

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>Instrumental 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 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 <p>Reason and reflect</p> <ul style="list-style-type: none"> 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 	<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 specific to individual or families of instruments, including: <ul style="list-style-type: none"> winds percussion keyboard orchestral strings guitar <p><i>Note: Students are only expected to know techniques related to their instrument(s) of choice.</i></p> 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

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 • 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 <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 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 	<ul style="list-style-type: none"> • 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