

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.	Instrumental music offers aesthetic experiences that can transform our perspective.
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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 Explore a composer's musical and expressive intentions Improvise and take creative risks in instrumental music Adapt performance techniques, processes, and skills for use in innovative ways 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 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 performance, using musical language Reflect on personal rehearsal and performance experiences and musical growth Consider the function of their instrument or role 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"> musical elements, principles, vocabulary, symbols, and theory 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 influences of time and place on the emergence of musical forms roles of performer, audience, and venue traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music

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 • Use musical vocabulary in response to musical experiences and by observing context • Receive and apply constructive feedback • Use discipline-specific language to communicate and interpret ideas • Express personal voice, cultural identity, and perspective through music • Express emotions and ideas through music <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with creating, performing, and responding to instrumental music • Develop a diverse repertoire of instrumental music that includes multiple perspectives and contexts • Explore personal, educational, and professional opportunities in music or music-related industries • Explore the relationships between the arts, culture, and society • Demonstrate safe care, use, and maintenance of instruments and equipment • Identify and practise appropriate self-care to prevent performance-related injury 	<ul style="list-style-type: none"> • contributions of innovative artists from a variety of genres, contexts, periods, and cultures • history of a variety of musical genres • ethics of cultural appropriation and plagiarism • health and safety issues and procedures