

## 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.

Choral 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 <b>large ensemble</b>, <b>small ensemble</b>, and solo contexts</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 choral music</li> <li>• Study and perform a variety of musical styles and genres</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 and performance, using <b>musical language</b></li> <li>• Reflect on personal rehearsal and performance experiences and musical growth</li> <li>• Analyze and reflect on the design of musical selections</li> <li>• Consider the function of their voice within the ensemble</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>• <b>singing techniques</b> specific to individual voices</li> <li>• technical skills, strategies, and technologies</li> <li>• <b>creative processes</b></li> <li>• movement, sound, image, and form</li> <li>• roles of performer, audience, and venue</li> <li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music</li> <li>• contributions of innovative artists from a variety of genres, contexts, periods, and cultures</li> <li>• <b>history</b> of a variety of musical genres</li> <li>• influences of historical and contemporary societies on musical works</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 choral 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>, story, cultural identity, and perspective in a variety of settings</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 choral music</li> <li>• Develop a diverse repertoire of choral music that includes multiple perspectives and contexts</li> <li>• Demonstrate understanding of creative processes</li> <li>• Explore the relationships between the arts, culture, family, and society</li> <li>• Explore personal, educational, and professional opportunities in music and music-related industries</li> <li>• Identify and practise self-care to prevent <b>performance-related injury</b></li> </ul>	