

## BIG IDEAS

Individual and collective expression is rooted in history, culture, and community.

Growth as a musician requires perseverance, resilience, and reflection.

Music is a process that relies on the interplay of the senses.

**Aesthetic experiences** have the power to effect change.

Music offers unique ways of exploring our identity and sense of belonging.

## 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>• Express meaning, intent, and emotion through music</li> <li>• <b>Improvise</b> and take <b>creative risks</b> in music</li> <li>• Explore 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 relevant technical skills and expressive qualities</li> <li>• Explore music that reflects personal voice, story, and values</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>• Describe and analyze musicians' use of technique, technology, and environment in music composition, arranging, and performance, using <b>musical language</b></li> <li>• Reflect on 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>elements, principles, vocabulary, symbols, and theory of music</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>• role of the performer, audience, and venue</li> <li>• innovative artists from a variety of genres and cultures</li> <li>• <b>history</b> of a variety of musical genres</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</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>, share, and appreciate musical works and experiences in a variety of contexts</li> <li>• Receive and apply constructive feedback</li> <li>• Use discipline-specific language to communicate ideas</li> <li>• Contribute <b>personal voice</b>, cultural identity, and perspective in musical study and performance</li> <li>• Demonstrate respect for self, others, and the audience</li> <li>• Use music to communicate and <b>respond</b> to social and global issues</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 music</li> <li>• Make connections with others on a local, regional, and global scale through music</li> <li>• Use technical knowledge and contextual observation to make musical decisions</li> <li>• Demonstrate appropriate care, use, and <b>maintenance</b> of instruments and equipment</li> <li>• 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
- **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)
- **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview
- **respond:** through activities ranging from reflection to action
- **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

- **elements, principles, vocabulary, symbols, and theory of music:** 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 and Inuit, Canadian, and world contexts
- **history:** the influences across time of social, cultural, historical, political, and personal context 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