**Area of Learning: ARTS EDUCATION — Music: Choral Music  
(includes Concert Choir 12, Chamber Choir 12, Vocal Jazz 12) Grade 12**

**BIG IDEAS**

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| Music  communicates traditions, perspectives, worldviews,  and stories. |  | Creative and technical proficiency in music is transferable across different aspects of our lives. |  | A musician’s intention can transform meaning and expression in musical works. |  | Purposeful choices enhance the quality, artistry, and authenticity  of musical processes. |  | Choral music offers **aesthetic experiences** that can transform  our perspective. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Perform in **large ensemble**, **small ensemble**, and solo contexts * Examine the qualities of a composition that define its genre * Create and refine musical selections * **Improvise** and **take creative risks** in music * Study and perform a variety of musical styles and genres * Develop and adapt technical and expressive skills   Reason and reflect   * Interpret and evaluate musicians’ use of technique, technology, and environment  in musical composition and performance, using **musical language** * Analyze music to identify practice strategies and inform musical decisions * Consider and assess multiple interpretations of a musical excerpt * Consider the function of their voice within the ensemble * Rehearse and refine ideas to support personal growth | *Students are expected to know the following:*   * **musical elements, principles, vocabulary, symbols,  and theory** * **singing techniques** specific to individual voices * technical skills, strategies, and technologies * **creative processes** * movement, sound, image, and form * roles of performer, audience, and ensemble conductor * traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music * contributions of innovative artists from a variety  of genres, contexts, periods, and cultures * a range of global and inter-cultural musicians, movements, and genres * **history** of a variety of musical genres * influences of historical and contemporary societies  on musical works * ethics of **cultural appropriation** and plagiarism * health and safety issues and procedures |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * **Document** and compile resources that inform musical interpretation * Engage in dialogue with peers in response to feedback * Anticipate audience responses to a piece of music * Use musical symbols to enhance a musical performance * Develop **gestural vocabulary** that communicates musical intentions * Collaborate to express **personal voice**, story, cultural identity, and perspective  in a variety of settings   Connect and expand   * Evaluate and demonstrate personal and social responsibility associated  with creating, performing, and responding to choral music * Connect musical performance with personal narrative * Demonstrate and refine a diverse repertoire of choral music that includes  multiple perspectives, themes, and contexts * Evaluate and demonstrate understanding of creative processes * Investigate and describe the relationships between music and personal, social,  or cultural change * Evaluate personal, educational, and professional opportunities in music  and music-related industries * Evaluate and practise self-care to prevent **performance-related injury** |  |

| **ARTS EDUCATION – Music: Choral Music Big Ideas – Elaborations Grade 12** |
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| * **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art |

| **ARTS EDUCATION – Music: Choral Music Curricular Competencies – Elaborations Grade 12** |
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| * **large ensemble:** ensemble in which many musicians perform the same part (e.g., concert choir) * **small ensemble:** ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., chamber choir,  vocal jazz ensemble) * **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 * **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) * **gestural vocabulary:** movements of the arms, hands, and head, typically demonstrated by the conductor to convey interpretation  of a musical phrase * **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview * **performance-related injury:** for example, vocal strain and other harm to oral and aural health |

| **ARTS EDUCATION – Music: Choral Music Content – Elaborations Grade 12** |
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| * **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 * **singing techniques:**    + diction (e.g., enunciation, vowel formation, phonation, diphthongs, word/syllable emphasis, pronunciation)   + tone quality as specific to repertoire (e.g., resonance, head voice, chest voice, vibrato, straight tone, bend, fall-off, plop, ghost, shake)   + intonation   + breath regulation and control   + articulations, inflections   + ornamentations: musical embellishments or flourishes that serve as decoration of a melody (e.g., sostenuto, portamento)   + range   + singing through transitions between vocal registers   + blend and balance:the use of relative volume and tonal techniques to highlight certain instruments or create a homogeneous timbre  (e.g., accompaniment versus solo technique) * **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 * **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 |