



Course:	MUSIC 669402-01		
Teacher:	Mr. Gage	Room:	Studio
E-mail:	ngage@emsb.qc.ca		
Texts/workbooks:	none		
Course description:	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. Students' work culminates in the release of a full length mixtape (available at www.upnextrecordings.com), as well as student performances.		

TERM 1 – 20%		
Topics covered	Competencies targeted	
Music Creation Music Production Basic Recording Technique Instrumental Technique Music Appreciation: Musical Artists	Competency 1: Creates musical works Competency 2: Performs musical works Competency 3: Appreciates musical works	
Evaluation methods	Mark breakdown	Timeline
Portfolio assessments (2): Two 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).	35%/35% (Competency 1 or 2, rubrics provided)	Both assessments are due at the end of the term, although students are strongly encouraged to submit one or more assessments before the end of the term.
Presentation on Musical Artists: Students will present on a musical artist of their choice, either individually or in small groups. Presentations will be developed around a series of guiding questions.	15% (Competency 3)	Students or student groups will be assigned presentation dates and will be given time to work on their presentations during class time.

Journal on peer presentations: Students will keep an ongoing journal on their peers' presentations, guided by a series of reflexive questions.	10% (Competency 3)	Students will add to their journals throughout the term during each peer presentation.
Reflection on progress	5% (Competency 3)	Reflection at end of term

TERM 2 – 20%		
Topics covered	Competencies targeted	
Music Creation Music Production Basic Recording Technique Instrumental Technique Music Appreciation: Song Creation	Competency 1: Creates musical works Competency 2: Performs musical works Competency 3: Appreciates musical works	
Evaluation methods	Mark breakdown	Timeline
Portfolio assessments (2): Two 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).	35%/35% (Competency 1 or 2, rubrics provided)	Both assessments are due at the end of the term, although students are strongly encouraged to submit one or more assessments before the end of the term.
Presentation on Songs: Students will present on a song of their choice, either individually or in small groups. Presentations will be developed around a series of guiding questions about the song's development.	15% (Competency 3)	Students or student groups will be assigned presentation dates and will be given time to work on their presentations during class time.
Journal on peer presentations: Students will keep an ongoing journal on their peers' presentations, guided by a series of reflexive questions.	10% (Competency 3)	Students will add to their journals throughout the term during each peer presentation.
Reflection on progress.	5% (Competency 3)	Personal reflection on progress – at the end of the term

TERM 3 – 60%		
Topics covered		Competencies targeted
Music Creation Music Production Basic Recording Technique Basic Mixing Techniques Instrumental Technique Music Appreciation: Music History by Decade		Competency 1: Creates musical works Competency 2: Performs musical works Competency 3: Appreciates musical works
Evaluation methods	Mark breakdown	Timeline
Portfolio assessments (3): Six 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). 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 a song for the mixtape, which may count for two or three assessments.	25%/25%/20% (Competency 1 or 2, rubrics provided)	All three assessments are due at the end of the term, although students are strongly encouraged to submit one or more assessments before the end of the term.
Presentation on Decades of Music History: Student groups will be assigned a decade to present to their peers. Research will focus on historical trends and genres, and how the music was shaped by evolving technologies.	15% (Competency 3)	Students or student groups will be assigned presentation dates and will be given time to work on their presentations during class time.
Journal on peer presentations: Students will keep an ongoing journal on their peers' presentations, guided by a series of reflexive questions.	10% (Competency 3)	Students will add to their journals throughout the term during each peer presentation.
Reflection on progress.	5% (Competency 3)	Personal reflection on progress – at the end of 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. Gage can be reached at ngage@emsb.qc.ca . He will reach out to parents when necessary.	Progress report: October 2025 Report cards: November 2025 February 2026 July 2026

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%