



# Music Education Curriculum Map Grades K – 12

## Table of Contents

Introduction.....	2
Music Curriculum Map Grade K.....	3
Music Curriculum Map Grades 1 - 2 .....	4
Music Curriculum Map Grades 3 - 5 .....	5
Music Curriculum Map Grade 6 .....	7
Music Curriculum Map Grade 7 .....	8
Music Curriculum Map Grade 8 .....	9
Music Curriculum Map Grade 9 .....	10
Music Curriculum Map Grade 10.....	11
Music Curriculum Map Grade 11 .....	12
Music Curriculum Map Grade 12.....	13
Scope & Sequence – ACS Instrumental Music.....	14

## Introduction

### **Mission Statement**

**Abbotsford Christian School, operated by Abbotsford Christian School Society members, seeks to serve Christian families by providing a secure learning environment in which God's children can continue to explore, experience and evaluate all of life under God.**

**We aim to nurture students in the discovery and development of their abilities and unique gifts so that they are enabled to be faithful, discerning, obedient and creative servants of God and of neighbour; and stewards of His creation.**

### **Enduring Understandings – Fine Arts**

**Fine Arts** are designed to explore our God-given abilities to express experiences through art, music, drama and dance. Christian schools assist students in developing their aesthetic awareness and creative expression. Students learn to appreciate people's artistic gifts, grow in their understanding of the fine arts and learn to interpret the varied forms of expression in the fine arts. The Christian school fine arts program gives students opportunity to concretely express their joy and delight, as well as their struggles. It seeks to open up to students the world of the arts, to teach techniques, and to help them see how the arts are affected by the spirit of the age in which the art was produced. When students respond in the fine arts to their perceptions of God's Word and world, the results are valid expressions of faith.

### **Enduring Understandings - Music**

The ability to create music is a wonderful gift from God. As stewards of His creation and servants in His world, it is important that students learn music skills and concepts so they can praise and worship their Creator God and give back the gift through sharing it with others. As Christians, students will learn that music comprises a large part of their life as God's children. Students will gain an understanding of beat and rhythm, melody and harmony, form, dynamics, timbre, and tempo through singing, playing instruments, improvising and composing, listening to many varieties of music, moving to music, and reading and writing music. The musical classroom will serve as a place where students can respect and appreciate music, learn how to express themselves creatively through music, respond to music and perform it, and learn about the diversity of God's world by being made aware of the different styles of music.

This means that a wide variety of music is taught and that the historical perspective extends from the earliest of music forms to contemporary expressions by a rich variety of musicians and musical styles. It also incorporates discussion about and exploration of contemporary ideas and trends that are often very different from Christian thinking and practice.

By engaging in music, students are able to explore the creative gifts that God has given them in both individual and communal activities.

### **Goals for Music Education**

Students will develop an understanding of God's gift of music, the many ways in which music can be used to express their own and a culture's experiences and faith, and how these expressions can be obedient or disobedient to God's call on their lives.

Students will create, listen to, and perform music, demonstrating an understanding of the expressive and physical properties of rhythm, melody, elements of expression, and form and principles of design.

Students will create, listen to, and perform music, demonstrating an understanding and appreciation of the thoughts, images and feelings it expresses.

Students will demonstrate an understanding of the various roles and responsibilities required to create, listen to, and perform music

Students will create, listen to, and perform music, demonstrating an understanding of the historical and cultural contexts.

### **Essential Questions for Music K - 12**

**Why do we do music?**

**How is music an expression and experience of God's creativity and the pattern and structure of his creation?**

**How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?**

**How is music an expression and experience of who we are as unique image bearers and children of God?**

**How can I use music to worship God?**

**What does music say about history, culture and various situations in which it was created?**

**How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?**

**How can music be used to communicate? How can I share my music with others and appreciate their music?**

**What is my responsibility as a member of a music performing group?**

## Music Curriculum Map Grade K

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

Grade	Essential Questions	Content	Learning Outcomes: By the end of grade level, the students will:	Performance Opportunities / Extracurricular Opportunities
K	<ul style="list-style-type: none"> <li>• Why do we do music?</li> <li>• How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>• How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>• How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>• How can I use music to worship God?</li> <li>• What does music say about history, culture and various situations in which it was created?</li> <li>• How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>• What is my responsibility as a member of a music performing group?</li> </ul>	<p>Using a varied song repertoire and emphasizing singing, playing instruments, composing, moving and listening, the following concepts and skills will be taught:</p> <ul style="list-style-type: none"> <li>• Beat/rhythm; counting phrases; high/low; soft/loud; fast/slow</li> <li>• Simple rhythmic patterns</li> <li>• Singing games</li> <li>• Dances</li> <li>• Singing worship songs</li> <li>• Small performances in class or in the gym</li> <li>• Playing classroom instruments</li> <li>• Appreciate listening to music</li> </ul>	<p>A1 sing and play classroom repertoire            A2 represent personal thoughts, images and feelings experienced in classroom repertoire            A3 create sounds to accompany stories, nursery rhymes, or songs            B1 respond to beat in music            B2 demonstrate rhythmic patterns from classroom repertoire            B3 sing short melodies            B4 distinguish one melody from another            B5 use voice or instruments to explore elements of expression            C1 participate in music activities from a variety of historical, cultural, and social contexts            D1 demonstrate appropriate performance skills in music settings            D2 respond to a music work</p>	

