

Course:	MUS502					
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 recording their interests.  Students' work culminates in the release mixtape (available at <a href="https://www.upnextrecordinates">www.upnextrecordinates</a> well as student performances.	dents will giting, musicing, dependence	gain skills c ding on length			

TERM 1 – 20%						
Topic	cs covered			Competencies targeted		
Mus	ic creation			Competency 1: Creates musical		
Music	production			works		
Basic reco	ording techni	que		Competency 2:		
Instrume	ental techniq	lue		Performs musical works		
Music appreciation: Universal N	Musical Cond	epts (Tri	plets, Distortion,	Competency 3:		
Reverb/	Delay, Swin	g)		Appreciates musical works		
Evaluation methods	;	Mar	k breakdown	Timeline		
Portfolio assessments (3): Thre assessments chosen by the studexample of their best work from term. Examples of portfolio assess Instrumental students – learnin cover song, writing a song, Beat students – an electronic composat least one minute in duration, Rapping/singing students – and overse and chorus (written and researched).	dent as an the essments: g to play a t-making sition of priginal	20%/20 (Compe		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% (Compe	tency 3)	Students will add to their journals throughout the term during each musical appreciation lesson.		

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

TERM 2 – 20%					
Topics covered	Competencies targeted				
Music creation  Music production	Competency 1: Creates musical works				
Basic recording technique		Competency 2: Performs musical works			
Instrumental technique  Music appreciation: Universal Musical Concepts (Syncopation, Equalization, Polyrhythm, Pitch Shifting)		Competency 3: Appreciates musical works			
Evaluation methods	Timeline				
Portfolio assessments (3): 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.			
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.		
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 required			

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

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%