

ACSI Teachers conference workshop: Worship Band meets the PLO's

Current BC Ministry of Education Music 7-12 Prescribed Learning Outcomes

The BC Ministry of Education base the Prescribed Learning Outcomes for every course taught in BC K-12 on the three domains derived from Bloom's taxonomy as defined here:

- The **cognitive domain** deals with the recall or recognition of knowledge and the development of intellectual abilities.
- The **affective domain** concerns attitudes, beliefs, emotional responses, and the spectrum of values and value systems.
- The **psychomotor domain** includes those aspects of learning associated with movement and skill demonstration, and integrates the cognitive and affective consequences with physical performances.

Other Ministry of Education resources:

1. Fine Arts and Applied Skills Policy Document: Fine Arts and Applied Skills Requirements in the Graduation Program: http://www.bced.gov.bc.ca/policy/policies/fine_arts_and_applied.htm
2. Fine Arts and/or Applied Skills Requirement—2004 Graduation Program http://www.bced.gov.bc.ca/graduation/finearts_qa.pdf
3. Course codes for ministry-authorized courses are listed in the Ministry of Education's *Course Information Book*. <http://www.bced.gov.bc.ca/graduation/courseinfo/>

Grade 7:

Grade 7
<ul style="list-style-type: none">• applying rhythm, melody, and expression to interpret thoughts, images• assessing how music evokes thoughts, images, and feelings• composing music for specific purposes• playing or singing from standard notation• singing or playing from aural sources• expressive phrasing• singing and playing in textures• form and structure• standard notation to represent rhythmic patterns, and melody• safe use of classroom instruments• music from diverse historical, cultural, and social contexts• assessing personal opportunities in music• appropriate music performance skills and audience engagement• analysing own and others' music performances

Grade 8-10:

Grade 8	Grade 9	Grade 10	Comments
<p>STRUCTURE (Elements of Rhythm) <i>It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of rhythm.</i></p>			
<p>Create, notate, and perform rhythms in a variety of metres</p> <p>analyse rhythmic choices in performing and listening repertoire</p> <p>use appropriate music terminology to describe rhythm and metre</p>	<p>create, perform, and notate rhythms in a variety of metres</p> <p>analyse rhythmic choices in performing and listening repertoire</p> <p>use appropriate music terminology to describe a wide range of rhythmic patterns and metre</p>	<p>create, perform, and notate complex rhythms in a variety of metres</p> <p>analyse and use rhythms reflective of a variety of cultures and styles</p> <p>describe rhythmic patterns and metre using appropriate music terminology</p>	

STRUCTURE (Elements of Melody)

It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of melody.

create, notate, and perform melodic patterns	demonstrate an ability to enhance tuning by altering pitch	create and perform melodic patterns to enhance expressive phrasing	
apply an understanding of melodic direction and contour to expressive phrasing	apply understanding of melodic direction and contour to expressive phrasing	apply an understanding of melodic patterns to facilitate sight-reading	
identify tonal centres in a variety of melodies	analyse patterns used in melody	identify and represent melodies in various clefs and keys	
use appropriate music terminology to describe melody	identify and represent melodies in various clefs and keys	use appropriate music terminology to describe a range of melodic patterns	

STRUCTURE (Elements of Expression)

It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of harmony, texture, dynamics, tempo, timbre, and articulation.

<p>Read and maintain a part within complex textures and harmonies</p> <p>apply an increasing range of tempos, dynamics, articulation, and timbres in classroom repertoire</p> <p>analyse the use of the elements of expression in performing and listening repertoire</p> <p>describe the elements of expression using appropriate music terminology</p> <p>describe the elements of expression in terms of the physical properties of sound</p>	<p>read and maintain a part accurately within complex harmonies and textures</p> <p>apply an increasing range of dynamics, tempos, timbres, and articulations in classroom repertoire</p> <p>evaluate the use of the elements of expression in performing and listening repertoire</p> <p>describe the elements of expression using appropriate music terminology</p> <p>describe the elements of expression in terms of the physical properties of sound</p>	<p>read and maintain a part accurately within complex textures and harmonies</p> <p>apply an increasing range of tempos, dynamics, articulation, and timbres in classroom repertoire</p> <p>analyse how the elements of expression are combined to achieve specific effects</p> <p>describe the elements of expression using appropriate music terminology</p> <p>describe the elements of expression in terms of the physical properties of sound</p>	
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STRUCTURE (Form and the Principles of Design)

It is expected that students will create, listen to, and perform music, demonstrating understanding of a variety of forms and the principles of design.

