

Section 2: Curriculum Components

Meeting the Essential Graduation Learnings Through Music Education

A person does not experience or know the world through either feelings or cognition: both intertwine and contribute to our understanding of self, of the world and our interaction with it. A denial of either is a denial of human nature. (Churchley et al., 1992)

Essential Graduation Learning (EGL) statements describe the knowledge, skills, and attitudes expected of all students who graduate from high school. Achievement of the Essential Graduation Learnings will prepare students to continue to learn throughout their lives. They are cross-curricular, and curriculum in all subject areas is focused to enable students to achieve the learnings. Music in particular makes a significant contribution to all seven of the Essential Graduation Learnings.

Aesthetic Expression: *Graduates will be able to respond with critical awareness to various forms of the arts and be able to express themselves through the arts.*

Music is an artistic expression of the human experience. It appeals to the senses, the emotions, and the intellect at the same time, demanding a complex personal response. Music education assists students in responding sensitively to their environment and in developing an awareness of their cultural background. A major goal of the music program is to awaken and develop the aesthetic sensitivity in students through direct contact with the elements of music - rhythm, melody, harmony, form, and the expressive controls of music - dynamics, timbre, and tempo. Music education allows students to enhance the quality of their lives by increasing the capacity for aesthetic experience.

Citizenship: *Graduates will be able to assess social, cultural, economic and environmental interdependence in a local and global context.*

Music enriches life. It is a way to understand our cultural heritage and to participate in the making of both our present and future cultures. Music has always held an important place in the culture of Newfoundland and Labrador and is intrinsic to our lives. Our heritage is rich in folk music which reflects our beliefs, values, and deepest concerns, and helps us to recognize, celebrate and promote our culture. Through experiencing the music of their own culture and time, as well as music of other cultures and eras, students develop respect for the cultural diversity within local and global contexts.

Communication: *Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s), as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.*

Music is at once a language and an art, enabling participants to communicate in many ways and at many levels. It uses one of the most powerful and complex symbol systems in existence as a unique means of communication. Music education seeks to provide experiences leading to skills and understandings in the basic communicative modes of music, i.e., performing, creating, listening, reading, and writing. Not only are the elements of music themselves (melody, rhythm, form, harmony, etc.) fused in the production of the art form, but there is a communicative fusion critical to the reception, production and understanding of music.

Problem Solving: *Graduates will be able to use the strategies and processes needed to solve a wide variety of problems, including those requiring language and mathematical and scientific concepts.*

Through the creation and performance of music, students will engage critical thinking abilities to solve a wide variety of problems. By decoding musical symbols, students are interpreting the language of music (literacy) and then applying this interpretation in the performance of a musical work. Students are also problem solving on a multi-dimensional plane as their interpretation is applied with others who are also involved in the music-making process. Further, this interpretation involves recreating the expression of the composer and making this expression their own. It is also linked to historical/cultural performance practices and musical styles. The students are continually synthesizing information, analyzing their interpretation of musical symbols, and then further synthesizing as a result of this self evaluation.

Technological Competence: *Graduates will be able to use a variety of technologies, demonstrate an understanding of technological application and apply appropriate technologies for solving problems.*

Throughout history, technology has played an important role in musical development. Today, technology is well established in the music industry and digital technologies continue to have a tremendous impact on the production of music. One of the stated outcomes of the music program is that students will utilize digital technologies to improvise, create, and perform music, and

will recognize the impact of these technologies on the composition, performance, and production of music. These technologies provide the opportunity for students to create in new ways and experience new modes of aesthetic expression.

Spiritual and Moral Development: *Graduates will be able to demonstrate an understanding and appreciation for the place of belief systems in shaping the development of moral values and ethical conduct.*

Musical experiences provide opportunities for students to understand the historical/cultural aspects of music and how the beliefs and value systems of a people are expressed through their music. Music always plays a significant role in the celebration of religious occasions. The act of performing with others and communicating a message in a meaningful way creates a sense of "oneness" and of being part of something greater than oneself. Throughout history, human rights and the human condition, as well as moral and ethical issues, have been reflected in the music of a people. Discussion, analysis, and evaluation lead to understanding of the forces that shaped a people and of what is, and is not, ethical conduct.

The Nature of Music Education

What schools must do... is provide students with the means to discover what is within them and help them develop it, not just for the sake of their own satisfaction, but for the good of society - indeed the civilization. (Marsh in Growing up Complete, 1991)

Music has been part of the human experience throughout history and is embedded in our daily life. It is a vehicle through which people make meaning of the complexities of life and make connections among and between themselves and others. Music offers enjoyment, delight, and stimulates the imagination. It provides a common thread of understanding across generations. Music, like the other arts, describes, defines, and deepens human experiences in ways that are both personal and global, real and magical.

There are key aspects of music education that are deeply personal and cannot be easily expressed as immediately measurable outcomes. They do, however, make a significant contribution to our essential graduation learnings.

The internal experience that is an intrinsic, vital part of music education is something that cannot be demonstrated as a specific product. For example, learners involved in the creation or performance of a musical work that has intensely personal significance, experience growth that cannot necessarily be demonstrated to others. In this context, whether or not the work is presented formally is irrelevant.

