

BIG IDEAS

Music communicates traditions, perspectives, worldviews, and stories.

Individual and collective expression are linked to context.

People learn to be creative and innovative through music.

Creative and technical capacity in music is transferable across different aspects and contexts of one's life

Music can be adapted to facilitate limitless expression and a meaningful body of work.

Purposeful artistic choices enhance the quality and authenticity of musical processes.

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"> • Compose music using a variety of instrumentations and solo and ensemble contexts • Demonstrate creative thinking and innovation by combining genres or styles • Engage musical skills beyond traditional application • Apply musical vocabulary appropriate to the context and intention • Examine how the body and mind combine to enhance musical performance and composition • Employ standard or modified musical forms and structures • Create, produce, reproduce, and/or manipulate music using available technologies • Explore selection and choice related to orchestration, instrumentation, and sound sampling • Explore emerging and evolving trends in music making • Examine creative and digital copyrights of composers, publishers, and producers of music <p>Reasoning and reflecting</p> <ul style="list-style-type: none"> • Employ musical language to interpret and evaluate musicians' use of technique, technology, and environment in music composition and production • Use rehearsal and revision processes to realize technical, critical, and creative capacities • Apply critical, creative, and reflective thinking skills in music composition and production 	<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, stories, and history as expressed through music • cross-cultural perspectives communicated through music

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Reflect on the music-making process and make connections to learning and experiences • Apply knowledge and skills from other areas of learning in the planning, creation, interpretation, and analysis of music • Consider the physical and aural health of musicians and audience <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Document and compile non-musical resources that inform musical composition and production • Engage in dialogue in response to constructive feedback • Anticipate how various audiences will respond to a piece of music • Create markings that prompt and inform the performance quality of a musical composition • Collaborate to express the voice, identity, or perspectives of others <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Connect music composition and production to personal narrative • Investigate relationships between music and personal, social, or cultural change • Explore the practice habits of professional musicians and other people in related careers • Connect music composition and production with experiences in the community and beyond • Apply problem-solving skills that facilitate innovation • Pursue increasing fluency in composition and production • Analyze the style of music to inform musical decisions • Refine evolving personal goals for composition and production • Safely care for and maintain electronic tools, equipment, materials, and work space • Demonstrate increasingly sophisticated knowledge of the physics and physical properties of sound and sound synthesis • 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 • legal issues regarding noise levels • impact of audio volume on aural health • range of current technologies • hardware and software used to create, record, and structure sound • moral, ethical, and legal issues related to music production, duplication, and distribution • characteristics, qualities, and limitations of instruments

Curricular Competencies – Elaborations

- **ensemble contexts:** ensembles of varying size, instrumentation, or voicing
- **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
- **document:** involves 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)

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