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

**BIG IDEAS**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 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**

|  |  |
| --- | --- |
| **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
 |

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

**Learning Standards (continued)**

|  |  |
| --- | --- |
| **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
 |  |