**Area of Learning: ARTS EDUCATION — Music: Instrumental Music
(includes Concert Band 11, Orchestra 11, Jazz Band 11, Guitar 11) Grade 11**

**BIG IDEAS**

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| 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. |  | Instrumental music 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* Perform in **large ensemble**, **small ensemble**, and solo contexts
* Explore a composer’s musical and expressive intentions
* **Improvise** and **take creative** **risks** in instrumental music
* Adapt performance techniques, processes, and skills for use in innovative ways
* 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

Reason and reflect* 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
* Consider the function of their instrument or role within the ensemble
* Analyze styles of music to inform musical decisions
 | *Students are expected to know the following:** **musical elements, principles, vocabulary, symbols, and theory**
* 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
* influences of time and place on the emergence of musical forms
* roles of performer, audience, and venue
* traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music
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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 varietyof contexts
* Use **musical vocabulary** in response to musical experiences and by observing context
* Receive and apply constructive feedback
* Use discipline-specific language to communicate and interpret ideas
* Express **personal voice**, cultural identity, and perspective through music
* Express emotions and ideas through music

Connect and expand* Demonstrate personal and social responsibility associated with creating, performing, and responding to instrumental music
* Develop a diverse repertoire of instrumental music that includes multiple perspectives and contexts
* Explore personal, educational, and professional opportunities in music or music-related industries
* Explore the relationships between the arts, culture, and society
* Demonstrate safe care, use, and **maintenance** of instruments and equipment
* Identify and practise appropriate self-care to prevent **performance-related injury**
 | * contributions of innovative artists from a variety of genres, contexts, periods, and cultures
* **history** of a variety of musical genres
* ethics of **cultural appropriation** and plagiarism
* health and safety issues and procedures
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