**Area of Learning: ARTS EDUCATION — Music: Instrumental Music  
(includes Concert Band 10, Orchestra 10, Jazz Band 10, Guitar 10) Grade 10**

**BIG IDEAS**

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| Individual and collective expression is rooted in history, culture, and community. |  | Growth as a musician requires perseverance, resilience, and reflection. |  | Music is a process that relies on the interplay of the senses. |  | **Aesthetic experiences** have the power to transform the way we think and feel. |  | Music offers unique ways of exploring our identity and sense of belonging. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Perform in **large ensemble**, **small ensemble**, and solo contexts * Express meaning, intent, and emotion through music * **Improvise** and take **creative risks** in music * Study and perform a variety of musical styles and genres * Explore a **variety of contexts** and their influences on musical works, including **place** and time * Develop and refine technical skills and expressive qualities * Explore music that reflects personal voice, story, and values   Reason and reflect   * Describe and analyze musicians’ use of technique, technology,  and environment in musical composition and performance, using  **musical language** * Reflect on rehearsal and performance experiences and musical growth * Consider the function of their voice within the ensemble * Analyze styles of music to inform musical decisions | *Students are expected to know the following:*   * **elements, principles, vocabulary, symbols, and theory  of music** * techniques specific to individual or families of instruments,including:   + **winds**   + **percussion**   + **keyboard**   + **orchestral strings**   + **guitar**   *Note: Students are only expected to know techniques related to their instrument(s) of choice.*   * technical skills, strategies, and technologies * **creative processes** * movement, sound, image, and form * role of the performer, audience, and venue * traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music * **history** of a variety of musical genres * ethics of **cultural appropriation** and plagiarism |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * **Document** and share musical works and experiences in a variety  of contexts * Receive and apply constructive feedback * Use discipline-specific language to communicate ideas * Contribute **personal voice**, cultural identity, and perspective in solo  or ensemble musical study and performance * Demonstrate respect for self, others, and the audience * Use music to communicate and **respond** to social and global issues   Connect and expand   * Demonstrate personal and social responsibility associated with creating, performing, and responding to music * Make connections with others on a local, regional, and global scale through music * Use technical knowledge and contextual observation to make  musical decisions * Demonstrate safe care, use, and **maintenance** of instruments  and equipment * Practise appropriate self-care to prevent **performance-related injury** |  |