**Area of Learning: ARTS EDUCATION — Music: Composition and Production Grade 11**

**BIG IDEAS**

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| Composers and producers develop creative skill and proficiency through perseverance, resilience, and risk taking. |  | Composers capture and reflect aspects of time, place, and community through music. |  | Music composition and production provides an opportunity to represent our identity, context, and culture. |  | Music composition and production offers **aesthetic experiences** that can transform our perspective. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to be able to do the following:*  Explore and create   * Compose music for solo and **ensemble contexts** * Create, produce, reproduce, or manipulate music using available technologies * Use **musical vocabulary** in composition and production * Consider how the body and mind are engaged in musical production, performance, and composition * Experiment with musical elements to achieve specific effects in composition * Use musical forms and structures to express thoughts and emotions * Explore a **variety of contexts** and their influences on musical works, including **place** and time * Develop and refine technical and expressive skills   Reason and reflect   * Analyze and interpret musicians’ use of technique, technology,  and environment in musical composition and production, using  **musical language** * Analyze and reflect on the design and development of musical compositions * Consider the physical and aural health of musicians and audiences | *Students are expected to know the following:*   * **musical elements, principles, vocabulary, symbols,  and theory** * techniques and technical skills to support **creative processes** * a range of current technologies * hardware and software used to create, record,  and structure sound * physics and physical properties of sound and sound synthesis * characteristics, qualities, and limitations of **instruments** * movement, sound, image, and form * roles of composer, producer, performer and audience * traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music * artists from a variety of genres, contexts, periods, and cultures * **history** of a variety of musical genres * ethics of **cultural appropriation** and plagiarism * moral, ethical, and **legal issues** related to music production, duplication, and distribution * health and safety issues and procedures, including the impact of audio volume on aural health |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * Use musical vocabulary in response to, and in critiques of,  musical compositions or productions * Receive and apply constructive feedback * Anticipate individual responses to a piece of music * Express perspectives, **personal voice**, story, and cultural identity  through music composition and production * Share personal insights derived from listening to, composing,  and performing music   Connect and expand   * Demonstrate personal and social responsibility associated with creating, performing, and responding to music * Demonstrate understanding of creative processes * Explore personal, educational, and professional opportunities in music  and music-related industries * Combine technical knowledge and contextual observation to make  musical decisions * Identify and practise self-care to prevent **performance-related injury** * Safely care for and maintain electronic tools, equipment, materials,  and work spaces |  |