

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 meaning in a 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"> Perform collaboratively in both solo and ensemble contexts Analyze and study music to identify relevant practice strategies Consider and assess multiple interpretations of a musical excerpt 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 Examine how the body and mind combine to enhance musical performance and study 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 Examine the qualities of a composition that define its genre Make a personal contribution to collaborative and ensemble music making 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 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 	<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

Learning Standards (continued)

Curricular Competencies	Content
<ul style="list-style-type: none"> • Consider the function of one’s instrument, voice, or role within an ensemble or collaborative effort • Use the rehearsal process to refine technical, critical, and creative capacities • 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 creation and refinement of musical selections • 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 <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Document and compile non-musical resources that inform musical interpretation • 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 quality of a musical performance • Develop gestural vocabulary that communicates musical intentions • Collaborate to express the voice, identity, or perspectives of others <p>Connecting and expanding</p> <ul style="list-style-type: none"> • Connect musical performance 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 musical study with experiences in the community and beyond • Apply problem-solving skills that facilitate innovation • 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 	<ul style="list-style-type: none"> • 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

Curricular Competencies – Elaborations

- **ensemble contexts:** ensembles of varying size, instrumentation, or voicing
- **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)
- **respond:** involves activities ranging from reflection to action
- **gestural vocabulary:** physical movement that conveys interpretation of a musical phrase, non-verbal cueing, or visual enhancement to performance
- **performance-related injury:** e.g., repetitive stress injuries, vocal strain, oral and aural health

Content – Elaborations

- **technique, vocabulary, and context:** supplementary content may be drawn from the Instrumental Music and Choral Music curricula
- **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