



Board/Authority Authorized Course Framework Template

School District/Independent School Authority Name: Chilliwack – SD33	School District/Independent School Authority Number (e.g. SD43, Authority #432):
Developed by: Kris Werner	Date Developed: April 8, 2019
School Name: Sardis Secondary	Principal’s Name: Dan Heisler
Superintendent Approval Date (for School Districts only): 	Superintendent Signature (for School Districts only):
Board/Authority Approval Date: 	Board/Authority Chair Signature:
Course Name: Music Composition	Grade Level of Course: 10
Number of Course Credits: 4	Number of Hours of Instruction: 6 hours per week per semester

Board/Authority Prerequisite(s): None

Special Training, Facilities or Equipment Required: Preferable to have a background in music but not necessary to the success in this course.

Course Synopsis:

Music Composition 10 is a hands on course in which students will be given opportunity to listen, learn and write music. Under the guidance of the instructor, students will be given a variety of opportunities to study not only the history of music but also the how and why of many eras of music. They will be given time to effectively study and learn from the earliest styles of music to modern sounds. All students will have a proper understanding of basic music theory through a number of activities and projects. This course is focused on using music notation software and handwritten scores. Students can expect to compose and write a number of songs to be recorded and self-published for their own portfolios. Students will have a final live performance of their music closer to the conclusion of their time in this course. All materials will be supplied by the instructor.

Goals and Rationale:

Students will be able to:

- Identify and understand different musical forms and genres.
- Compose examples of diverse musical styles.
- Understand the role of new music in our society.
- Create and perform a self-written examples of music.
- Demonstrate a thorough understanding of rhythmic, melodic, and harmonic concepts in a given musical genre.
- Understand basic musical rudiments and copyist skills.
- Research and discover past composers and how they influence today's composers.
- Study key works of different musical genres.
- Perform self-composed music at a live concert.
- Be able to prepare scores and rehearsals for live performance.
- Understand role of composers in our society and their influence on world.

Aboriginal Worldviews and Perspectives:

- The personal and social responsibility associated with creating, performing and responding in music.
- The ethics of cultural appropriation and plagiarism.
- Building a diverse repertoire of music reflecting multiple themes, perspectives and contexts.
- Relating musical selections to personal, social, or cultural issues.
- Expressing one's personal voice, cultural identity, and values through the languages and/or instruments of a discipline, both in an education setting and in the community.

BIG IDEAS

Individual and collective expression is rooted in history, culture, and community.

Growth as a composer requires perseverance, resilience, grit and reflection.

Music is all around us, it is the soundtrack of our lives – music is how we emote our feelings.

Personal experiences influence the creation of our musical stories.

Music offers unique ways of exploring our identity and sense of belonging.

Learning Standards

Curricular Competencies	Content
<p><i>Students are expected to do the following:</i></p> <p>Explore and Create</p> <ul style="list-style-type: none"> • Compose music for both solo and ensemble contexts • Express meaning, intent, and emotion through personal compositions • Take creative risks in music • Explore a wide variety of musical styles or genres • Explore a variety of contexts and their influences on musical works including place and time • Develop and refine compositional and performance skills • Explore music that reflects personal voice, story and values <p>Reason and reflect</p> <ul style="list-style-type: none"> • Describe and analyze compositional techniques and environmental influence in music composition, arranging, and performance using correct musical language • Reflect and respond to musical performance through self-musical growth • Consider the function of their instrument or voice or role with a solo or collaborative musical context • Analyze styles or genres of music to inform musical decisions 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • Elements, principles, vocabulary, symbols and theory of music • Techniques, vocabulary and context relevant to a particular genre or style • Creative process • Movement, sound, image and form • Emerging trends evolving in musical composition • Discover innovations in composition • Understand the influence of history and musical composition • Ethics of cultural appropriation and plagiarism • Consider the need to compose for the performer

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Big Ideas – Elaborations

- Individual and collective expression is rooted in history, culture, and community.
- Growth as a composer requires perseverance, resilience, grit and reflection.
- Music is all around us, it is the soundtrack of our lives – music is how we emote our feelings
- Personal experiences influence the creation of our musical stories.
- Music offers unique ways of exploring our identity and sense of belonging.

Curricular Competencies – Elaborations

Contexts: study and compose a variety of different music from different genres or styles with regard to social, personal, cultural, environmental and historical

Creative risks: make an informed choice where unexpected outcomes are acceptable and serve as learning opportunities

Personal Voice: compose and create music that is a reflection of self, voice, personality or worldview

Respond: through activities ranging from reflection to action

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 (drawing, journaling, photography, video or audio recordings, constructing new works, compiling a portfolio)

Performance: public performance stresses

Content – Elaborations

Elements: principles, vocabulary, symbols, and theory of music: meter, rhythm, dynamics, harmony, timbre, tonality, instrumental, 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 music is made; includes multiple processes, such as exploration, selection, combination, refinement, reflection, and connection

Musical styles, genres and traditions: including those from First Nations, Metis and Inuit, Canadian and world contexts

History: influence of master composers on today's composers and our own lives

Cultural appropriation: use of cultural motif, theme, voice, image, knowledge, story, or song 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

Recommended Instructional Components:

- Instructor will provide students with detailed examples of compositions to study and learn from.
- Instructor will provide authentic opportunities for students to write for specific projects and needs.

Recommended Assessment Components: Ensure alignment with the [Principles of Quality Assessment](#)

- Students will be completing a portfolio of works.
- Students will be working along with a rubric of expectations to ensure they meet the necessary compositional ideas.
- Teachers will demonstrate expectations and participate actively in the learning environment by offering constant formative feedback to ensure the student has a full understanding of their learning.
- Rubric will be used as a guideline for student assessment.

Learning Resources:

Teacher to provide access to composition tools including musical instruments and recording equipment when needed.

Teacher to provide, learning resources, manuscript paper and tablature when needed.

Additional Information:

This is a project based course that will engage and encourage student creativity in an authentic and supportive environment. Students will have the opportunity to hear their works from first idea to live performance in this course.