

## BIG IDEAS

Composers and producers develop creative skill and capacity through perseverance, resilience, reflection and risk taking

Composers capture and reflect aspects of time, place, community, context, and culture.

Composition is an opportunity to musically represent one's identity, context, and culture

**Musical literacy** is a means for nuanced communication of expressive ideas and intent.

## Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p><b>Exploring and creating</b></p> <ul style="list-style-type: none"> <li>• Compose music using a variety of instrumentations and solo and <b>ensemble contexts</b></li> <li>• Demonstrate creative thinking and innovation by using ideas inspired by <b>improvisation</b></li> <li>• Engage musical skills beyond traditional application</li> <li>• Explore <b>musical vocabulary</b> by observing the context and intention</li> <li>• Examine how the body and mind are engaged in musical production, performance, and composition</li> <li>• Expand a repertoire of musical language, technical skills, and expressive qualities</li> <li>• Employ musical forms and structures to express a broad range of thoughts, images, and emotions</li> <li>• Create, produce, reproduce, and/or manipulate music using available technologies</li> <li>• Engage elements of expression to achieve specific effects in composition</li> </ul> <p><b>Reasoning and reflecting</b></p> <ul style="list-style-type: none"> <li>• Employ <b>musical language</b> to analyze and interpret musicians' use of technique, technology, and environment in music composition and production</li> <li>• Engage knowledge and skills from other areas of study to facilitate analysis and interpretation of the music</li> <li>• Develop awareness of self by reviewing and refining ideas</li> <li>• Apply critical, creative, and reflective thinking skills in the design and development of compositions</li> <li>• Consider the physical and aural health of musicians and audience</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• a wide variety of skills, techniques, and technologies to support creative processes</li> <li>• movement, sound, image, and form to convey meaning in music</li> <li>• the role of performers and audiences in a variety of contexts</li> <li>• the influence of time and place on the emergence of musical forms</li> <li>• contributions of innovative artists from a variety of genres, contexts, time periods, and cultures</li> <li>• a range of local, national, global, and intercultural musicians, movements, and genres</li> <li>• traditional and contemporary Aboriginal worldviews, stories, and history as expressed through music</li> <li>• cross-cultural perspectives communicated through music</li> <li>• history and theory of a variety of musical genres, including their roles in historical and contemporary societies</li> </ul>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicating and documenting</b></p> <ul style="list-style-type: none"> <li>• Employ appropriate musical vocabulary in response to, and in critique of, compositions</li> <li>• Receive and independently apply constructive feedback to developing practice</li> <li>• Anticipate responses to a piece of music</li> <li>• Communicate and interpret ideas through the language and <b>symbolology</b> of music</li> <li>• Experience and express emotions and ideas through music</li> <li>• Share personal insights derived from listening to, composing, and performing music</li> <li>• Express perspectives, values, personal voice, and cultural identity, through the languages and/or instruments of a discipline, both in an educational setting and in the community</li> </ul> <p><b>Connecting and expanding</b></p> <ul style="list-style-type: none"> <li>• Build a diverse repertoire of music reflecting a variety of themes, perspectives, and contexts</li> <li>• Relate musical selections to personal, social, or cultural issues</li> <li>• Explore the relationships between the arts, culture, and society</li> <li>• Explore the practice habits of professional musicians and other people in related careers</li> <li>• Adapt learned music skills or processes for use in new contexts</li> <li>• Combine technical knowledge, music literacy, and contextual observation to make musical decisions</li> <li>• Pursue increasing fluency in composition and production</li> <li>• Establish personal goals for composition and production</li> <li>• Safely care for and maintain electronic tools, equipment, materials, and work space</li> <li>• Demonstrate knowledge of the physics and physical properties of sound and sound synthesis</li> <li>• Demonstrate increasingly sophisticated application of music elements, principles, techniques, vocabulary, and symbols</li> </ul>	<ul style="list-style-type: none"> <li>• the influence of social, cultural, historical, political, and personal context on musical works</li> <li>• personal and social responsibility associated with creating, performing, and responding in music</li> <li>• the ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• legal issues regarding noise levels</li> <li>• impact of audio volume on aural health</li> <li>• range of current technologies</li> <li>• hardware and software used to create, record, and structure sound</li> <li>• moral, ethical, and legal issues related to music production, duplication, and distribution</li> <li>• characteristics, qualities, and limitations of <b>instruments</b></li> </ul>

Big Ideas – Elaborations

- **musical literacy:** the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbology

Curricular Competencies – Elaborations

- **ensemble contexts:** ensembles of varying size, instrumentation, or voicing
- **improvisation:** spontaneous composition or embellishment of musical phrases, melodies, or excerpts; provides a means for high-level reasoning, creative thinking, and problem solving in a variety of ways
- **musical vocabulary:** descriptive and instructive words with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian)
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey expression in music
- **symbology:** the study and interpretation of the system of symbols used in music

Content – Elaborations

- **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
- **instruments:** both electronic and acoustic, including the voice