

BIG IDEAS

Music communicates traditions, perspectives, worldviews, and stories.	Creative and technical proficiency in music is transferable across different aspects of our lives.	Music can be adapted to facilitate limitless expression and meaning.	Purposeful choices enhance the quality, artistry, and authenticity of musical processes.	Instrumental music offers aesthetic experiences that can transform our perspective.
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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"> Perform in large ensemble, small ensemble, and solo contexts Analyze and study music to identify practice strategies Examine the role of the ensemble conductor Identify the qualities of a composition that define its genre Explore diverse musical genres in performance or study Explore a variety of contexts and their influences on musical works, including place and time Expand and adapt technical and expressive skills <p>Reason and reflect</p> <ul style="list-style-type: none"> Consider and assess multiple interpretations of a musical excerpt Interpret and evaluate musicians' use of technique, technology, and environment in musical composition and performance, using musical language Reflect on collective rehearsal and performance experiences and musical growth Consider the function of their instrument or role within the ensemble Anticipate audience responses to a piece of music Analyze styles of music to inform musical decisions 	<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 specific to individual or families of instruments, including: <ul style="list-style-type: none"> winds percussion keyboard orchestral strings guitar <p><i>Note: Students are only expected to know techniques related to their instrument(s) of choice.</i></p> technical skills, strategies, and technologies creative processes creative and digital copyright for composers, publishers, and producers of music movement, sound, image, and form influences of time and place on the emergence of musical forms roles of performer, audience, and venue

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • Document and compile resources that inform musical interpretation • Use appropriate musical vocabulary in response to musical experiences and by observing context • Receive and apply constructive feedback • Use musical symbols to enhance a musical performance • Develop gestural vocabulary that communicates musical intentions • 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 instrumental music • Investigate the relationships between music and personal, social, or cultural change • Develop and refine a diverse repertoire of instrumental music that includes multiple themes, perspectives, and contexts • Evaluate the relationships between the arts, culture, and society • Evaluate personal, educational, and professional opportunities in music or music-related industries • Make connections in the community through music • Demonstrate safe care, use, and maintenance of instruments and equipment • Evaluate and practice appropriate self-care to prevent performance-related injury 	<ul style="list-style-type: none"> • 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 • global and intercultural musicians, movements, and genres • history of a variety of musical genres • ethics of cultural appropriation and plagiarism • health and safety issues and procedures

Big Ideas – Elaborations

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

Curricular Competencies – Elaborations

- **large ensemble:** ensemble in which many musicians perform the same part (e.g., concert band, jazz band, string or symphony orchestra, guitar ensemble)
- **small ensemble:** ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., rock band or similar contemporary genre, jazz combo, brass quintet, string quartet)
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **place:** Any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **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)
- **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
- **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
- **maintenance:** the appropriate inspection, diagnosis, and basic repair of instruments and equipment
- **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
- **winds:**
 - fingerings/slide positions, including alternate and trill fingering
 - intonation
 - articulation (e.g., tonguing, multiple tonguing)
 - ornamentation (e.g., trills, glissando, grace notes)
 - embouchure
 - breath control
 - tone quality (including vibrato)
 - use of mutes
- **percussion:**
 - stick, mallet, beater, and brush technique
 - hand-drumming technique
 - pitched percussion technique
 - articulation
 - fills, shots, tone quality, intonation
- **keyboard:**
 - articulation: techniques that use touch or pedals to alter the transitions between notes (e.g., staccato, legato, phrasing, use of pedals)
 - fingering and chording technique
 - chord voicing
 - comping technique: chords, rhythms, and patterns played to accompany an improvised solo or melody (e.g., ii-V-I)
 - keyboard instrumentation: keyboard alone or with bass and/or guitar
 - 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)
- **orchestral strings:**
 - left-hand technique (e.g., vibrato, double-stopping, triple-stopping, shifting)
 - finger pattern profiles
 - bowing technique (e.g., détaché, martelé, spiccato)
 - pizzicato
 - intonation
 - tone quality
 - harmonics

Content – Elaborations

- **guitar:**
 - chord playing (open and arpeggiated chords)
 - single note playing
 - picking, fingering, strumming; hand positions
 - articulation: techniques affecting transitions between notes (e.g., legato, staccato, slurs, damping, bends, hammer-ons)
 - intonation
 - tone quality: techniques that affect timbre or the overall sound of the instrument
 - voicings: the distribution or vertical arrangement of notes in a chord (e.g., rootless, R37, R73)
 - acoustic versus electric guitar technique
 - rhythm guitar patterns and accompaniment techniques
 - single-line melody reading, tablature, modes
- **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