Identify an expanded variety of music forms	Identify an expanded variety of forms	Purposefully apply a variety of music forms and principles of design in composition	
Apply a variety of music forms and principles of design to composition	Purposefully apply a variety of music forms and principles of design to composition	Represent music form in a variety of ways	
Represent the form of a piece of music	Represent the form of a piece of music	Use appropriate terminology to describe form and principles of design	
Use appropriate terminology to describe form and the principles of design	Use appropriate terminology to define aspects of form and principles of design	Relate form and principles of design in music to those in other arts	
Compare and contrast the form of two or more music compositions	Compare and contrast the form of a variety of music compositions	Compare and contrast forms of music compositions from a variety of historical, cultural, and stylistic contexts	

THOUGHTS, IMAGES, AND FEELINGS

It is expected that students will create, listen to, and perform music, demonstrating understanding and appreciation of the thoughts, images, and feelings it expresses.

<p>represent thoughts, images, and feelings derived from a music experience</p> <p>apply the elements of rhythm, melody, and expression to interpret and represent a broad range of thoughts, images, and feelings</p> <p>demonstrate a willingness to share personal insights arising from experiences with music</p> <p>explain personal meaning derived from music without reference to stories or visual artifacts</p> <p>defend personal music choices, demonstrating awareness of the thoughts, images, and feelings that the music expresses</p> <p>demonstrate respect for the thoughts, feelings, and music choices of others</p>	<p>represent thoughts, images, and feelings derived from music experiences</p> <p>apply the elements of music to interpret and represent a broad range of thoughts, images, and feelings</p> <p>demonstrate a willingness to share personal insights arising from experiences with music</p> <p>explain personal meaning derived from music without reference to stories or visual artifacts</p> <p>defend personal music choices, demonstrating awareness of the thoughts, images, and feelings that the music expresses</p> <p>demonstrate respect for and understanding of the diversity of thoughts, images, and feelings evident in culturally, historically, and stylistically diverse music</p>	<p>apply the elements of music to interpret and represent a broad range of thoughts, images, and feelings</p> <p>demonstrate a willingness to share personal insights arising from experiences with music</p> <p>analyse and communicate thoughts, images, and feelings about music that relate to social, historical, and political issues</p> <p>defend personal music choices, demonstrating awareness of the thoughts, images, and feelings the music expresses</p> <p>demonstrate respect for and understanding of the diversity of thoughts, images, and feelings evident in culturally, historically, and stylistically diverse music</p>	
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CONTEXT (Self and Community)

It is expected that students will demonstrate an understanding of the various roles and responsibilities required to create, listen to, and perform music.

<p>Use skills and attitudes appropriate to a range of music experiences in a variety of venues, as performer, participant, and audience, demonstrating:</p> <ul style="list-style-type: none"> • an awareness of the sense of community • audience and performer etiquette • performance skills • respect for others' contributions <p>demonstrate an ability to provide and accept constructive feedback</p> <p>demonstrate an understanding of physical well-being while experiencing music</p> <p>identify career-related music experiences represented in the local community</p>	<p>Use skills and attitudes appropriate to a range of music experiences in a variety of venues, as performer, participant, and audience, demonstrating:</p> <ul style="list-style-type: none"> • an awareness of the sense of community • audience and performer etiquette • performance skills • respect for others' contributions <p>demonstrate an ability to critique the work of self and others</p> <p>demonstrate an ability to contribute to the physical well-being of self and others while experiencing music</p> <p>identify a range of career-related music activities represented in the community</p>	<p>Use skills and attitudes appropriate to a range of music experiences in a variety of venues, as performer, participant, and audience, demonstrating:</p> <ul style="list-style-type: none"> • an awareness of the sense of community • audience and performer etiquette • performance skills • respect for others' contributions <p>demonstrate an ability to critique the work of self and others</p> <p>demonstrate an ability to contribute to the physical well-being of self and others while experiencing music</p> <p>demonstrate in-depth knowledge of at least one music career</p>	
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CONTEXT (Historical and Cultural)

It is expected that students will create, listen to, and perform music, demonstrating understanding of the historical and cultural contexts.

compare and contrast music from a range of historical and cultural contexts	compare and contrast music from a range of historical and cultural contexts, including their interrelationships	compare and contrast music from a range of historical and cultural contexts, including their interrelationships	
compare and contrast music created for a variety of purposes	compare and contrast music created for a variety of purposes	compare and contrast music created for a variety of purposes (e.g., dance music, religious music, court music, love songs)	
demonstrate respect for music of various historical and cultural contexts	demonstrate respect for music of various historical and cultural contexts	analyse how thoughts, images, and feelings are expressed in music within a variety of historical, cultural, and stylistic contexts	

