**Area of Learning: ARTS EDUCATION — Music: Instrumental Music  
(includes Concert Band 12, Orchestra 12, Jazz Band 12, Guitar 12) Grade 12**

**BIG IDEAS**

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| Music  communicates traditions,  perspectives, worldviews,  and stories. |  | Creative and technical proficiency in music is transferable across different aspects of our lives. |  | Music can be adapted to facilitate limitless expression  and meaning. |  | Purposeful choices enhance the quality, artistry, and authenticity  of musical processes. |  | 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 * Analyze and study music to identify practice strategies * Examine the role of the ensemble conductor * Identify the qualities of a composition that define its genre * Explore diverse musical genres in performance or study * Explore a **variety of contexts** and their influences on musical works,  including **place** and time * Expand and adapt technical and expressive skills   Reason and reflect   * Consider and assess multiple interpretations of a musical excerpt * Interpret and evaluate musicians’ use of technique, technology,  and environment in musical composition and performance, using  **musical language** * Reflect on collective rehearsal and performance experiences and  musical growth * Consider the function of their instrument or role within the ensemble * Anticipate audience responses to a piece of music * 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** * creative and digital copyright for composers, publishers,  and producers of music * movement, sound, image, and form * influences of time and place on the emergence of  musical forms * roles of performer, audience, and venue |

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**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicate and document   * **Document** and compile resources that inform musical interpretation * Use appropriate **musical vocabulary** in response to musical experiences  and by observing context * Receive and apply constructive feedback * Use 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   Connect and expand   * Evaluate and demonstrate personal and social responsibility associated  with creating, performing, and responding to instrumental music * Investigate the relationships between music and personal, social,  or cultural change * Develop and refine a diverse repertoire of instrumental music that includes multiple themes, perspectives, and contexts * Evaluate the relationships between the arts, culture, and society * Evaluate personal, educational, and professional opportunities in music  or music-related industries * Make connections in the community through music * Demonstrate safe care, use, and **maintenance** of instruments  and equipment * Evaluate and practice appropriate self-care to prevent  **performance-related injury** | * 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 * global and intercultural musicians, movements, and genres * **history** of a variety of musical genres * ethics of **cultural appropriation** and plagiarism * health and safety issues and procedures |