

## BIG IDEAS

Music reflects aspects of time, place, and community.

The nuances of musical expression are understood through deeper study and performance.

A musician's interpretation of existing work is an opportunity to represent identity and culture.

Enduring understanding of music is gained through perseverance, resilience, and risk taking.

Contemporary music 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><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>• Perform in both solo and <b>ensemble contexts</b></li> <li>• Explore a composer's musical and expressive intentions</li> <li>• Express meaning, intent, and emotion through music</li> <li>• <b>Improvise</b> and <b>take creative risks</b> in contemporary music</li> <li>• Explore new musical ideas by combining genres or styles</li> <li>• Explore a <b>variety of contexts</b> and their influences on musical works, including <b>place</b> and time</li> <li>• Develop and refine technical and expressive skills</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Analyze and interpret musicians' use of technique, technology, and environment in musical composition, arranging, and performance, using <b>musical language</b></li> <li>• Reflect on personal rehearsal and performance experiences and musical growth</li> <li>• Consider the function of their instrument, voice, or role within an ensemble or collaborative effort</li> <li>• Analyze styles of music to inform musical decisions</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>musical elements, principles, vocabulary, symbols, and theory</b></li> <li>• techniques, vocabulary, technologies, and context relevant to a particular idiom or genre</li> <li>• <b>creative processes</b></li> <li>• movement, sound, image, and form</li> <li>• emerging and evolving trends in music</li> <li>• a variety of <b>musical styles, genres, and traditions</b></li> <li>• roles of performer and audience</li> <li>• artists from a variety of genres and movements</li> <li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music</li> <li>• <b>history</b> of a variety of musical genres</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• health and safety issues and procedures</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• <b>Document</b> and share musical works and experiences in a variety of contexts</li> <li>• Use <b>musical vocabulary</b> to communicate about contemporary music</li> <li>• Receive and apply constructive feedback</li> <li>• Anticipate individual responses to a piece of music</li> <li>• Express <b>personal voice</b>, cultural identity, perspective, and values in musical study and performance</li> <li>• Demonstrate awareness of self, others, and audience</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal and social responsibility associated with creating, performing, and responding to contemporary music</li> <li>• Develop a diverse repertoire of contemporary music that includes multiple perspectives and contexts</li> <li>• Demonstrate understanding of creative processes</li> <li>• Explore and relate musical selections to personal, social, or cultural issues</li> <li>• Use technical knowledge and contextual observation to make musical decisions</li> <li>• Demonstrate safe care, use, and <b>maintenance</b> of instruments and equipment</li> <li>• Identify and practise appropriate self-care to prevent <b>performance-related injury</b></li> </ul>	

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
- **Improvise:** spontaneously compose or embellish musical phrases, melodies, or excerpts; improvisation provides a means for high-level reasoning, creative thinking, and problem solving in a variety of ways
- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **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
- **Document:** through activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **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
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **maintenance:** the appropriate inspection, diagnosis, and basic repair of instruments and equipment
- **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
- **musical styles, genres, and traditions:** including those from First Nations, Métis, Inuit, Canadian, and world contexts
- **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