

BIG IDEAS

Composers and producers develop creative skill and proficiency through perseverance, resilience, and risk taking.

Composers capture and reflect aspects of time, place, and community through music.

Music composition and production provides an opportunity to represent our identity, context, and culture.

Music composition and production offers **aesthetic experiences** that can transform our perspective.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Compose music for solo and ensemble contexts • Create, produce, reproduce, or manipulate music using available technologies • Use musical vocabulary in composition and production • Consider how the body and mind are engaged in musical production, performance, and composition • Experiment with musical elements to achieve specific effects in composition • Use musical forms and structures to express thoughts and emotions • Explore a variety of contexts and their influences on musical works, including place and time • Develop and refine technical and expressive skills <p>Reason and reflect</p> <ul style="list-style-type: none"> • Analyze and interpret musicians' use of technique, technology, and environment in musical composition and production, using musical language • Analyze and reflect on the design and development of musical compositions • Consider the physical and aural health of musicians and audiences 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • musical elements, principles, vocabulary, symbols, and theory • techniques and technical skills to support creative processes • a range of current technologies • hardware and software used to create, record, and structure sound • physics and physical properties of sound and sound synthesis • characteristics, qualities, and limitations of instruments • movement, sound, image, and form • roles of composer, producer, performer and audience • traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music • artists from a variety of genres, contexts, periods, and cultures • history of a variety of musical genres • ethics of cultural appropriation and plagiarism • moral, ethical, and legal issues related to music production, duplication, and distribution • health and safety issues and procedures, including the impact of audio volume on aural health

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • Use musical vocabulary in response to, and in critiques of, musical compositions or productions • Receive and apply constructive feedback • Anticipate individual responses to a piece of music • Express perspectives, personal voice, story, and cultural identity through music composition and production • Share personal insights derived from listening to, composing, and performing music <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with creating, performing, and responding to music • Demonstrate understanding of creative processes • Explore personal, educational, and professional opportunities in music and music-related industries • Combine technical knowledge and contextual observation to make musical decisions • Identify and practise self-care to prevent performance-related injury • Safely care for and maintain electronic tools, equipment, materials, and work spaces 	

Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **ensemble contexts:** ensembles of varying size, instrumentation, or voicing
- **musical vocabulary:** descriptive and instructive terms with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian); includes musical literacy which is the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbols
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **place:** Any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey meaning in music
- **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview
- **performance-related injury:** for example, repetitive stress injuries, vocal strain, other harm to oral and aural health

Content – Elaborations

- **musical elements, principles, vocabulary, symbols, and theory:** metre, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in Italian and other languages, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music
- **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
- **instruments:** both electronic and acoustic, including the voice
- **history:** the influences across time of social, cultural, historical, political, and personal contexts on musical works; includes the influences of historical and contemporary societies on musical works
- **cultural appropriation:** use of a cultural motif, theme, “voice,” image, knowledge, story, song, or drama, shared without permission or without appropriate context or in a way that may misrepresent the real experience of the people from whose culture it is drawn
- **legal issues:** including regulations and recommendations for noise levels