Note for Grade 10: read the Program Models for Music 10 pg. 8 from the *Supplement to the MUSIC 8 TO 10 IRP (1995)*

Grade 11 & 12 Choral Music:

Choral Music I I	Choral Music I 2	Instrumental Music I I	Instrumental Music I 2
<p>STRUCTURE (Elements of Rhythm) <i>It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of rhythm.</i></p>			
<p>demonstrate an understanding of the relationship between lyrics and rhythm in choral music</p> <p>demonstrate an ability to internalize rhythmic patterns in simple and compound metres</p> <p>sight-read rhythmic patterns from appropriate repertoire</p> <p>apply skills in ear training and aural dictation to notate rhythmic patterns in simple and compound metres</p> <p>describe pulse, metre, and rhythmic patterns using appropriate music terminology</p>	<p>demonstrate rhythmic fluency in choral music</p> <p>apply an understanding of the relationship between lyrics and rhythm to perform choral music</p> <p>refine abilities to internalize rhythmic patterns in simple and compound metres</p> <p>sight-read rhythmic patterns from appropriate repertoire</p> <p>refine skills in ear training and aural dictation to notate rhythmic patterns in simple and compound metres</p> <p>analyse pulse, metre, and rhythmic patterns in choral repertoire</p>	<p>demonstrate an ability to internalize rhythmic patterns in simple and compound metres</p> <p>sight-read rhythmic patterns from appropriate repertoire</p> <p>apply skills in ear training and aural dictation to notate rhythmic patterns in simple and compound metres</p> <p>describe pulse, metre, and rhythmic patterns using appropriate music terminology</p>	<p>demonstrate rhythmic fluency in performing instrumental music</p> <p>refine abilities to internalize rhythmic patterns in simple and compound metres</p> <p>sight-read rhythmic patterns from appropriate repertoire</p> <p>refine skills in ear training and aural dictation to notate rhythmic patterns in simple and compound metres</p> <p>analyse pulse, metre, and rhythmic patterns in instrumental repertoire</p>

STRUCTURE (Elements of Melody)

It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of melody.

<p>perform appropriate scales, intervals, and arpeggios</p> <p>perform melodies with an understanding of phrasing</p> <p>identify examples of melodic structure in choral repertoire, using appropriate terminology</p> <p>sight-sing melodies</p> <p>apply skills in ear training and aural dictation to notate melodies</p>	<p>perform appropriate scales, intervals, and arpeggios</p> <p>analyse melodic structures in choral repertoire</p> <p>apply understanding of melodic structure to their performance of choral repertoire</p> <p>demonstrate fluency in sight-singing melodies from appropriate repertoire</p> <p>refine skills in ear training and aural dictation to notate melodies</p>	<p>perform appropriate major, minor, and chromatic scales and arpeggios</p> <p>sight-read melodies</p> <p>identify examples of melodic structure in instrumental repertoire, using appropriate terminology</p> <p>apply skills in ear training and aural dictation to notate melodies</p>	<p>perform major, minor, and chromatic scales from memory within the functional range of the instrument</p> <p>demonstrate fluency in sight-reading melodies from appropriate repertoire</p> <p>analyse melodic structures in instrumental repertoire</p> <p>apply understanding of melodic structure to their performance of instrumental repertoire</p> <p>demonstrate an understanding of principles of transposition</p> <p>refine skills in ear training and aural dictation to notate melodies</p>
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STRUCTURE (Elements of Expression)

It is expected that students will create, listen to, and perform music, demonstrating understanding of expressive and physical properties of harmony, texture, dynamics, tempo, timbre, and articulation.

<p>demonstrate an understanding of the relationship between the lyrics and the elements of expression in choral music</p> <p>perform dynamics with appropriate tone quality within the functional range of the voice</p> <p>perform articulations appropriate to a variety of choral styles</p> <p>apply an understanding of timbre to performance of repertoire</p> <p>demonstrate an understanding of harmonic voicings in choral repertoire</p> <p>analyse the use of the elements of expression in choral repertoire</p> <p>demonstrate an understanding of the relationship between the elements of expression and the acoustics of the performance environment</p>	<p>demonstrate fluency in applying the elements of expression in choral repertoire</p> <p>analyse the relationships among the elements of expression, rhythm, and melody in choral repertoire</p> <p>demonstrate an ability to adapt the elements of expression in relation to the acoustics of the performance environment</p>	<p>perform dynamics with appropriate tone quality within the functional range of the instrument</p> <p>perform articulations appropriate to a variety of instrumental music styles</p> <p>apply an understanding of timbre to performance of instrumental repertoire</p> <p>demonstrate an understanding of harmonic structures in instrumental repertoire</p> <p>analyse the use of the elements of expression in instrumental repertoire</p> <p>demonstrate an understanding of the relationship between the elements of expression and the acoustics of the performance environment</p>	<p>demonstrate fluency in applying the elements of expression in instrumental repertoire</p> <p>analyse the relationships among the elements of expression, rhythm, and melody in instrumental repertoire</p> <p>demonstrate an ability to adapt the elements of expression in relation to the acoustics of the performance environment</p>
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STRUCTURE (Form and the Principles of Design)

