**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
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**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
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|  **ARTS EDUCATION – Music: Composition and ProductionBig 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: Composition and ProductionCurricular 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
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|  **ARTS EDUCATION – Music: Composition and ProductionContent – 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**
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