# Music Curriculum Map Grades 1 - 2

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

<p>1</p>	<ul style="list-style-type: none"> <li>• Why do we do music?</li> <li>• How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>• How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>• How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>• How can I use music to worship God?</li> <li>• What does music say about history, culture and various situations in which it was created?</li> <li>• How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>• What is my responsibility as a member of a music performing group?</li> </ul>	<p>Using a varied song repertoire and emphasizing singing, playing instruments, composing, reading and writing, moving, and listening, the following concepts and skills will be taught:</p> <ul style="list-style-type: none"> <li>• Beat/rhythm; counting phrases; high/low ; accents; soft/loud; fast/slow; repeat sign</li> <li>• Rhythms: ta-ta-ta-ta; ta-ta-ti-ti-ta; ta-ti-ti-ta-ta ; ti-ti-ti-ti-ta-ta ;ti-ti-ti-ti-ti-ta ; ti-ti-ti-ti-ti-ti-ta ;ta-ta-ta-rest ;ta-ti-ti-ta-rest ; ta-rest-ta-rest</li> <li>• Rhythmic ostinatos</li> <li>• <i>s-m-l</i> on the music staff - with handsigns; playing on barred instruments; creating simple melodies</li> <li>• <i>s-m; s-m-s-m;s-l-s-m; ss-ll-ss-mm; s-ml-s-m; ss-ml-s-m;</i></li> <li>• melodic contour and mapping</li> <li>• expressive elements in the songs we sing or hear</li> <li>• singing games and dances; sound stories</li> <li>• 2/4 meter, measures, and barlines</li> <li>• Program music: The Nutcracker; Peter and the Wolf</li> </ul>	<p>A1 sing and play classroom repertoire  A2 represent personal thoughts, images and feelings experienced in classroom repertoire  A3 create sounds to accompany stories, nursery rhymes, or songs  B1 respond to beat in music  B2 demonstrate an awareness of rhythmic patterns and melodic phrases in classroom repertoire  B3 perform rhythmic patterns from classroom repertoire  B4 sing short melodies  B5 identify elements of tempo, dynamics, articulation, and timbre in classroom repertoire  B6 demonstrate appropriate use of classroom instruments  C1 participate in music activities from a variety of historical, cultural, and social contexts  D1 demonstrate appropriate performance skills in music settings  D2 describe their response to a music work</p>	<ul style="list-style-type: none"> <li>• Concert day – last music class of each month</li> <li>• Song of the month</li> <li>• Listening program (centered around composers, instruments, or a theme, such as birds – on a rotating three year schedule)</li> <li>• Canadian folk song of the month</li> <li>• Christmas program – alternating years</li> <li>• Spring musical – alternating years</li> <li>• Sharing music out in the community</li> <li>• Participate in Music Monday</li> </ul>
<p>2</p>	<ul style="list-style-type: none"> <li>• Why do we do music?</li> <li>• How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>• How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>• How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>• How can I use music to worship God?</li> <li>• What does music say about history, culture and various situations in which it was created?</li> <li>• How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>• What is my responsibility as a member of a music performing group?</li> </ul>	<p>Using a varied song repertoire and emphasizing singing, playing instruments, composing, reading and writing, moving, and listening, the following concepts and skills will be taught:</p> <ul style="list-style-type: none"> <li>• Simple meters: 2/4; 3/4; 4/4 ; conducting patterns for the meters</li> <li>• Tempo terms: largo, presto, andante, allegro, moderato</li> <li>• Dynamics terms: piano, forte, pianissimo, fortissimo</li> <li>• Half notes, dotted half notes, and whole notes and corresponding rests</li> <li>• <i>d-r</i> on the music staff – with handsigns; playing on barred instruments; creating simple melodies</li> <li>• <i>s-d; s-m-d; d-r-m; s-m-r-d; l-s-m-r-d; s-r</i></li> <li>• melodic and rhythmic ostinatos; ABA form; identifying pentatonic melodies</li> <li>• pulse in 6/8 meter</li> <li>• singing games and dances; sound stories</li> <li>• Program music: The Nutcracker; Carnival of the Animals</li> </ul>	<p>A1 sing and play classroom repertoire  A2 represent personal thoughts, images and feelings experienced in classroom repertoire  A3 create sounds to accompany stories, nursery rhymes, or songs  B1 perform rhythmic patterns and sequences from classroom repertoire  B2 sing simple songs  B3 represent metre, rhythmic patterns, and melody  B4 use tempo, dynamics, articulation, and timbre in classroom repertoire  B5 demonstrate appropriate use of classroom instruments  C1 participate in music activities from a variety of historical, cultural and social contexts  D1 demonstrate appropriate performance skills in a range of music settings  D2 respond to specific aspects of a music work or performance</p>	<ul style="list-style-type: none"> <li>• Concert day – last music class of each month</li> <li>• Song of the month</li> <li>• Listening program (centered around composers, instruments, or a theme, such as birds – on a rotating three year schedule)</li> <li>• Canadian folk song of the month</li> <li>• Christmas program – alternating years</li> <li>• Spring musical – alternating years</li> <li>• Sharing music out in the community</li> <li>• Participate in Music Monday</li> </ul>

## Music Curriculum Map Grades 3 - 5

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

<p>3</p>	<ul style="list-style-type: none"> <li>Why do we do music?</li> <li>How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>How can I use music to worship God?</li> <li>What does music say about history, culture and various situations in which it was created?</li> <li>How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>What is my responsibility as a member of a music performing group?</li> </ul>	<p>Using a varied song repertoire and emphasizing singing, playing instruments, composing, reading and writing, moving, and listening, the following concepts and skills will be taught:</p> <ul style="list-style-type: none"> <li>Music terms for note values; pentatonic scale review; singing intervals from hand signs</li> <li>Sixteenth note rhythm patterns: ticka-ticka; ti-ticka; ticka-ti;</li> <li>Create melodic and rhythmic ostinatos; rondo form</li> <li>Upbeat in any meter</li> <li>Low <i>l</i> and <i>s</i> in pentatonic melodies; melodic contour maps; identify minor songs</li> <li>Review tempo and dynamic terms; add mezzo-piano and mezzo-forte to dynamics</li> <li>Sound stories and folk music dances, including Canadian folk dances</li> <li><i>Fa</i> and <i>ti</i>; perfect 4<sup>th</sup> interval; octave</li> <li>6/8 meter – patterns of rhythm; barlines, measures, conducting pattern</li> <li>Compose pentatonic melodies</li> <li>Program music: The Nutcracker; Britten's Guide to the Orchestra</li> </ul>	<p>A1 sing and play classroom repertoire  A2 represent personal thoughts, images and feelings experienced in classroom repertoire  A3 create music to interpret poems, stories, and songs  B1 performs rhythmic patterns and sequences from classroom repertoire  B2 sing simple melodies  B3 represent metre, rhythmic patterns, and melody  B4 perform elements of tempo, dynamics, and articulation in classroom repertoire  B5 demonstrate appropriate use of classroom instruments  C1 participate in music activities from a variety of historical, cultural, and social contexts  D1 demonstrate appropriate performance skills in a range of music settings  D2 identify aspects of a music presentation that evoke a response</p>	<ul style="list-style-type: none"> <li>Concert day – last music class of each month</li> <li>Song of the month</li> <li>Listening program (centered around composers, instruments, or a theme, such as birds – on a rotating three year schedule)</li> <li>Canadian folk song of the month</li> <li>Christmas program – alternating years</li> <li>Spring musical – alternating years</li> <li>Sharing music out in the community</li> <li>Option of joining Joyful Sounds noon-hour Choir – one practice per week</li> <li>Participate in Music Monday</li> </ul>
<p>4</p>	<ul style="list-style-type: none"> <li>Why do we do music?</li> <li>How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>How can I use music to worship God?</li> <li>What does music say about history, culture and various situations in which it was created?</li> <li>How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>What is my responsibility as a member of a music performing group?</li> </ul>	<p>Using a varied song repertoire and emphasizing singing, playing instruments, composing, reading and writing, moving, and listening, the following concepts and skills will be taught:</p> <ul style="list-style-type: none"> <li>Review <i>fa</i> and <i>ti</i>; major scale</li> <li>Irregular rhythms: tum-ti (dotted quarter note); ti-tum, and syncopation (syncopation)</li> <li>Create melodic and rhythmic ostinatos; create rhythmic canons</li> <li>Sing echo songs, canons, partner songs, and equal part songs.</li> <li>Read and write notes with absolute note names</li> <li>Review tempo and dynamics terms – add accelerando and ritardando terms to tempo</li> <li>ABBA form; introduction and coda; D.C. al Fine and D.S. al Fine</li> <li>Introduce the recorder as an instrument; learn to read and play B,A,G,E,C',D',low D</li> <li>Recorder performance and evaluation; performance etiquette and concert behaviour</li> <li>Create song and recorder compositions</li> </ul>	<p>A1 apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire  A2 explain thoughts, images, and feelings derived from and music experience  A3 apply elements of rhythm, melody, and expression in composition  B1 sing or play rhythmic patterns from standard notation  B2 sing or play from aural sources  B3 sing or play melodies in unison and in simple textures  B4 identify form in melodic and rhythmic structure  B5 use standard or invented notation to represent melodic phrases and rhythmic patterns  B6 demonstrate appropriate use of classroom instruments  C1 participate in music from a variety of historical, cultural, and social contexts  C2 identify music events and activities in the local community  D1 apply skills and attitudes appropriate to a range of music experiences, demonstrating: <ul style="list-style-type: none"> <li>audience engagement</li> <li>performance skills</li> <li>respect for the contributions of others</li> </ul> D2 apply established criteria to reflect on their own and others' work</p>	<ul style="list-style-type: none"> <li>Concert day – last music class of each month</li> <li>Song of the month</li> <li>Listening program (centered around composers, instruments, or a theme, such as birds – on a rotating three year schedule)</li> <li>Canadian folk song of the month</li> <li>Christmas program – alternating years</li> <li>Spring musical – alternating years</li> <li>Sharing music out in the community</li> <li>Option of joining Joyful Sounds noon-hour choir – one practice per week</li> <li>Participating in a Christian Schools Choral Festival</li> <li>Participate in Music Monday</li> </ul>
<p>5</p>	<ul style="list-style-type: none"> <li>Why do we do music?</li> <li>How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>How can I use music to worship God?</li> <li>What does music say about history, culture and various situations in which it was created?</li> <li>How can I use my knowledge of the expressive and physical properties of rhythm, melody and</li> </ul>	<p>Using a varied song repertoire and emphasizing singing, playing instruments, composing, reading and writing, moving, and listening, the following concepts and skills will be taught:</p> <ul style="list-style-type: none"> <li>Review 16<sup>th</sup> note patterns and irregular rhythm patterns</li> <li>C, F, and G major scales; I, IV, and V chords; key signatures</li> <li>Low F, E', F', low C, F#, and Bb on recorders</li> <li>Demonstrate recorder playing through playing songs of varying difficulty for "belts"</li> <li>Composing: a voice composition with invented notation, a rhythm composition, and a melodic composition (with the aid of a computer music writing program)</li> <li>Evaluating their own compositions</li> <li>Playing a harmony part on recorders</li> <li>Tim-ka (dotted eighth notes) and tik-um rhythms</li> <li>Sing 2-part songs</li> <li>Evaluate and critique their own recorder performances</li> <li>Review tempo terms and understand metronome markings</li> </ul>	<p>A1 apply rhythm, melody, and elements of expression through singing and playing of classroom repertoire  A2 explain thoughts, images, and feelings derived from a music experience  A3 apply elements of rhythm, melody, and expression in composition  B1 sing or play rhythmic patterns from standard notation  B2 sing or play from aural sources  B3 maintain a melodic or harmonic part in simple textures  B4 describe form in rhythmic and melodic structure  B5 use standard or invented notation to represent melodic phrases, rhythmic patterns, and elements of expression  B6 demonstrate appropriate use of classroom instruments  C1 participate in music from a variety of historical, cultural, and social contexts  C2 identify music opportunities in the local community  D1 apply skills and attitudes appropriate to a range of music experiences, demonstrating: <ul style="list-style-type: none"> <li>performance skills and etiquette</li> </ul> </p>	<ul style="list-style-type: none"> <li>Concert day – last music class of each month</li> <li>Song of the month</li> <li>Listening program (centered around composers, instruments, or a theme, such as birds – on a rotating three year schedule)</li> <li>Canadian folk song of the month</li> <li>Christmas program – alternating years</li> <li>Spring musical – alternating years</li> <li>Sharing music out in the community</li> <li>Option of joining Joyful Sounds noon-hour choir – one practice per week</li> <li>Attending a concert of Songs, Strings, and Steps (a local string orchestra)</li> </ul>