The only way in which this kind of growth and learning can be measured is by gaging the extent to which it leads to self awareness and has an impact on the way individuals come to relate to those around them. The importance of this learning only becomes apparent with time. Adults often reflect on these kinds of musical experiences as some of the most important of their early lives.

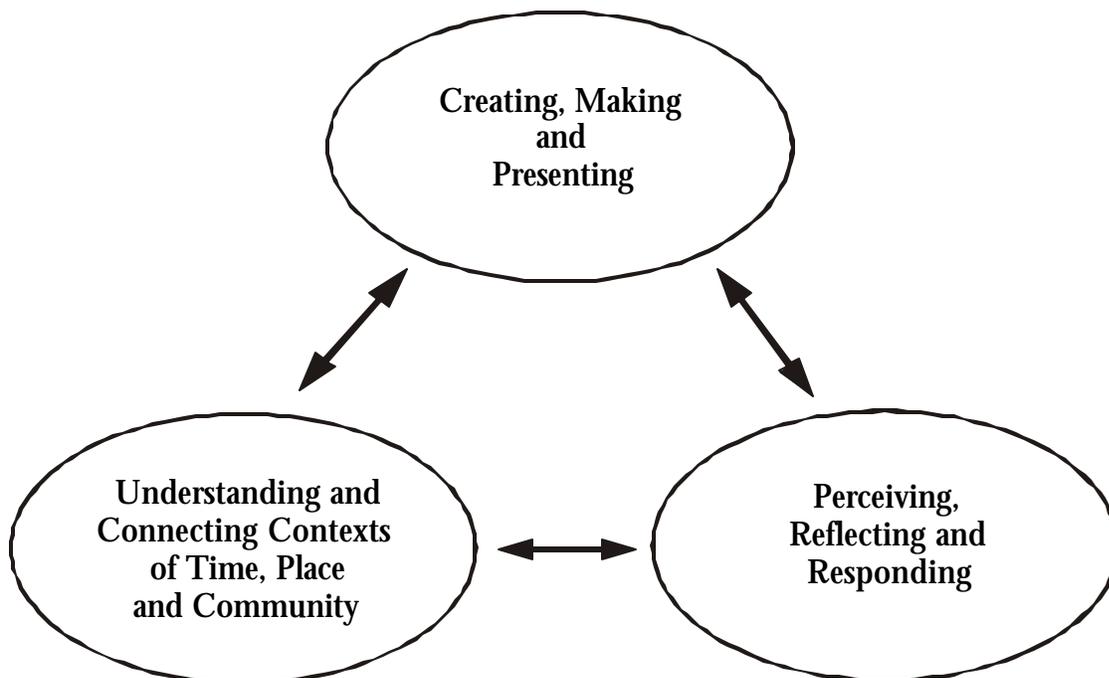
General Curriculum Outcomes

General Curriculum Outcomes (GCO) are statements which identify what students are expected to know and be able to do upon completion of study in music.

The eight General Curriculum Outcomes for music are organized under these **three** organizing strands

- **Creating, Making, and Presenting**
- **Understanding and Connecting Contexts of Time, Place, and Community**
- **Perceiving, Reflecting and Responding**

These understandings and processes are interrelated and are developed most effectively as *interdependent concepts*.



Creating, Making, and Presenting

Creating, making, and presenting involves students' creative and technical development; that is, their ability to use and manipulate sound and movement, to create musical forms that express and communicate their ideas and feelings. Through these musical works, students provide evidence of achievement, both as the work is being developed and in its final form.

Students will be expected to

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

Understanding and Connecting Contexts of Time, Place and Community

This strand focusses on evidence, knowledge, understanding, and valuing of music in a variety of contexts.

Students will be expected to

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

Perceiving, Reflecting and Responding

This strand is concerned with students' ability to respond critically to musical works through increasing knowledge and understanding of, and appropriate responses to, the expressive qualities of musical works.

Students will be expected to

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

Key Stage Curriculum Outcomes

Key Stage Curriculum Outcomes (KSCOs) are statements that describe what students are expected to know and be able to do at the end of grades 3 and 6, 9, and 12 as a result of their cumulative learning experiences in music education. The key stage outcomes reflect a continuum of learning. Teachers will recognize the increase in expectations for students at the various key stages, according to

- the developmental nature of the learning processes
- the students' maturity of thinking and interests
- students' increasing independence as learners
- the complexity and sophistication of ideas and tasks
- the range of music experience and the repertoire of strategies and skills students apply to those experiences

The ordering of outcomes is not intended to suggest any priority, hierarchy, or instructional sequence and they are not intended to limit the scope of learning experiences in any key stage.

Students' attitudes, experiences, knowledge, abilities and engagement in learning will also influence their ability to achieve the key-stage outcomes.

**Key Stage Curriculum Outcomes
Grade 3 and 6
and their Relationships to
General Curriculum Outcomes**

Key Stage: by the end of Grade 6, students will be expected to

Key Stage: by the end of Grade 3, students will be expected to

General Curriculum Outcomes: Music

General Curriculum Outcomes: Music	Key Stage: by the end of Grade 3, students will be expected to	Key Stage: by the end of Grade 6, students will be expected to
