**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 variety of 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 |