	<p>harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</p> <ul style="list-style-type: none"><li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li><li>• What is my responsibility as a member of a music performing group?</li></ul>	<ul style="list-style-type: none"><li>• Respond to legato, marcato, staccato, and slur markings in recorder playing</li></ul>	<ul style="list-style-type: none"><li>• audience engagement</li><li>• respect for the contributions of others</li></ul> <p>D2 apply established criteria to refine their own and others' work</p>	<ul style="list-style-type: none"><li>• Participate in Music Monday</li></ul>
--	---	---	---	---

## Music Curriculum Map Grade 6

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

<p><b>6</b></p>	<ul style="list-style-type: none"> <li>• Why do we do music?</li> <li>• How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>• How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>• How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>• How can I use music to worship God?</li> <li>• What does music say about history, culture and various situations in which it was created?</li> <li>• How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>• What is my responsibility as a member of a music performing group?</li> </ul>	<p>The grade 6 music program is exploratory in nature. Using a varied song repertoire, students spend one term in each exploratory:</p> <ol style="list-style-type: none"> <li>1. Boomwhackers             <ol style="list-style-type: none"> <li>a. What are boomwhackers?</li> <li>b. How are they played and how do they make sound?</li> <li>c. How are boomwhackers cared for and what will be the routine for set up?</li> <li>d. What can we play with boomwhackers?</li> <li>e. How can we express ourselves through boomwhacker music?</li> </ol> </li> <li>2. Recorder             <ol style="list-style-type: none"> <li>a. How do I care for a recorder?</li> <li>b. What is the proper posture needed to play a recorder?</li> <li>c. How do I hold a recorder?</li> <li>d. What embouchure is needed to play the recorder?</li> <li>e. How do I blow through my instrument effectively?</li> <li>f. What do I need to do with my fingers to manipulate different notes of the C scale for recorder?</li> <li>g. What is form?</li> <li>h. How do I adjust my airflow and fingerings to accent different notes of the music (staccato, marcato)?</li> <li>i. How do I play my instrument softly or loudly?</li> <li>j. How can I change the dynamics of my playing, and effectively crescendo and decrescendo?</li> <li>k. What are intervals?</li> </ol> </li> <li>3. Guitar             <ol style="list-style-type: none"> <li>a. How do I properly care for a guitar?</li> <li>b. How do I tune my guitar?</li> <li>c. What is the proper posture needed to play a guitar?</li> <li>d. How do I hold a guitar?</li> <li>e. What do I need to do with my fingers to manipulate different chords on the guitar?</li> <li>f. How do I need to change my movements to pick and chord on the guitar?</li> <li>g. How do I play my instrument softly and loudly?</li> <li>h. What is the timbre of my instrument?</li> <li>i. How does the tone of my instrument affect the mood of a piece of music?</li> </ol> </li> </ol>	<p>A1 use rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings          A2 analyse thoughts, images, and feelings derived from a variety of music media sources          A3 apply rhythm, melody, and elements of expression in their compositions          B1 sing or play rhythm patterns from standard notation          B2 sing or play from aural sources          B3 maintain a melodic or harmonic part in textures          B4 use standard notation to represent melodic and rhythmic phrases          B5 describe form in rhythmic and melodic structure          B6 demonstrate appropriate use of classroom instruments          C1 participate in music from a range of historical, cultural, and social contexts          C2 identify personal opportunities in music          D1 apply skills and attitudes appropriate to a range of music experiences demonstrating:         <ul style="list-style-type: none"> <li>• performance skills and etiquette</li> <li>• audience engagement</li> <li>• respect for the contributions of others</li> </ul>         D2 apply established criteria to analyse their own and others' performance</p>	<p>Performance Opportunities</p> <ul style="list-style-type: none"> <li>• Coffee House Concert Evenings</li> <li>• Music Monday</li> <li>• Christmas, Easter, and closing chapel</li> </ul> <p>Field Trip Opportunities</p> <ul style="list-style-type: none"> <li>• Trip to Vancouver Symphony Orchestra performance</li> </ul> <p>Extra-curricular Opportunities</p>
-----------------	---	--	--	--

