

BIG IDEAS

<p>Music communicates traditions, perspectives, worldviews, and stories.</p>	<p>Creative and technical proficiency in music is transferable across different aspects of our lives.</p>	<p>A musician's intention can transform meaning and expression in musical works.</p>	<p>Purposeful choices enhance the quality, artistry, and authenticity of musical processes.</p>	<p>Choral music offers aesthetic experiences that can transform our perspective.</p>
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Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to be able to do the following:</i></p> <p>Explore and create</p> <ul style="list-style-type: none"> Perform in large ensemble, small ensemble, and solo contexts Examine the qualities of a composition that define its genre Create and refine musical selections Improvise and take creative risks in music Study and perform a variety of musical styles and genres Develop and adapt technical and expressive skills <p>Reason and reflect</p> <ul style="list-style-type: none"> Interpret and evaluate musicians' use of technique, technology, and environment in musical composition and performance, using musical language Analyze music to identify practice strategies and inform musical decisions Consider and assess multiple interpretations of a musical excerpt Consider the function of their voice within the ensemble Rehearse and refine ideas to support personal growth 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> musical elements, principles, vocabulary, symbols, and theory singing techniques specific to individual voices technical skills, strategies, and technologies creative processes movement, sound, image, and form roles of performer, audience, and ensemble conductor traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music contributions of innovative artists from a variety of genres, contexts, periods, and cultures a range of global and inter-cultural musicians, movements, and genres history of a variety of musical genres influences of historical and contemporary societies on musical works ethics of cultural appropriation and plagiarism health and safety issues and procedures

Learning Standards (continued)

Curricular Competencies	Content
<p>Communicate and document</p> <ul style="list-style-type: none"> • Document and compile resources that inform musical interpretation • Engage in dialogue with peers in response to feedback • Anticipate audience responses to a piece of music • Use musical symbols to enhance a musical performance • Develop gestural vocabulary that communicates musical intentions • Collaborate to express personal voice, story, cultural identity, and perspective in a variety of settings <p>Connect and expand</p> <ul style="list-style-type: none"> • Evaluate and demonstrate personal and social responsibility associated with creating, performing, and responding to choral music • Connect musical performance with personal narrative • Demonstrate and refine a diverse repertoire of choral music that includes multiple perspectives, themes, and contexts • Evaluate and demonstrate understanding of creative processes • Investigate and describe the relationships between music and personal, social, or cultural change • Evaluate personal, educational, and professional opportunities in music and music-related industries • Evaluate and practise self-care to prevent performance-related injury 	

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 choir)
- **small ensemble:** ensemble in which musicians play alone or with only a few others, performing a particular part (e.g., chamber choir, vocal jazz ensemble)
- **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
- **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)
- **gestural vocabulary:** movements of the arms, hands, and head, typically demonstrated by the conductor to convey interpretation of a musical phrase
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **performance-related injury:** for example, vocal strain and 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
- **singing techniques:**
 - diction (e.g., enunciation, vowel formation, phonation, diphthongs, word/syllable emphasis, pronunciation)
 - tone quality as specific to repertoire (e.g., resonance, head voice, chest voice, vibrato, straight tone, bend, fall-off, plop, ghost, shake)
 - intonation
 - breath regulation and control
 - articulations, inflections
 - ornamentations: musical embellishments or flourishes that serve as decoration of a melody (e.g., sostenuto, portamento)
 - range
 - singing through transitions between vocal registers
 - 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)
- **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