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

**Grade 12**

### BIG IDEAS

| Music | 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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<tr>
<th>Curricular Competencies</th>
<th>Content</th>
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<td><strong>Students are expected to be able to do the following:</strong></td>
<td><strong>Students are expected to know the following:</strong></td>
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| **Explore and create** | - 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 |
| - 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 | - musical elements, principles, vocabulary, symbols, and theory  
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| **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 | - interpret and evaluate musicians’ use of technique, technology, and environment in musical composition and production, using **musical language**  
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- Consider the physical and aural health of musicians and audiences  
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<td><strong>Communicate and document</strong></td>
<td>• <strong>Document</strong> and compile resources that inform musical composition and production</td>
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<td>• Use musical symbols to enhance the performance quality of a musical composition</td>
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<td>• Engage with peers to provide constructive feedback</td>
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<td>• Collaborate to express <strong>personal voice</strong>, cultural identity, and perspective through music</td>
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<td><strong>Connect and expand</strong></td>
<td>• Evaluate and demonstrate personal and social responsibility associated with creating, performing, and responding to music</td>
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<td>• Make connections through music composition and production on local, national, or global scales</td>
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<td>• Evaluate personal, educational, and professional opportunities in music and music-related industries</td>
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<td>• Investigate relationships between music and personal, social, or cultural change</td>
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<td>• Identify and practise self-care to prevent <strong>performance-related injury</strong></td>
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<td>• Safely care for and maintain electronic tools, equipment, materials, and work spaces</td>
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**Big Ideas – Elaborations**

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

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**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

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**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