the	rubrics provided)	students are strongly
term. Examples of portfolio assessments:		encouraged to submit one or more assessments before the
Instrumental students – learning to play a		end of term.
cover song, writing a song, Beat-making		cha or term.
students – an electronic composition of		
at least one minute in duration,		
Rapping/singing students – an original		
verse and chorus (written and recorded).		
,		
Journal of Universal Musical Concepts:	20%	Students will add to their
Students will keep a journal of universal	(Competency 3)	journals throughout the term
musical concepts that presented to them		during each musical
(with provided notebook or as a google		appreciation lesson.
doc). Students are expected to define the		
concept and write how they can use the		
concept in their musical practice.		

Exercise/Study based on a Universal	10% (Competency 1 or	Assessment will be due at the	
Musical Concept: Students will choose one of the musical concepts presented to	2), 5% (Competency 3)	end of term.	
them throughout the term and create a short study that shows they can apply the concept to their practice. They will also reflect on their creation experience.			
Reflection on progress	Personal reflection on progress (5%)	Reflection at end of term	

	TERM 2 – 20%	
Topics covered		Competencies targeted
Music creation  Music production		Competency 1: Creates musical works
Basic recording technic		Competency 2: Performs musical works
Instrumental techniques  Music appreciation: Universal Musical Co  Equalization, Polyrhythm, Pito	oncepts (Syncopation,	Competency 3: Appreciates musical works
Evaluation methods	Mark breakdown	Timeline
assessments chosen by the student as an example of their best work from the term. Examples of portfolio assessments: Instrumental students – learning to play a cover song, writing a song, Beat-making students – an electronic composition of at least one minute in duration, Rapping/singing students – an original verse and chorus (written and recorded).	20%/20%/20% (Competency 1 or 2, rubrics provided)	All three assessments are due at the end of term, although students are strongly encouraged to submit one or more assessments before the end of term.
Journal of Universal Musical Concepts: Students will keep a journal of universal musical concepts that presented to them (with provided notebook or as a google doc). Students are expected to define the concept and write how they can use the concept in their musical practice.	20% (Competency 3)	Students will add to their journals throughout the term during each musical appreciation lesson.

Exercise/Study based on a Universal	10% (Competency 1	Assessment will be due at the end
Musical Concept: Students will choose	or 2), 5%	of term.
one of the musical concepts presented to	(Competency 3)	
them throughout the term and create a		
short study that shows they can apply the		
concept to their practice. They will also		
reflect on their creation experience.		
Reflection on progress.	Personal reflection on	Personal reflection on progress – at
	progress (5%)	end of term

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Tonics covere	TERM 3 – 60%	Competencies targeted
Topics covere  Music creation	Competencies targeted Competency 1: Creates musical	
		works
Music production	on	
Basic recording tech	inique	Competency 2: Performs musical
Basic mixing techni	ques	works
Instrumental techr	nique	Competency 3: Appreciates musical
Music appreciation: Universal Musical (	Concepts (Scales, Diatonic	works
Chords, Borrowed Chords, Pitch Correctio	n, Compression, Mastering)	
Fredrick weeth and	Bitanti buantida	Timalina
Evaluation methods Portfolio assessments (5): Five	Mark breakdown 12%/12%/12%12%/12%	Timeline  All five assessments are due at the
assessments chosen by the student as	(Competency 1 or 2,	end of term, although students
,	rubrics provided)	are strongly encouraged to submit
an example of their best work from	rubrics provided)	one or more assessments before
the term. Examples of portfolio assessments: Instrumental students –		the end of term.
learning to play a cover song, writing a		
song, Beat-making students – an		
electronic composition of at least one		
minute in duration, Rapping/singing		
students – an original verse and		
chorus (written and recorded).		
chords (written and recorded).		
Instrumental students will collectively		
write, perform and record a song for		
the school's mixtape. This song can be		
worth as many as three assessments.		
Rapping or singing students may also		
opt to create song for the mixtape,		
which could also count for two or		
three assessments.		

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Journal of Universal Musical	20%	Students will add to their
Concepts: Students will keep a journal	(Competency 3)	journals throughout the term
of universal musical concepts that		during each musical appreciation
presented to them (with provided		lesson.
notebook or as a google doc). Students		
are expected to define the concept		
and write how they can use the		
concept in their musical practice.		
Exercise/Study based on a Universal	10% (Competency 1 or	Assessment will be due at the
Musical Concept: Students will	2), 5% (Competency 3)	end of term.
choose one of the musical concepts		
presented to them throughout the		
term and create a short study that		
shows they can apply the concept to		
their practice. They will also reflect		
on their creation experience.		
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Creative Process Journal: Students	5% (Competency 3)	Students will add to their
keep a journal identifying and		journals throughout the term
chronicling creative processes used		
throughout the term		

Online platform:	Google Classroom	
Materials required for the course:		
No additional materials requ	uired	

Communication with parents/guardians:	Progress report/Report card schedule:		
Mr. Cox can be reached at gcox@emsb.qc.ca. He will	Progress report:	October 2024	
reach out to parents when necessary.	Report cards:	November 2024 February 2025 June 2025	

Remediation schedule:	
Days 2, 4, 6 & 8 from 3:10-3:40	

## Final results:

1						
Term 1	+	Term 2	+	Term 3	=	School mark
20%		20%		60%		100%