## Music Curriculum Map Grade 7

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

<p>7</p>	<ul style="list-style-type: none"> <li>• Why do we do music?</li> <li>• How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>• How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>• How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>• How can I use music to worship God?</li> <li>• What does music say about history, culture and various situations in which it was created?</li> <li>• How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>• What is my responsibility as a member of a music performing group?</li> </ul>	<p>The grade 7 music program is an introduction to Band. Using a varied repertoire, students will learn the following:</p> <ol style="list-style-type: none"> <li>1. Taking care of my instruments             <ol style="list-style-type: none"> <li>a. What are wind instruments?</li> <li>b. How are they classified?</li> <li>c. How do I properly care for my wind instrument?</li> <li>d. What will the routine for set up be?</li> <li>e. How do I tune my instrument?</li> </ol> </li> <li>2. Playing My Instrument             <ol style="list-style-type: none"> <li>a. What is the proper posture needed to play my wind instrument?</li> <li>b. What embouchure is needed to play different pitches?</li> <li>c. How do I blow through my instrument effectively?</li> </ol> </li> <li>3. Developing Skills             <ol style="list-style-type: none"> <li>a. What do I need to do with my fingers to play the first three notes?</li> <li>b. What do I need to do with my fingers to manipulate different notes of the Bb and Eb concert scales?</li> <li>c. How can I articulate notes in a variety of ways?</li> <li>d. How do I adjust my airflow and fingerings to accent different notes of the music (staccato, marcato)?</li> <li>e. What are intervals?</li> <li>f. What is form?</li> </ol> </li> <li>4. Expression             <ol style="list-style-type: none"> <li>a. How do I play my instrument softly and loudly?</li> <li>b. How can I change the dynamics of my playing to effectively crescendo and decrescendo?</li> <li>c. What is the timbre of my instrument?</li> <li>d. How does the tone of my instrument affect the mood of a piece of music?</li> <li>e. How does meter affect the mood of a piece?</li> <li>f. Why is phrasing important?</li> </ol> </li> <li>5. Presenting and Performing             <ol style="list-style-type: none"> <li>a. What does an appropriate band performance look like?</li> <li>b. How does the context of my presentation impact the tone of my playing?</li> <li>c. What is my role during a performance?</li> </ol> </li> </ol>	<p>A1 apply rhythm, melody, and elements of expression in performance repertoire to interpret a range of thoughts, images, and feelings  A2 assess how music evokes thoughts, images, and feelings  A3 compose music for a specific purpose  B1 sing or play rhythmic compositions in a variety of simple and compound metres  B2 sing or play from aural sources  B3 perform expressive phrasing of melodies  B4 maintain a melodic or harmonic part in textures  B5 use standard notation to represent melody, rhythm, and elements of expression  B6 describe form in rhythmic and melodic structure  B7 demonstrate safe use of voices and instruments  C1 participate in music from a range of historical, cultural, and social contexts  C2 assess personal opportunities in music  D1 apply skills and attitudes appropriate to a range of music experiences demonstrating: <ul style="list-style-type: none"> <li>• performance skills and etiquette</li> <li>• audience engagement and response</li> <li>• respect for the contributions of others</li> </ul> D2 apply established criteria to analyse their own and others' performance</p>	<p>Performance Opportunities</p> <ul style="list-style-type: none"> <li>• Coffee House Concert Evenings</li> <li>• Music Monday</li> <li>• Christmas, Easter, and closing chapel</li> <li>• O Canada at appropriate chapels</li> </ul> <p>Extra-curricular opportunities</p> <ul style="list-style-type: none"> <li>• Praise band</li> <li>• School choir</li> </ul>
----------	---	--	---	--

## Music Curriculum Map Grade 8

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

<p>8</p>	<ul style="list-style-type: none"> <li>• Why do we do music?</li> <li>• How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>• How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>• How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>• How can I use music to worship God?</li> <li>• What does music say about history, culture and various situations in which it was created?</li> <li>• How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>• What is my responsibility as a member of a music performing group?</li> </ul>	<p>Using a varied repertoire students will develop:</p> <ol style="list-style-type: none"> <li>1. Technical competence – the development of techniques as specific to individual instruments</li> <li>2. Performance applications – performance skills and attitudes appropriate to a variety of concert band performance contexts</li> <li>3. Music literacy – abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of instrumental music styles</li> </ol> <p>See also scope and sequence chart for Band 7 – 12 (see below) which includes:</p> <ol style="list-style-type: none"> <li>1. technique/maintenance</li> <li>2. theory</li> <li>3. listening/history</li> <li>4. conducting</li> </ol>	<p>It is expected that _____</p> <p>Structure (Elements of Rhythm)</p> <ul style="list-style-type: none"> <li>• create, notate, and perform rhythms in a variety of metres</li> <li>• analyse rhythmic choices in performing and listening repertoire</li> <li>• use appropriate music terminology to describe rhythm and metre</li> </ul> <p>Structure (Elements of Melody)</p> <ul style="list-style-type: none"> <li>• create, notate, and perform melodic patterns</li> <li>• apply an understanding of melodic directions and contour to expressive phrasing</li> <li>• identify tonal centres in a variety of melodies</li> <li>• use appropriate music terminology to describe melody</li> </ul> <p>Structure (Elements of Expression)</p> <ul style="list-style-type: none"> <li>• read and maintain a part within complex textures and harmonies</li> <li>• apply an increasing range of tempos, dynamics, articulation, and timbres in classroom repertoire</li> <li>• analyse the use of the elements of expression in performing and listening repertoire</li> <li>• describe the elements of expression using appropriate terminology</li> <li>• describe the elements of expression in terms of the physical properties of sound</li> </ul> <p>Structure (Form and the Principles of Design)</p> <ul style="list-style-type: none"> <li>• identify an expanded variety of music forms</li> <li>• apply a variety of music forms and principles of design to composition</li> <li>• represent the form of a piece of music</li> <li>• use appropriate terminology to describe form and the principles of design</li> <li>• compare and contrast the form of two or more music compositions</li> </ul> <p>Thoughts, Images, and Feelings</p> <ul style="list-style-type: none"> <li>• represent thoughts, images, and feelings derived from a music experience</li> <li>• apply the elements of rhythm, melody, and expression to interpret and represent a broad range of thoughts, images, and feelings</li> <li>• demonstrate a willingness to share personal insights arising from experiences with music</li> <li>• explain personal meaning derived from music without reference to stories or visual artifacts</li> <li>• defend personal music choices, demonstrating awareness of the thoughts, images, and feelings that music expresses</li> <li>• demonstrate respect for the thoughts, feelings, and music choices of others</li> </ul> <p>Context (Self and Community)</p> <ul style="list-style-type: none"> <li>• use skills and attitudes appropriate to arrange of music experiences in a variety of venues, as performer, participant, and audience, demonstrating:             <ul style="list-style-type: none"> <li>○ an awareness of the sense of community</li> <li>○ audience and performer etiquette</li> <li>○ performance skills</li> <li>○ respect for others' contributions</li> </ul> </li> <li>• demonstrate an ability to provide and accept constructive feedback</li> <li>• demonstrate an understanding of physical well-being while experiencing music</li> <li>• identify career-related music experiences represented in the local community</li> </ul> <p>Context (Historical and Cultural)</p> <ul style="list-style-type: none"> <li>• compare and contrast music from a range of historical and cultural contexts</li> <li>• compare and contrast music created for a variety of purposes</li> <li>• demonstrate respect for music of various historical and cultural contexts</li> </ul>	<p>Performances</p> <ul style="list-style-type: none"> <li>• Taste of Music (concert and dessert night)</li> <li>• Christmas Chapel participation</li> <li>• Clinics and workshops with University music profs</li> <li>• Participation in Music Monday events</li> <li>• Out-door Celebration Barbeque concert</li> </ul>
----------	---	--	--	--

