

## 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 <b>aesthetic experiences</b> that can transform our perspective.</p>
--	---	---	---	---

## 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 both solo and <b>ensemble contexts</b></li> <li>• Combine genres and styles to inspire innovation</li> <li>• <b>Improvise</b> and <b>take creative risks</b> in music</li> <li>• Explore new musical ideas by combining genres or styles</li> <li>• Explore a <b>variety of contexts</b> and their influences on musical works, including <b>place</b> and time</li> <li>• Adapt 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, arranging, and performance, using <b>musical language</b></li> <li>• Analyze music to identify and apply practice strategies</li> <li>• Consider and assess multiple interpretations of a musical excerpt</li> <li>• Refine creative and technical proficiency in the rehearsal process</li> <li>• Consider the function of their instrument, voice, or role within an ensemble or collaborative effort</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, vocabulary, technologies, and context relevant to a particular idiom or genre</li> <li>• <b>creative processes</b></li> <li>• movement, sound, image, and form</li> <li>• emerging and evolving trends in music</li> <li>• a variety of <b>musical styles, genres, and traditions</b></li> <li>• roles of performer, audience, and venue</li> <li>• innovative artists from a variety of genres, movements, and cultures</li> <li>• traditional and contemporary First Peoples worldviews and cross-cultural perspectives, as communicated through music</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>

Learning Standards (continued)

Curricular Competencies	Content
<p><b>Communicate and document</b></p> <ul style="list-style-type: none"> <li>• <b>Document</b> and compile resources to inform musical interpretation</li> <li>• Use <b>musical vocabulary</b> to respond to music</li> <li>• Receive, apply, and provide constructive feedback</li> <li>• Anticipate audience responses to a piece of music</li> <li>• Create musical symbols to enhance a musical performance</li> <li>• Develop <b>gestural vocabulary</b> that communicates musical intentions</li> <li>• Collaborate to express <b>personal voice</b>, cultural identity, and perspective 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 music</li> <li>• Investigate the relationships between music and personal, social, or cultural change</li> <li>• Make connections through music on local, national, or global scales</li> <li>• Develop and refine a diverse repertoire of contemporary music that includes multiple perspectives and contexts</li> <li>• Relate musical selections to personal, social, or cultural issues</li> <li>• Combine technical knowledge, <b>musical literacy</b>, and contextual observation to make musical decisions</li> <li>• Evaluate and practise appropriate self-care to prevent <b>performance-related injury</b></li> </ul>	

Big Ideas – Elaborations

- **aesthetic experiences:** emotional, cognitive, or sensory responses to works of art

Curricular Competencies – Elaborations

- **ensemble contexts:** ensembles of varying size, instrumentation, or voicing
- **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)
- **gestural vocabulary:** physical movement that conveys interpretation of a musical phrase, non-verbal cueing, or visual enhancement to performance
- **personal voice:** a style of expression that conveys an individual's personality, perspective, or worldview
- **musical literacy:** the ability to read, write, notate, or otherwise communicate using musical language, vocabulary, and/or symbols
- **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
- **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
- **musical styles, genres, and traditions:** including those from First Nations, Métis, Inuit, Canadian, and world contexts
- **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