

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>Music can be adapted to facilitate limitless expression and meaning.</p>	<p>Purposeful choices enhance the quality, artistry, and authenticity of musical processes.</p>	<p>Contemporary 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 both solo and ensemble contexts • Combine genres and styles to inspire innovation • Improvise and take creative risks in music • Explore new musical ideas by combining genres or styles • Explore a variety of contexts and their influences on musical works, including place and time • Adapt and refine technical and expressive skills <p>Reason and reflect</p> <ul style="list-style-type: none"> • Analyze and interpret musicians' use of technique, technology, and environment in musical composition, arranging, and performance, using musical language • Analyze music to identify and apply practice strategies • Consider and assess multiple interpretations of a musical excerpt • Refine creative and technical proficiency in the rehearsal process • Consider the function of their instrument, voice, or role within an ensemble or collaborative effort • Analyze styles of music to inform musical decisions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • musical elements, principles, vocabulary, symbols, and theory • techniques, vocabulary, technologies, and context relevant to a particular idiom or genre • creative processes • movement, sound, image, and form • emerging and evolving trends in music • a variety of musical styles, genres, and traditions • roles of performer, audience, and venue • innovative artists from a variety of genres, movements, and cultures • traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music • history of a variety of musical genres • 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 to inform musical interpretation • Use musical vocabulary to respond to music • Receive, apply, and provide constructive feedback • Anticipate audience responses to a piece of music • Create musical symbols to enhance a musical performance • Develop gestural vocabulary that communicates musical intentions • Collaborate to express personal voice, cultural identity, and perspective through music <p>Connect and expand</p> <ul style="list-style-type: none"> • Demonstrate personal and social responsibility associated with creating, performing, and responding to music • Investigate the relationships between music and personal, social, or cultural change • Make connections through music on local, national, or global scales • Develop and refine a diverse repertoire of contemporary music that includes multiple perspectives and contexts • Relate musical selections to personal, social, or cultural issues • Combine technical knowledge, musical literacy, and contextual observation to make musical decisions • Evaluate and practise appropriate self-care to prevent performance-related injury 	