## Music Curriculum Map Grade 9

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

<p>9</p>	<ul style="list-style-type: none"> <li>• Why do we do music?</li> <li>• How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>• How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>• How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>• How can I use music to worship God?</li> <li>• What does music say about history, culture and various situations in which it was created?</li> <li>• How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>• What is my responsibility as a member of a music performing group?</li> </ul>	<p>Using a varied repertoire students will develop:</p> <ul style="list-style-type: none"> <li>• Technical competence – the development of techniques as specific to individual instruments</li> <li>• Performance applications – performance skills and attitudes appropriate to a variety of concert band performance contexts</li> <li>• Music literacy – abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of instrumental music styles</li> </ul> <p>See also scope and sequence chart for Band 7 – 12 (see below) which includes:</p> <ul style="list-style-type: none"> <li>• technique/maintenance</li> <li>• theory</li> <li>• listening/history</li> <li>• conducting</li> </ul>	<p>Structure (Elements of Rhythm)</p> <ul style="list-style-type: none"> <li>• create, perform, and notate rhythms in a variety of metres</li> <li>• analyse rhythmic choices in performing and listening repertoire</li> <li>• use appropriate music terminology to describe a wide range of rhythmic patterns and metre</li> </ul> <p>Structure (Elements of Melody)</p> <ul style="list-style-type: none"> <li>• demonstrate an ability to enhance tune by altering pitch</li> <li>• apply understanding of melodic direction and contour to expressive phrasing</li> <li>• analyse patterns used in melody</li> <li>• identify and represent melodies in various clefs and keys</li> <li>• use appropriate music terminology to describe a range of melodic patterns</li> </ul> <p>Structure (Elements of Expression)</p> <ul style="list-style-type: none"> <li>• read and maintain a part accurately with complex harmonies and textures</li> <li>• apply an increasing range of dynamics, tempos, timbres, and articulations in classroom repertoire</li> <li>• describe the elements of expression using appropriate music terminology</li> <li>• describe the elements of expression in terms of physical properties of sound</li> </ul> <p>Structure (Form and the Principles of Design)</p> <ul style="list-style-type: none"> <li>• identify an expanded variety of forms</li> <li>• purposefully apply a variety of music forms and principles of design to composition</li> <li>• represent the form of a piece of music</li> <li>• use appropriate terminology to define aspects of form and principles of design</li> <li>• compare and contrast the form of a variety of music compositions</li> </ul> <p>Thoughts, Images, and Feelings</p> <ul style="list-style-type: none"> <li>• represent thoughts, images, and feelings derived from music experiences</li> <li>• apply the elements of music to interpret and represent a broad range of thoughts, images, and feelings</li> <li>• demonstrate a willingness to share personal insights arising from experiences with music</li> <li>• explain personal meaning derived from music without reference to stories or visual artifacts</li> <li>• defend personal music choices, demonstrating awareness of the thoughts, images and feelings that music expresses</li> <li>• demonstrate respect for and understanding of the diversity of thoughts, images, and feelings evident in culturally, historically, and stylistically diverse music</li> </ul> <p>Context (Self and Community)</p> <ul style="list-style-type: none"> <li>• use skills and attitudes appropriate to arrange of music experiences in a variety of venues, as performer, participant, and audience, demonstrating:             <ul style="list-style-type: none"> <li>○ an awareness of the sense of community</li> <li>○ audience and performer etiquette</li> <li>○ performance skills</li> <li>○ respect for others' contributions</li> </ul> </li> <li>• demonstrate an ability to critique the work of self and others</li> <li>• demonstrate an ability to contribute to the physical well-being of self and others while experiencing music</li> <li>• identify a range of career-related music activities represented in the community</li> </ul> <p>Context (Historical and Cultural)</p> <ul style="list-style-type: none"> <li>• compare and contrast music from a range of historical and cultural contexts, including their interrelationships</li> <li>• compare and contrast music created for a variety of purposes</li> <li>• demonstrate respect for music of various historical and cultural contexts</li> </ul>	<p>Performances</p> <ul style="list-style-type: none"> <li>• Taste of Music (concert and dessert night)</li> <li>• Christmas Chapel participation</li> <li>• Band Tour performances for churches, schools, out-door venues, and Universities</li> <li>• Clinics and workshops with University music profs</li> <li>• Festival, including professional clinic</li> <li>• Participation in Music Monday events</li> <li>• Out-door Celebration Barbeque concert</li> <li>• Variety of performances based on community invitations</li> </ul>
----------	---	---	---	--

# Music Curriculum Map Grade 10

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

<p><b>10</b></p>	<ul style="list-style-type: none"> <li>• Why do we do music?</li> <li>• How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>• How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>• How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>• How can I use music to worship God?</li> <li>• What does music say about history, culture and various situations in which it was created?</li> <li>• How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>• What is my responsibility as a member of a music performing group?</li> </ul>	<p>Using a varied repertoire students will develop:</p> <ul style="list-style-type: none"> <li>• Technical competence – the development of techniques as specific to individual instruments</li> <li>• Performance applications – performance skills and attitudes appropriate to a variety of concert band performance contexts</li> <li>• Music literacy – abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of instrumental music styles</li> </ul> <p>See also scope and sequence chart for Band 7 – 12 (see below) which includes:</p> <ul style="list-style-type: none"> <li>• technique/maintenance</li> <li>• theory</li> <li>• listening/history</li> <li>• conducting</li> </ul>	<p>Structure (Elements of Rhythm)</p> <ul style="list-style-type: none"> <li>• create, perform, and notate complex rhythms in a variety of metres</li> <li>• analyse and use rhythms reflective of a variety of cultures and styles</li> <li>• describe rhythmic patterns and metre using appropriate music terminology</li> </ul> <p>Structure (Elements of Melody)</p> <ul style="list-style-type: none"> <li>• create and perform melodic patterns to enhance expressive phrasing</li> <li>• apply an understanding of melodic patterns to facilitate sight-reading</li> <li>• identify and represent melodies in various clefs and keys</li> <li>• use appropriate music terminology to describe a range of melodic patterns</li> </ul> <p>Structure (Elements of Expression)</p> <ul style="list-style-type: none"> <li>• read and maintain a part accurately within complex textures and harmonies</li> <li>• apply an increasing range of tempos, dynamics, articulation, and timbres in classroom repertoire</li> <li>• analyse how the elements of expression are combined to achieve specific effects</li> <li>• describe the elements of expression using appropriate music terminology</li> <li>• describe the elements of expression in terms of the physical properties of sound</li> </ul> <p>Structure (Form and the Principles of Design)</p> <ul style="list-style-type: none"> <li>• purposefully apply a variety of music forms and principles of design in composition</li> <li>• represent music form in a variety of ways</li> <li>• use appropriate terminology to describe form and principles of design</li> <li>• relate form and principles of design in music to those in other arts</li> <li>• compare and contrast forms of music compositions from a variety of historical, cultural, and stylistic contexts</li> </ul> <p>Thoughts, Images, and Feelings</p> <ul style="list-style-type: none"> <li>• apply the elements of music to interpret and represent a broad range of thoughts, images, and feelings</li> <li>• demonstrate a willingness to share personal insights arising from experiences with music</li> <li>• analyse and communicate thoughts, images, and feelings about music that relate to social, historical and political issues</li> <li>• defend personal music choices, demonstrating awareness of the thoughts, images, and feelings the music expresses</li> <li>• demonstrate respect for and understanding of the diversity of thoughts, images, and feelings evident in culturally, historically, and stylistically diverse music</li> </ul> <p>Context (Self and Community)</p> <ul style="list-style-type: none"> <li>• use skills and attitudes appropriate to arrange of music experiences in a variety of venues, as performer, participant, and audience, demonstrating:             <ul style="list-style-type: none"> <li>○ an awareness of the sense of community</li> <li>○ audience and performer etiquette</li> <li>○ performance skills</li> <li>○ respect for others' contributions</li> </ul> </li> <li>• demonstrate an ability to critique the work of self and others</li> <li>• demonstrate an ability to contribute to the physical well-being of self and others while experiencing music</li> <li>• demonstrate in-depth knowledge of at least one music career</li> </ul> <p>Context (Historical and Cultural)</p> <ul style="list-style-type: none"> <li>• compare and contrast music from a range of historical and cultural contexts, including their interrelationships</li> <li>• compare and contrast music created for a variety of purposes (e.g. dance music, religious music, court music, love songs)</li> <li>• analyse how thoughts, images, and feelings are expressed in music within a variety of historical, cultural, and stylistic contexts</li> </ul>	<p>Performances</p> <ul style="list-style-type: none"> <li>• Taste of Music (concert and dessert night)</li> <li>• Christmas Chapel participation</li> <li>• Band Tour performances for churches, schools, out-door venues, and Universities</li> <li>• Clinics and workshops with University music profs</li> <li>• Festival, including professional clinic</li> <li>• Participation in Music Monday events</li> <li>• Out-door Celebration Barbeque concert</li> <li>• Variety of performances based on community invitations</li> </ul>
------------------	---	---	--	--

