**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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**Area of Learning: ARTS EDUCATION — Music: Choral Music
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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**
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|  **ARTS EDUCATION – Music: Choral MusicBig Ideas – Elaborations Grade 12** |
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| * **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art
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|  **ARTS EDUCATION – Music: Choral MusicCurricular 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
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|  **ARTS EDUCATION – Music: Choral MusicContent – 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
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