

Explore Music 9 / Band Instruments 9

General Curriculum Outcomes

Students will be expected to

CREATING, MAKING, AND PRESENTING

1. explore, challenge, develop, and express ideas using the skills, language, techniques, and processes of the arts
2. create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes

UNDERSTANDING AND CONNECTING CONTEXTS OF TIME, PLACE, AND COMMUNITY

3. demonstrate critical awareness of and value the role of the arts in creating and reflecting culture
4. respect the contributions of individuals and cultural groups to the arts in local and global contexts and value the arts as a record of human experience and expression
5. examine the relationship among the arts, societies, and environments

PERCEIVING AND RESPONDING

6. apply critical thinking and problem-solving strategies to reflect on and respond to their own and others' expressive works
7. understand the role of technologies in creating and responding to expressive works
8. analyze the relationship between artistic intent and the expressive work

Specific Curriculum Outcomes

In some cases, the learning outcomes for Music 7–9 are the same for more than one grade level. In each of these situations, teachers at all grade levels should provide support and opportunity for students to explore the outcomes, with the intention that they will continue to develop and refine their skills.

Students will be expected to

- 9.1.1 using appropriate terminology, demonstrate an understanding of rhythm by creating and performing rhythmic compositions in a variety of meters
- 9.1.2 by performing repertoire in group music making, demonstrate an understanding of melody (e.g., melodic direction, tonal centre, contour)
- 9.1.3 use the elements of music to express and communicate meaning
- 9.1.4 interpret non-verbal gestures making connections to notation and musical expression
- 9.2.1 maintain a part within a variety of textures and harmonies, using a range of musical structures and styles
- 9.2.2 use a variety of notational systems to represent musical thoughts and ideas

- 9.2.3 apply skills and attitudes appropriate to a range of group music making activities demonstrating audience etiquette, performance skills, and responsibility to the group
- 9.2.4 perform, alone and with others, music expressing a broad range of thoughts and feelings

- 9.3.1 demonstrate respect for, discuss, and compare music from various historical and cultural contexts
- 9.3.2 examine and describe ways in which music influences and is influenced by local and global culture

- 9.4.1 examine ways in which music enhances and expresses life's experiences
- 9.4.2 choose music for a variety of purposes, and justify their choices
- 9.4.3 reflect on ways in which music expresses the history and cultural diversity of local, national, and international communities

- 9.5.1 define relationships among music, other arts and other subjects
- 9.5.2 examine the roles that music plays in local and global communities

- 9.6.1 examine and explore a range of possible solutions to musical challenges
- 9.6.2 use processes of description, analysis, interpretation, and evaluation to make and support informed responses to their own and others' music and musical performances
- 9.6.3 critically reflect on ideas and feelings in works of music, and identify patterns, trends, and generalizations

- 9.7.1 identify and describe instruments common to cultures and countries included in the social studies curriculum
- 9.7.2 explore technology applications to creating, making and presenting their own and other's music
- 9.7.3 demonstrate a thorough understanding of a chosen software program for writing music and for ear training purposes

- 9.8.1 evaluate choices of the elements of expression in musical compositions based on the composer's intent
- 9.8.2 use feedback from others to examine their own musical works in light of the original intent
- 9.8.3 analyze performances and provide critical commentary on aspects of musical presentation in light of the performers' intent