

BIG IDEAS

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

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"> • 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 <p>Reason and reflect</p> <ul style="list-style-type: none"> • 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 	<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 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

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • 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 <p>Connect and expand</p> <ul style="list-style-type: none"> • 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 	

Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **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 is the 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

Content – Elaborations

- **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