

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 transform the way we think and feel.

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>Explore and create</p> <ul style="list-style-type: none"> • Perform in large ensemble, small ensemble, and solo contexts • Express meaning, intent, and emotion through music • Improvise and take creative risks in music • Study and perform a variety of musical styles and genres • Explore a variety of contexts and their influences on musical works, including place and time • Develop and refine technical skills and expressive qualities • Explore music that reflects personal voice, story, and values <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe and analyze musicians' use of technique, technology, and environment in musical composition and performance, using musical language • Reflect on rehearsal and performance experiences and musical growth • Consider the function of their voice within the ensemble • Analyze styles of music to inform musical decisions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • elements, principles, vocabulary, symbols, and theory of music • techniques specific to individual or families of instruments, including: <ul style="list-style-type: none"> – winds – percussion – keyboard – orchestral strings – guitar <p><i>Note: Students are only expected to know techniques related to their instrument(s) of choice.</i></p> • technical skills, strategies, and technologies • creative processes • movement, sound, image, and form • role of the performer, audience, and venue • traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music • history of a variety of musical genres • ethics of cultural appropriation and plagiarism

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • Document and share musical works and experiences in a variety of contexts • Receive and apply constructive feedback • Use discipline-specific language to communicate ideas • Contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance • Demonstrate respect for self, others, and the audience • Use music to communicate and respond to social and global issues <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with creating, performing, and responding to music • Make connections with others on a local, regional, and global scale through music • Use technical knowledge and contextual observation to make musical decisions • Demonstrate safe care, use, and maintenance of instruments and equipment • Practise appropriate self-care to prevent performance-related injury 	