# Music Curriculum Map Grade 11

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

<p><b>11 Instr.</b></p>	<ul style="list-style-type: none"> <li>• Why do we do music?</li> <li>• How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>• How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>• How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>• How can I use music to worship God?</li> <li>• What does music say about history, culture and various situations in which it was created?</li> <li>• How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>• What is my responsibility as a member of a music performing group?</li> </ul>	<p>Using a varied repertoire students will develop:</p> <ul style="list-style-type: none"> <li>• Technical competence – the development of techniques as specific to individual instruments</li> <li>• Performance applications – performance skills and attitudes appropriate to a variety of concert band performance contexts</li> <li>• Music literacy – abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of instrumental music styles</li> </ul> <p>See also scope and sequence chart for Band 7 – 12 (see below) which includes:</p> <ul style="list-style-type: none"> <li>• technique/maintenance</li> <li>• theory</li> <li>• listening/history</li> <li>• conducting</li> </ul>	<p>Structure (Elements of Rhythm)</p> <ul style="list-style-type: none"> <li>• demonstrate an ability to internalize rhythmic patterns in simple and compound metres</li> <li>• sight-read rhythmic patterns from appropriate repertoire</li> <li>• apply skills in ear training and aural dictation to notate rhythmic patterns in simple and compound metres</li> <li>• describe pulse, metre, and rhythmic patterns using appropriate music terminology</li> </ul> <p>Structure (Elements of Melody)</p> <ul style="list-style-type: none"> <li>• perform appropriate major, minor, and chromatic scales and arpeggios</li> <li>• sight-read melodies</li> <li>• identify examples of melodic structure in instrumental repertoire using appropriate terminology</li> <li>• apply skills in ear training and aural dictation to notate melodies</li> </ul> <p>Structure (Elements of Expression)</p> <ul style="list-style-type: none"> <li>• perform dynamics with appropriate tone quality within the functional range of the instrument</li> <li>• perform articulations appropriate to a variety of instrumental music styles</li> <li>• apply an understanding of timbre to performance of instrumental repertoire</li> <li>• demonstrate an understanding of harmonic structures in instrumental repertoire</li> <li>• analyse the use of the elements of expression in instrumental repertoire</li> <li>• demonstrate an understanding of the relationship between the elements of expression and the acoustics of the performance environment</li> </ul> <p>Structure (Form and Principles of Design)</p> <ul style="list-style-type: none"> <li>• analyse form and principles of design in instrumental repertoire</li> <li>• compare form and principles of design in instrumental music with those in other artforms</li> <li>• apply knowledge of form and principles of design to create short instrumental compositions</li> </ul> <p>Thoughts, Images, and Feelings</p> <ul style="list-style-type: none"> <li>• interpret a broad range of thoughts, images, and feelings in the performance of instrumental music</li> <li>• analyse how thoughts, images, and feelings are expressed in instrumental music</li> <li>• justify personal insights derived from performing and listening to instrumental music</li> </ul> <p>Context (Self and Community)</p> <ul style="list-style-type: none"> <li>• demonstrate skills and attitudes necessary to participate as a musician within society:             <ul style="list-style-type: none"> <li>○ demonstrating respect for the contributions of others</li> <li>○ giving and receiving constructive criticism</li> <li>○ practising individual and group rights and responsibilities in music performance</li> <li>○ demonstrating willingness to share music with others</li> </ul> </li> <li>• apply elements of concert production to enhance instrumental performance</li> <li>• demonstrate an understanding of health and safety issues related to instrumental music</li> <li>• identify requirements for careers in music and arts-related fields</li> <li>• establish a plan for lifelong participation in music</li> </ul> <p>Context (Historical and Cultural)</p> <ul style="list-style-type: none"> <li>• analyse instrumental music from a range of historical and cultural contexts</li> <li>• evaluate the purpose of music in a given historical or cultural context</li> <li>• analyse the purposes of instrumental music in traditional Aboriginal societies in British Columbia</li> <li>• identify inter-relationships among historical and cultural instrumental styles</li> <li>• perform music from a range of historical and cultural contexts, demonstrating understanding of their characteristic styles</li> </ul> <p>Musicianship</p> <ul style="list-style-type: none"> <li>• demonstrate competence in instrumental technique</li> <li>• demonstrate skills and attitudes appropriate to a variety of instrumental performance contexts</li> <li>• demonstrate an ability to respond to the direction of the conductor</li> <li>• perform instrumental repertoire, demonstrating an understanding of its structural elements</li> <li>• set personal goals for instrumental performance</li> </ul>	<p>Performances</p> <ul style="list-style-type: none"> <li>• Taste of Music (concert and dessert night)</li> <li>• Christmas Chapel participation</li> <li>• Band Tour performances for churches, schools, out-door venues, and Universities</li> <li>• Clinics and workshops with University music profs</li> <li>• Festival, including professional clinic</li> <li>• Participation in Music Monday events</li> <li>• Out-door Celebration Barbeque concert</li> <li>• Variety of performances based on community invitations</li> </ul>
-------------------------	---	---	--	--

## Music Curriculum Map Grade 12

Planning for Assessment (Teaching Strategies), Assessment Indicators (Assessment Methods) and resources are listed in course overviews

