

BIG IDEAS

Music is emblematic of time, place, community, and culture.

The nuances of expression are understood through deeper musical study and artistic performance.

A musician's 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
<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 large ensemble, chamber music, and solo contexts Explore the composer's musical and expressive intention Demonstrate creative thinking and innovation by using ideas inspired by improvisation Engage musical skills beyond traditional application Apply musical vocabulary by observing the context Examine how the body and mind are engaged in musical performance and study Develop relevant technical skills and expressive qualities Make a personal musical contribution to collaborative and ensemble music making <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> Employ musical vocabulary to analyze and interpret musicians' use of technique, technology, and environment in music composition and performance Engage knowledge and skills from other areas of study to facilitate analysis and interpretation of the music Develop awareness of self by rehearsing and refining ideas Apply critical, creative, and reflective thinking skills in the exploration and design of musical selections Consider the function of one's instrument or role within the ensemble Analyze the style of music to inform musical decisions Respond musically to structural elements of the repertoire 	<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"> • 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 <p>Connecting and expanding</p> <ul style="list-style-type: none"> • 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 or processes for use in new contexts • Demonstrate increasingly sophisticated application of music elements, principles, techniques, vocabulary, and symbols • Pursue increasing fluency in instrumental performance • Demonstrate appropriate care, use, and maintenance of instruments and equipment • Practise appropriate self-care to prevent performance-related injury • Establish evolving personal goals for instrumental 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 • the ethics of cultural appropriation and plagiarism • techniques specific to individual or families of instruments: <ul style="list-style-type: none"> – winds: fingerings/slide positions; including alternate and trill fingering; intonation; articulation; ornamentation; embouchure; breath control; tone quality (including vibrato); use of mutes (as applicable) – percussion: stick, mallet, beater, and brush technique, including multiple mallets; hand-drumming technique, pitched percussion technique, articulation; fills, shots, tone quality, intonation – keyboard: articulation; fingering and chording technique, chord voicing, comping technique; keyboard instrumentation (with and without bass, with and without guitar); blend and balance – orchestral strings: left-hand technique; finger pattern profiles, bowing technique; pizzicato, intonation, tone quality, harmonics – guitar: chord playing (open chords, bar chords, extended chords, arpeggiated); single note playing, picking, fingering, strumming, hand positions, articulation; intonation, tone quality, voicings, acoustic versus electric guitar technique, rhythm guitar patterns and accompaniment techniques, single-line melody reading, tablature, modes

Curricular Competencies – Elaborations

- **large ensemble:** ensemble in which many student-musicians perform the same part (e.g., concert band, concert choir, jazz band, string or symphony orchestra, guitar ensemble)
- **chamber music:** ensemble in which student-musicians may play alone or with only a few others, performing a particular part (e.g., chamber choir, vocal jazz ensemble, rock band or similar contemporary genre, jazz combo, brass quintet, string quartet)
- **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)
- **ymbology:** the study and interpretation of the system of symbols used in music
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **performance-related injury:** e.g., repetitive stress injuries, vocal strain, oral and aural health

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
- **articulation (winds):** e.g., tonguing, multiple tonguing
- **ornamentation:** e.g., trills, glissando, grace notes
- **articulation (keyboard):** e.g., use of pedals
- **comping technique:** e.g., ii-V-I
- **blend and balance:** e.g., accompaniment versus solo technique
- **left-hand technique:** e.g., vibrato, double-stopping, triple-stopping, shifting
- **bowing technique:** e.g., détaché, martelé, spiccato
- **articulation (guitar):** e.g., damping
- **tone quality:** e.g., bends, hammer-ons
- **voicings:** e.g., rootless, R37, R73