

BIG IDEAS

Individual and collective expression are founded on the history, culture, community, and value system in which they exist.

Growth as a musician is dependent on perseverance, resilience, and reflection.

Music is a process that relies on engaged connection between the senses.

Ideas and beliefs in a work of art have the power to effect change.

Music offers unique ways of exploring one's identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Perform collaboratively in both solo and ensemble contexts • Engage in appropriate risk taking to express meaning, intent, emotion, and thought • Demonstrate creative thinking and innovation by using ideas inspired by improvisation • Study a wide variety of musical styles and genres, including Aboriginal traditions, Canadian traditions, and traditions from around the world • Demonstrate creative thinking and innovation by combining genres or styles • Consider audience and venue while composing and/or rehearsing music for performance • Demonstrate an understanding and appreciation of personal, social, cultural, environmental, and/or historical contexts through the study of meaningful music • Develop and refine relevant technical skills and expressive qualities • Make a personal contribution to collaborative and ensemble music making • Explore emerging and evolving trends in music making <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Employ musical language to describe and analyze musicians' use of technique, technology, and environment in music composition, arranging, and performance • Reflect on rehearsal and performance experiences, making connections to future learning • Engage knowledge and skills from other areas of study in discussing relationships between context and interpretation • Consider the function of one's instrument, voice, or role within an ensemble or collaborative effort • Analyze the style of music to inform musical decisions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • music elements, principles, techniques, vocabulary, and symbols, including but not limited to: metre, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, Italian and other foreign language terms, expressive markings, abbreviations • a wide variety of skills, techniques, and technologies to support creative processes • movement, sound, image, and form to convey meaning in music • the role of performers and audiences in a variety of contexts • the influence of time and place on the emergence of musical forms • contributions of innovative artists from a variety of genres, contexts, time periods, and cultures • a range of local, national, global, and intercultural musicians, movements, and genres • traditional and contemporary Aboriginal worldviews and cross-cultural perspectives as communicated through music

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicating and documenting</p> <ul style="list-style-type: none"> • Document, share, and appreciate musical works and experiences in a variety of ways and contexts • Receive and apply constructive feedback to developing practice • Communicate and interpret ideas through idiomatic language or symbology • Contribute personal voice, cultural identity, and perspective in musical study and performance • Demonstrate respect for self, others, and the audience • Use music to communicate, respond to, and understand social and global issues <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Explore music reflecting personal voice, story, and values in connection with a specific place, time, and context • Connect musical study and performance with experiences beyond the classroom • Make connections through music between individuals in the learning community on a local, regional, and global scale • Combine technical knowledge, music literacy, and contextual observation to make musical decisions • Pursue increasing fluency in instrumental or vocal performance • Demonstrate appropriate care, use, and maintenance of instruments and equipment • Practise appropriate self-care to prevent performance-related injury • Establish personal goals for instrumental or vocal performance • Demonstrate increasingly sophisticated application of music elements, principles, techniques, vocabulary, and symbols 	<ul style="list-style-type: none"> • history and theory of a variety of musical genres, including their roles in historical and contemporary societies • the influence of social, cultural, historical, political, and personal context on musical works • personal and social responsibility associated with creating, performing, and responding in music • technique, vocabulary, and context relevant to a particular idiom or genre • the ethics of cultural appropriation and plagiarism