<p><b>12 Instr.</b></p>	<ul style="list-style-type: none"> <li>• Why do we do music?</li> <li>• How is music an expression and experience of God's creativity and the pattern and structure of his creation?</li> <li>• How is music an expression and experience of everyday realities including that which is beautiful and that which is difficult?</li> <li>• How is music an expression and experience of who we are as unique image bearers and children of God?</li> <li>• How can I use music to worship God?</li> <li>• What does music say about history, culture and various situations in which it was created?</li> <li>• How can I use my knowledge of the expressive and physical properties of rhythm, melody and harmony, elements of expression, and form and principles of design to appreciate, perform, and create music?</li> <li>• How can music be used to communicate? How can I share my music with others and appreciate their music?</li> <li>• What is my responsibility as a member of a music performing group?</li> </ul>	<p>Using a varied repertoire students will develop:</p> <ul style="list-style-type: none"> <li>• Technical competence – the development of techniques as specific to individual instruments</li> <li>• Performance applications – performance skills and attitudes appropriate to a variety of concert band performance contexts</li> <li>• Music literacy – abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of instrumental music styles</li> </ul> <p>See also scope and sequence chart for Band 7 – 12 (see below) which includes:</p> <ul style="list-style-type: none"> <li>• technique/maintenance</li> <li>• theory</li> <li>• listening/history</li> <li>• conducting</li> </ul>	<p>Structure (Elements of Rhythm)</p> <ul style="list-style-type: none"> <li>• demonstrate rhythmic fluency in performing instrumental music</li> <li>• refine abilities to internalize rhythmic patterns in simple and compound metres</li> <li>• sight-read rhythmic patterns from appropriate repertoire</li> <li>• refine skills in ear training and aural dictation to notate rhythmic patterns in simple and compound metres</li> <li>• analyse pulse, metre, and rhythmic patterns instrumental repertoire</li> </ul> <p>Structure (Elements of Melody)</p> <ul style="list-style-type: none"> <li>• perform appropriate major, minor, and chromatic scales from memory within the functional range of the instrument</li> <li>• demonstrate fluency in sight-reading melodies from appropriate repertoire</li> <li>• analyse melodic structure in instrumental repertoire</li> <li>• apply understanding of melodic structure to their performance of instrumental repertoire</li> <li>• demonstrate an understanding of principles of transposition</li> <li>• refine skills in ear training and aural dictation to notate melodies</li> </ul> <p>Structure (Elements of Expression)</p> <ul style="list-style-type: none"> <li>• demonstrate fluency in applying the elements of expression in instrumental repertoire</li> <li>• analyse the relationships among the elements of expression, rhythm, and melody in instrumental repertoire</li> <li>• demonstrate an ability to adapt the elements of expression in relation to the acoustics of the performance environment</li> </ul> <p>Structure (Form and Principles of Design)</p> <ul style="list-style-type: none"> <li>• analyse the style of instrumental repertoire in terms of the form and principles of design</li> <li>• compare form and principles of design in instrumental music with those in other artforms</li> <li>• apply knowledge of form and principles of design to create short instrumental compositions</li> </ul> <p>Thoughts, Images, and Feelings</p> <ul style="list-style-type: none"> <li>• perform interpretations of instrumental music to communicate thoughts, images, and feelings</li> <li>• justify their interpretation of thoughts, images, and feelings in instrumental works</li> <li>• compare the expression of thoughts, images, and feelings in instrumental music to those expressed in other artforms</li> </ul> <p>Context (Self and Community)</p> <ul style="list-style-type: none"> <li>• demonstrate skills and attitudes necessary to participate as a musician within society:             <ul style="list-style-type: none"> <li>○ assuming leadership roles in a variety of contexts</li> <li>○ actively seeking and applying constructive criticism</li> <li>○ practising individual and group rights and responsibilities in music performance</li> <li>○ being an advocate for music in the community</li> </ul> </li> <li>• apply elements of concert production to enhance instrumental performance</li> <li>• analyse health and safety issues related to instrumental music</li> <li>• analyse factors affecting the production of music</li> <li>• identify skills developed through the study of instrumental music that can be transferred to a variety of careers</li> <li>• refine their plans for lifelong participation in music</li> </ul> <p>Context (Historical and Cultural)</p> <ul style="list-style-type: none"> <li>• analyse the relationship between a composition and the contexts in which it was created</li> <li>• evaluate the purpose of instrumental music in a variety of contexts</li> <li>• identify the contributions of significant musicians, composers, and instrumental compositions from various historical periods and cultures</li> <li>• perform music, demonstrating an interpretation of its historical and cultural contexts</li> <li>• demonstrate an understanding of the ethical requirements for performing instrumental music of various cultures</li> </ul> <p>Musicianship</p> <ul style="list-style-type: none"> <li>• demonstrate competence in instrumental technique</li> <li>• demonstrate skills and attitudes appropriate to a variety of instrumental performance contexts</li> <li>• demonstrate an ability to respond to the direction of the conductor</li> <li>• perform instrumental repertoire, demonstrating an understanding of its structural elements</li> <li>• refine personal goals for instrumental performance</li> </ul>	<p>Performances</p> <ul style="list-style-type: none"> <li>• Taste of Music (concert and dessert night)</li> <li>• Christmas Chapel participation</li> <li>• Band Tour performances for churches, schools, out-door venues, and Universities</li> <li>• Clinics and workshops with University music profs</li> <li>• Festival, including professional clinic</li> <li>• Participation in Music Monday events</li> <li>• Out-door Celebration Barbeque concert</li> <li>• Variety of performances based on community invitations</li> </ul>
-------------------------	---	---	---	--

