BIG IDEAS

Music is emblematic of time, place, community, and culture.	The nuances of expression are understood through deeper musical study and artistic performance.	Interpretation of existing work is an opportunity for representing self-identity and culture.	Enduring understanding in music comes from perseverance, resilience, and risk taking.

Learning Standards

Curricular Competencies	Content
Students will be able to use creative processes to: **Exploring and creating** • Perform collaboratively in both solo and **ensemble contexts** • Explore the composer's music and expressive intention • Demonstrate creative thinking and innovation by using ideas inspired by **improvisation** • Engage musical skills beyond traditional application • 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 **Reasoning and reflecting** • Employ **musical language** to describe and analyze musicians' use of technique, technology, and environment in music composition, arranging, and performance • 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 • Develop awareness of self by rehearsing and refining ideas • Analyze the style of music to inform musical decisions • Apply critical, creative, and reflective thinking skills in the exploration and design of musical selections	*Students are expected to know the following:* • 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, stories, and history as expressed through music

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Learning Standards (continued)

Curricular Competencies	Content
Communicating and documenting • Employ appropriate **musical vocabulary** in response to musical experiences • Receive and independently apply constructive feedback to developing practice • Anticipate responses to a piece of music • Communicate and interpret ideas through the language and **symbology** of music • Experience and express emotions and ideas through music • Express **personal voice**, cultural identity, perspectives, and values through the languages and/or instruments of a discipline, both in an educational setting and in the community **Connecting and expanding** • Build a diverse repertoire of music reflecting multiple themes, perspectives, and contexts • Relate musical selections to personal, social, or cultural issues • Connect musical study with the experiences of family • Explore the relationships between the arts, culture, and society • Explore the practice habits of professional musicians and other people in related careers • Adapt learned music skills for use in new contexts • Combine technical knowledge, music literacy, and contextual observation to make musical decisions • Pursue increasing fluency in instrumental or vocal performance • 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	• cross-cultural perspectives communicated through music • 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

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