

## 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.	Instrumental music offers <b>aesthetic experiences</b> that can transform our perspective.
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## Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p><b>Explore and create</b></p> <ul style="list-style-type: none"> <li>Perform in <b>large ensemble</b>, <b>small ensemble</b>, and solo contexts</li> <li>Explore a composer's musical and expressive intentions</li> <li><b>Improvise</b> and <b>take creative risks</b> in instrumental music</li> <li>Adapt performance techniques, processes, and skills for use in innovative ways</li> <li>Study and perform a variety of musical styles and genres</li> <li>Explore a <b>variety of contexts</b> and their influences on musical works, including <b>place</b> and time</li> <li>Develop and refine technical and expressive skills</li> </ul> <p><b>Reason and reflect</b></p> <ul style="list-style-type: none"> <li>Analyze and interpret musicians' use of technique, technology, and environment in musical composition and performance, using <b>musical language</b></li> <li>Reflect on personal rehearsal and performance experiences and musical growth</li> <li>Consider the function of their instrument or role within the ensemble</li> <li>Analyze styles of music to inform musical decisions</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li><b>musical elements, principles, vocabulary, symbols, and theory</b></li> <li>techniques specific to individual or families of instruments, including: <ul style="list-style-type: none"> <li><b>winds</b></li> <li><b>percussion</b></li> <li><b>keyboard</b></li> <li><b>orchestral strings</b></li> <li><b>guitar</b></li> </ul> <p><i>Note: Students are only expected to know techniques related to their instrument(s) of choice.</i></p> </li> <li>technical skills, strategies, and technologies</li> <li><b>creative processes</b></li> <li>movement, sound, image, and form</li> <li>influences of time and place on the emergence of musical forms</li> <li>roles of performer, audience, and venue</li> <li>traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music</li> </ul>

**Learning Standards (continued)**

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• <b>Document</b> and share musical works and experiences in a variety of contexts</li> <li>• Use <b>musical vocabulary</b> in response to musical experiences and by observing context</li> <li>• Receive and apply constructive feedback</li> <li>• Use discipline-specific language to communicate and interpret ideas</li> <li>• Express <b>personal voice</b>, cultural identity, and perspective through music</li> <li>• Express emotions and ideas through music</li> </ul> <p><b>Connect and expand</b></p> <ul style="list-style-type: none"> <li>• Demonstrate personal and social responsibility associated with creating, performing, and responding to instrumental music</li> <li>• Develop a diverse repertoire of instrumental music that includes multiple perspectives and contexts</li> <li>• Explore personal, educational, and professional opportunities in music or music-related industries</li> <li>• Explore the relationships between the arts, culture, and society</li> <li>• Demonstrate safe care, use, and <b>maintenance</b> of instruments and equipment</li> <li>• Identify and practise appropriate self-care to prevent <b>performance-related injury</b></li> </ul>	<ul style="list-style-type: none"> <li>• contributions of innovative artists from a variety of genres, contexts, periods, and cultures</li> <li>• <b>history</b> of a variety of musical genres</li> <li>• ethics of <b>cultural appropriation</b> and plagiarism</li> <li>• health and safety issues and procedures</li> </ul>

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 band, jazz band, string or symphony orchestra, guitar ensemble)
- **small ensemble:** ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., rock band or similar contemporary genre, jazz combo, brass quintet, string quartet)
- **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
- **maintenance:** the appropriate inspection, diagnosis, and basic repair of instruments and equipment
- **performance-related injury:** for example, repetitive stress injuries, vocal strain, 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
- **winds:**
  - fingerings/slide positions, including alternate and trill fingering
  - intonation
  - articulation (e.g., tonguing, multiple tonguing)
  - ornamentation (e.g., trills, glissando, grace notes)
  - embouchure
  - breath control
  - tone quality (including vibrato)
  - use of mutes
- **percussion:**
  - stick, mallet, beater, and brush technique
  - hand-drumming technique
  - pitched percussion technique
  - articulation
  - fills, shots, tone quality, intonation
- **keyboard:**
  - articulation: techniques that use touch or pedals to alter the transitions between notes (e.g., staccato, legato, phrasing, use of pedals)
  - fingering and chording technique
  - chord voicing
  - comping technique: chords, rhythms, and patterns played to accompany an improvised solo or melody (e.g., ii-V-I)
  - keyboard instrumentation: keyboard alone or with bass and/or guitar
  - 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)
- **orchestral strings:**
  - left-hand technique (e.g., vibrato, double-stopping, triple-stopping, shifting)
  - finger pattern profiles
  - bowing technique (e.g., détaché, martelé, spiccato)
  - pizzicato
  - intonation
  - tone quality
  - harmonics

## Content – Elaborations

- **guitar:**
  - chord playing (open and arpeggiated chords)
  - single note playing
  - picking, fingering, strumming; hand positions
  - articulation: techniques affecting transitions between notes (e.g., legato, staccato, slurs, damping, bends, hammer-ons)
  - intonation
  - tone quality: techniques that affect timbre or the overall sound of the instrument
  - voicings: the distribution or vertical arrangement of notes in a chord (e.g., rootless, R37, R73)
  - acoustic versus electric guitar technique
  - rhythm guitar patterns and accompaniment techniques
  - single-line melody reading, tablature, modes
- **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