## SCOPE & SEQUENCE – ACS INSTRUMENTAL MUSIC

	TECHNIQUE / MAINTENANCE		THEORY				LISTENING / HISTORY	CONDUCTING	
	Brass & Woodwind	Percussion	Terminology/Symbols	Sight Reading	Rhythms	Writing			Ear Training
	<b>Grade 7</b>	Playing position – posture, embouchure Fingering positions Breath support Articulations – tonguing, slurs, lip slurs Alternate fingerings (clarinet, flute, sax) Scales – one octave up & down – Concert Bb, Eb, F Care and cleaning (oils, grease, reeds...)	Playing position – traditional/match grip Position and care of snare, and trap set Scales with mallets – Bb, Eb, F Rudiments – single, double, and 5 stroke rolls – flam, paradiddle – dynamic control Cymbals/Toys – holding/striking crash & suspended cymbals, tambourine, and triangle	Clefs – treble and bass Time and key signature Dynamics <i>pp, mp, mf, f</i> $\text{c}$ (especially for percussion) Staff, measure, bar line, double bar line Repeat sign, slurs, ties, flat, sharp The following (depending on literature): - Adagio - al Fine - Fine - Del Segno - Allegro - rit. - Andante - Da Capo - Coda - Concert pitch - Allargando - Melody - Harmony - Moderato - Presto - Unison - Octave - Scale	 2/4, $\text{c} = 4/4$	 Ties: Time Signatures: 2/4, 3/4, $\text{c} = 4/4$			- Basic Notation on staff paper: - Treble and Bass Clefs - Time signature - Bar lines, double bar lines - Whole, half, & quarter notes - Whole, half, & quarter rests - Sharps, flats
<b>Grade 8</b>	Breath control – <i>ff</i> > <i>pp</i> < <i>ff</i> Scales – one octave up & down – proficiency on Gr. 7 scales – add Ab, G, g harmonic minor – Eb chromatic, one octave Articulations – staccato, legato, tenuto – accents – brass lip slurs – single tonguing $\text{J} = 96$ Alternate fingerings (slide pos.) and trills	Scales (mallets) – proficiency from Gr. 7 – add Ab, G, g minor – Eb chromatic – 7 and 9 stroke rolls – ruff, flam accent – dynamic control on all techniques Bass Drum – coordinate snare/bass Trap Set Timpani – Tuning & strike points	Add the following (depending on literature): - A Tempo - crescendo - Cue - Poco a poco - decrescendo - Largo - Rallentando - Sempre - dim. - Divisi - soli/solo - simile - Natural - accelerando - Tenuo	Add:  3/4, $\text{c} = 2/2$	- Swing - Dotted rhythms - 16 <sup>th</sup> note patterns - Syncopation:  Triplets:  6/8 & 2/4 Ties: Time Signatures: 6/8, 3/8, 5/4	- Composition of simple melody for their own instrument – in Bb Major - Notation: - Proficiency of Gr. 7 material - Correct stem directions - Eighth, and sixteenth notes - with, and without bars - Dotted rhythms - Key signatures - Accidentals - Repeats, Signs, Codas, etc.	- Identify intervals: - unison, M3, P5, and P8 - Recognize major vs. minor chords - Recognize if instrument is flat or sharp - Tune to chords: major and minor	What is music? Sound vs. Noise What is good music? Respect for personal Preferences Renaissance through Baroque music Professional concert band recordings	4/4, 3/4 Time Prep beat Cut-off
<b>Grade 9</b>	Breath control – <i>ff</i> > <i>pp</i> < <i>ff</i> Scales – two octaves up & down – consistent dynamic changes – proficiency on Gr. 8 scales – add Db, C, c harmonic minor – F chromatic, two octaves Arpeggios – Bb, Eb, F, Ab, one octave Articulations – marcato, sfz, sfp – single tonguing $\text{J} = 120$ – intro to double tonguing Reed manipulation & choice Instrument preparation maintenance	Scales (mallets) – proficiency from Gr. 8 – two octaves up & down – consistent dynamic changes – add Db, C, c harmonic minor – F chromatic, two octaves Arpeggios – Bb, Eb, F, Ab, one octave Rudiments – long roll – flam adiddle, flam tap, flamacue Exposure to Latin percussion instruments Trap Set – Coordinate snare, bass, h.h., and toms Timpani – tone production, muting	Add the following (depending on literature): - Grandioso - Marcato - Meno - Modulation - Morendo - Mosso - Caesura - Stringendo - Tutti - Enharmonic - Accidental - Rubato	Add: in relatively static groups of 4 Ties: 6/8, 5/4	 Syncopation: Time Signatures: 3/8	- Construct major scales based on formula (w w h w w h). - Triad construction in any major key - Intervals based on theory knowledge - Transpose a melody to any given key	- Identify intervals: - P4, M6, and m7 - Recognize dominant 7 chord - Rhythmic dictation: 	Classical through Romantic music Marches – parade vs. concert Waltz Smaller Professional groups: Dixieland Bluegrass Brass Ensembles	5/4, 6/8 Time Tempo changes Pickup notes
<b>Grade 10</b>	Breath control – <i>pp</i> > <i>mf</i> < <i>ff</i> throughout instrument Scales – two octaves up & down – proficiency on Gr. 9 scales – add D, Gb, f & e harm. minor – Bb chromatic, two octaves (J) Arpeggios – Gr. 9 + Ab, G, all 2 octaves Rudiments – double paradiddle Intro. to peripheral percussion: Gong, vibes, tubular bells, wind chimes, etc. Timpani – rapid tuning within pcs.	Scales – two octaves up & down – proficiency on Gr. 9 scales – add D, Gb, f & e harm. minor – Bb chromatic, two octaves (J) Arpeggios – Gr. 9 + Ab, G, all 2 octaves Rudiments – double paradiddle Intro. to peripheral percussion: Gong, vibes, tubular bells, wind chimes, etc. Timpani – rapid tuning within pcs.	Add the following (depending on literature): - Expressivo - Molto - Quasi - Più Mosso - Homophony - <i>sfz</i> - Polyphony	Add:  Ties: Syncopation:	 Syncopation:	- Construct harmonic minor scales based on formula (lowered 3 <sup>rd</sup> , raised 7 <sup>th</sup> ). - Chromatic scale (sharps up, flats down) - Triad construction in any minor key	- Identify intervals: - M2, m3, M7 - Recognize diminished chord - Tune own instrument without aid - Melodic dictation – within 1 <sup>st</sup> five notes of major scale	Analysis of one famous Romantic work: e.g. Beethoven's 5 <sup>th</sup> Berlioz, Symphony Fantastique Canadian music: Band Orchestral (Thru the Lions Gate) Other Fugue, Sonata, Concerto, Suite, etc. as literature is discussed.	Cues Meter changes Crescendo & decrescendo Fermata Ritardando & accelerando Other expression and dynamic markings
<b>Grade 11</b>	Breath control – Vibrato technique, except for horn & clarinet Scales – two octaves up & down – proficiency on Gr. 10 scales – add B a & d harmonic minor – F chromatic, two octaves (J) Arpeggios – Gr. 10 + g & c minor, all 2 octaves Rudiments – single and triple ratamacue – 4 stroke ruff Use of 4 mallets on xylophone	Scales – two octaves up & down – proficiency on Gr. 10 scales – add B a & d harmonic minor – F chromatic, two octaves (J) Arpeggios – Gr. 10 + g & c minor, all 2 octaves Rudiments – single and triple ratamacue – 4 stroke ruff Use of 4 mallets on xylophone	Add the following (depending on literature): - Adagio - sans - con	Add:  3/8	Simple, compound, and irregular meters 	- Write chords I, IV, V in any key. - Transpose a melody for their own instrument	- Identify and play Gr. 7 – 10 intervals, plus: - m2, Tri-Tone, m6 - Recognize m7 and M7 chords - Melodic dictation – within 1 octave of major scale	Same projects for Gr. 10 - 12	Same practice techniques for Gr. 10 – 12, and depending on literature
<b>Grade 12</b>	Breath control – all dynamics throughout entire range of instrument Scales – all major scales, two octaves up & down – Chromatic, full range of inst. Arpeggios – Bb, Eb, F – entire range of instrument Rudiments – all 26 snare rudiments Proficiency on all percussion instruments Articulations – triple tonguing $\text{J} = 120$ – intro to flutter tonguing	Scales – all major scales, two octaves up & down – Chromatic, full range of inst. Arpeggios – Bb, Eb, F – entire range of instrument Rudiments – all 26 snare rudiments Proficiency on all percussion instruments	Add to terminology list as necessary depending on literature.	Add:  Syncopation:	- Simple, compound, and irregular meters - Other meters & rhythms that occur depending on the literature.	- Write chords II, III, VI in any key... - Write 1 <sup>st</sup> and 2 <sup>nd</sup> inversions of I, IV, V - Simple band arrangement in unison, including transposing instruments	- Identify and play all intervals within one octave - Recognize augmented chords - Rhythmic dictation: Include: syncopation and	Same projects for Gr. 10 - 12 <u>Optional:</u> Student conductor at concert	

### PERFORMANCE-ORIENTED & DAILY OCCURRING OBJECTIVES:

Musicality, vibrato, expression, tone, solos, historical perspectives (depending on literature), and Personal Growth goals such as: self-respect, confidence, discipline, poise, initiative, self-control, patience, leadership, dependability, commitment, accountability, acceptance, encouragement, responsibility to the whole group, and being prepared.