



<b>Course:</b>	MUS302		
<b>Teacher:</b>	Mr. Cox	<b>Room:</b>	Studio
<b>E-mail:</b>	gcox@emsb.qc.ca		
<b>Texts/workbooks:</b>	none		
<b>Course description:</b>	<p>A non-traditional music class that draws inspiration from the students' musical preferences. Students will gain skills in instrumental performance, song writing, music production, rapping, singing or recording, depending on their interests.</p> <p>Students' work culminates in the release of a full length mixtape (available at <a href="http://www.upnextrecordings.com">www.upnextrecordings.com</a>), as well as student performances.</p>		

<b>TERM 1 – 20%</b>		
<b>Topics covered</b>	<b>Competencies targeted</b>	
Music creation Music production Basic recording technique Instrumental technique Music appreciation: Universal Musical Concepts (Triplets, Distortion, Reverb/Delay, Swing)	Competency 1: Creates musical works  Competency 2: Performs musical works  Competency 3: Appreciates musical works	
<b>Evaluation methods</b>	<b>Mark breakdown</b>	<b>Timeline</b>
<b>Portfolio assessments (3):</b> Three 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.
<b>Journal of Universal Musical Concepts:</b> 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.

<b>Exercise/Study based on a Universal Musical Concept:</b> Students will 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.	10% (Competency 1 or 2), 5% (Competency 3)	Assessment will be due at the end of term.
<b>Reflection on progress</b>	Personal reflection on progress (5%)	Reflection at end of term

<b>TERM 2 – 20%</b>		
<b>Topics covered</b>	<b>Competencies targeted</b>	
<p>Music creation</p> <p>Music production</p> <p>Basic recording technique</p> <p>Instrumental technique</p> <p>Music appreciation: Universal Musical Concepts (Syncopation, Equalization, Polyrhythm, Pitch Shifting)</p>	<p>Competency 1: Creates musical works</p> <p>Competency 2: Performs musical works</p> <p>Competency 3: Appreciates musical works</p>	
<b>Evaluation methods</b>	<b>Mark breakdown</b>	<b>Timeline</b>
<b>Portfolio assessments (3):</b> Three 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.
<b>Journal of Universal Musical Concepts:</b> 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.

<p><b>Exercise/Study based on a Universal Musical Concept:</b> Students will 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.</p>	<p>10% (Competency 1 or 2), 5% (Competency 3)</p>	<p>Assessment will be due at the end of term.</p>
<p><b>Reflection on progress.</b></p>	<p>Personal reflection on progress (5%)</p>	<p>Personal reflection on progress – at end of term</p>

TERM 3 – 60%		
Topics covered	Competencies targeted	
<p>Music creation Music production Basic recording technique Basic mixing techniques Instrumental technique Music appreciation: Universal Musical Concepts (Scales, Diatonic Chords, Borrowed Chords, Pitch Correction, Compression, Mastering)</p>	<p>Competency 1: Creates musical works Competency 2: Performs musical works Competency 3: Appreciates musical works</p>	
Evaluation methods	Mark breakdown	Timeline
<p><b>Portfolio assessments (5):</b> Five 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).</p> <p>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.</p>	<p>12%/12%/12%12%/12% (Competency 1 or 2, rubrics provided)</p>	<p>All five assessments are due at the end of term, although students are strongly encouraged to submit one or more assessments before the end of term.</p>

<p><b>Journal of Universal Musical Concepts:</b> 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.</p>	<p>20% (Competency 3)</p>	<p>Students will add to their journals throughout the term during each musical appreciation lesson.</p>
<p><b>Exercise/Study based on a Universal Musical Concept:</b> Students will 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.</p>	<p>10% (Competency 1 or 2), 5% (Competency 3)</p>	<p>Assessment will be due at the end of term.</p>
<p><b>Creative Process Journal:</b> Students keep a journal identifying and chronicling creative processes used throughout the term</p>	<p>5% (Competency 3)</p>	<p>Students will add to their journals throughout the term</p>

<b>Online platform:</b>	Google Classroom
<b>Materials required for the course:</b>	
No additional materials required	

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

**Remediation schedule:**

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

**Final results:**

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