

BIG IDEAS

Music reflects aspects of time, place, and community.

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

A musician's interpretation of existing work is an opportunity to represent identity and culture.

Enduring understanding of music is gained through perseverance, resilience, and risk taking.

Choral music offers **aesthetic experiences** that can transform our perspective.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> • Perform in large ensemble, small ensemble, and solo contexts • Explore a composer's musical and expressive intentions • Express meaning, intent, and emotion through music • Improvise and take creative risks in choral 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 and expressive skills <p>Reason and reflect</p> <ul style="list-style-type: none"> • Analyze and interpret musicians' use of technique, technology, and environment in musical composition and performance, using musical language • Reflect on personal rehearsal and performance experiences and musical growth • Analyze and reflect on the design of musical selections • Consider the function of their voice within the ensemble • Analyze styles of music to inform musical decisions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • musical elements, principles, vocabulary, symbols, and theory • singing techniques specific to individual voices • technical skills, strategies, and technologies • creative processes • movement, sound, image, and form • roles of performer, audience, and venue • traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music • contributions of innovative artists from a variety of genres, contexts, periods, and cultures • history of a variety of musical genres • influences of historical and contemporary societies on musical works • ethics of cultural appropriation and plagiarism • health and safety issues and procedures

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • Document and share musical works and experiences in a variety of contexts • Use musical vocabulary to communicate about choral music • Receive and apply constructive feedback • Anticipate individual responses to a piece of music • Express personal voice, story, cultural identity, and perspective in a variety of settings • Demonstrate awareness of self, others, and audience <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with creating, performing, and responding to choral music • Develop a diverse repertoire of choral music that includes multiple perspectives and contexts • Demonstrate understanding of creative processes • Explore the relationships between the arts, culture, family, and society • Explore personal, educational, and professional opportunities in music and music-related industries • Identify and practise self-care to prevent performance-related injury 	

Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **large ensemble:** ensemble in which many musicians perform the same part (e.g., concert choir)
- **small ensemble:** ensemble in which musicians 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)
- **Improvise:** spontaneously compose or embellish musical phrases, melodies, or excerpts; improvisation provides a means for high-level reasoning, creative thinking, and problem solving in a variety of ways
- **take creative risks:** make an informed choice to do something where unexpected outcomes are acceptable and serve as learning opportunities
- **variety of contexts:** for example, personal, social, cultural, environmental, and historical contexts
- **place:** Any environment, locality, or context with which people interact to learn, create memory, reflect on history, connect with culture, and establish identity. The connection between people and place is foundational to First Peoples perspectives on the world.
- **musical language:** vocabulary, terminology, and non-verbal methods of communication that convey meaning in music
- **Document:** through 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)
- **musical vocabulary:** descriptive and instructive terms with specific application in music; can be in English or other languages commonly used by composers (e.g., Italian); includes musical literacy which is the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbols
- **personal voice:** a style of expression that conveys an individual’s personality, perspective, or worldview
- **performance-related injury:** for example, vocal strain and other harm to oral and aural health

Content – Elaborations

- **musical elements, principles, vocabulary, symbols, and theory:** metre, duration, rhythm, dynamics, harmony, timbre, tonality, instrumentation, notation, pitch, texture, register, terms in Italian and other languages, expressive markings, abbreviations; methods, processes, and concepts used in creating and performing music
- **singing techniques:**
 - diction (e.g., enunciation, vowel formation, phonation, diphthongs, word/syllable emphasis, pronunciation)
 - tone quality as specific to repertoire (e.g., resonance, head voice, chest voice, vibrato, straight tone, bend, fall-off, plop, ghost, shake)
 - intonation
 - breath regulation and control
 - articulations, inflections
 - ornamentations: musical embellishments or flourishes that serve as decoration of a melody (e.g., sostenuto, portamento)
 - range
 - singing through transitions between vocal registers
 - blend and balance: the use of relative volume and tonal techniques to highlight certain instruments or create a homogeneous timbre (e.g., accompaniment versus solo technique)
- **creative processes:** the means by which an artistic work (in dance, drama, music, or visual arts) is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection
- **history:** the influences across time of social, cultural, historical, political, and personal contexts on musical works; includes the influences of historical and contemporary societies on musical works
- **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