**Area of Learning: ARTS EDUCATION — Music: Composition and Production Grade 12**

**BIG IDEAS**

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| Music  communicates traditions, perspectives, worldviews, and stories. |  | Composition and production can be adapted to facilitate limitless expression and meaning. |  | Creative and technical proficiency in music is transferable across different contexts. |  | Purposeful choices enhance the quality, artistry, and authenticity  of musical processes. |  | 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   * Compose music for solo and **ensemble contexts** * Create, produce, reproduce, or manipulate music using  available technologies * Explore new musical ideas by combining genres or styles * Use **musical vocabulary** based on context * Examine how the body and mind work together to enhance musical composition, rehearsal, and performance * Employ standard or modified musical forms and structures * Explore selection and choice related to orchestration, instrumentation,  and sound sampling * Explore emerging and evolving trends in music making   Reason and reflect   * Interpret and evaluate musicians’ use of technique, technology,  and environment in musical composition and production, using  **musical language** * Evaluate various designs and developments in music composition  and production * Consider the physical and aural health of musicians and audiences * Anticipate audience responses to a piece of music | *Students are expected to know the following:*   * **musical elements, principles, vocabulary, symbols, and theory** * techniques and technical skills to support **creative processes** * a range of current technologies * hardware and software used to create, record, and structure sound * physics and physical properties of sound and sound synthesis * characteristics, qualities, and limitations of **instruments** * use of movement, sound, image, and form to convey meaning  in music * roles of performer, audience, and venue * global and inter-cultural musicians, movements, and genres * 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 * **history** of a variety of musical genres * ethics of **cultural appropriation** and plagiarism * moral, ethical, and **legal issues** related to music production, duplication, and distribution * health and safety issues and procedures, including the impact  of audio volume on aural health |

**Area of Learning: ARTS EDUCATION — Music: Composition and Production Grade 12**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * **Document** and compile resources that inform musical composition  and production * Use musical symbols to enhance the performance quality of  a musical composition * Engage with peers to provide constructive feedback * Collaborate to express **personal voice**, cultural identity,  and perspective through music   Connect and expand   * Evaluate and demonstrate personal and social responsibility associated with creating, performing, and responding to music * Make connections through music composition and production  on local, national, or global scales * Evaluate personal, educational, and professional opportunities  in music and music-related industries * Investigate relationships between music and personal, social,  or cultural change * Identify and practise self-care to prevent **performance-related injury** * Safely care for and maintain electronic tools, equipment, materials,  and work spaces |  |

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

| **ARTS EDUCATION – Music: Composition and Production Curricular Competencies – Elaborations Grade 12** |
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| * **ensemble contexts:** ensembles of varying size, instrumentation, or voicing * **musical vocabulary:** descriptive and instructive terms with specific application in music; can be in English or other languages commonly used  by composers (e.g., Italian); includes musical literacy which isthe ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbols * **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) * **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview * **performance-related injury:** for example, repetitive stress injuries, vocal strain, other harm to oral and aural health |

| **ARTS EDUCATION – Music: Composition and Production 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 * **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 * **instruments:** both electronic and acoustic, including the voice * **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 * **legal issues: including regulations and** recommendations **for noise levels** |