It is expected that students will create, listen to, and perform music, demonstrating understanding of a variety of forms and the principles of design.

analyse form and the principles of design in choral repertoire	analyse the style of choral repertoire in terms of the form and principles of design	analyse form and the principles of design in instrumental repertoire	analyse the style of instrumental repertoire in terms of the form and principles of design
compare form and principles of design in choral music with those in other artforms	compare form and principles of design in choral music with those in other artforms	compare form and principles of design in instrumental music with those in other artforms	compare form and principles of design in instrumental music with those in other artforms
apply knowledge of form and principles of design to create short choral compositions	apply knowledge of form and principles of design to create short choral compositions	apply knowledge of form and principles of design to create short instrumental compositions	apply knowledge of form and principles

THOUGHTS, IMAGES, AND FEELINGS

It is expected that students will create, listen to, and perform music, demonstrating understanding and appreciation of the thoughts, images, and feelings it expresses.

<p>interpret a broad range of thoughts, images, and feelings in the performance of choral music</p> <p>analyse how thoughts, images, and feelings are expressed in choral music</p> <p>justify personal insights derived from performing and listening to choral music</p>	<p>perform interpretations of choral music to communicate thoughts, images, and feelings</p> <p>justify their interpretation of thoughts, images, and feelings in choral works</p> <p>compare the expression of thoughts, images, and feelings in choral music to those expressed in other artforms</p>	<p>interpret a broad range of thoughts, images, and feelings in the performance of instrumental music</p> <p>analyse how thoughts, images, and feelings are expressed in instrumental music</p> <p>justify personal insights derived from performing and listening to instrumental music</p>	<p>perform interpretations of instrumental music to communicate thoughts, images, and feelings</p> <p>justify their interpretation of thoughts, images, and feelings in instrumental works</p> <p>compare the expression of thoughts, images, and feelings in instrumental music to those expressed in other artforms</p>
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CONTEXT (Self and Community)

It is expected that students will demonstrate an understanding of the various roles and responsibilities required to create, listen to, and perform music.

<p>demonstrate the skills and attitudes necessary to participate as a musician within society:</p> <ul style="list-style-type: none"> - demonstrating respect for the contributions of others - giving and receiving constructive criticism - practising individual and group rights and responsibilities in music performance - demonstrating willingness to share music with others <p>demonstrate an understanding of issues related to vocal health and hearing safety</p> <p>identify requirements for careers in music and arts-related fields</p> <p>establish a plan for lifelong participation in music</p>	<p>demonstrate skills and attitudes necessary to participate as a musician within society:</p> <ul style="list-style-type: none"> - assuming leadership roles in a variety of contexts - actively seeking and applying constructive criticism - practising individual and group rights and responsibilities in music performance - being an advocate for music in the community <p>apply elements of concert production to enhance choral performance</p> <p>analyse issues related to vocal health and hearing safety</p> <p>analyse factors affecting the production of music</p> <p>identify skills developed through the study of choral music that can be transferred to a variety of careers</p> <p>refine their plans for lifelong participation in music</p>	<p>demonstrate skills and attitudes necessary to participate as a musician within society:</p> <ul style="list-style-type: none"> - demonstrating respect for the contributions of others - giving and receiving constructive criticism - practising individual and group rights and responsibilities in music performance - demonstrating willingness to share music with others <p>apply elements of concert production to enhance instrumental performance</p> <p>demonstrate an understanding of health and safety issues related to instrumental music</p> <p>identify requirements for careers in music and arts-related fields</p> <p>establish a plan for lifelong participation in music</p>	<p>demonstrate skills and attitudes necessary to participate as a musician within society:</p> <ul style="list-style-type: none"> - assuming leadership roles in a variety of contexts - actively seeking and applying constructive criticism - practising individual and group rights and responsibilities in music performance - being an advocate for music in the community <p>apply elements of concert production to enhance instrumental performance</p> <p>analyse health and safety issues related to instrumental music</p> <p>analyse factors affecting the production of music</p> <p>identify skills developed through the study of instrumental music that can be transferred to a variety of careers</p> <p>refine their plans for lifelong participation in music</p>
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CONTEXT (Historical and Cultural)

It is expected that students will create, listen to, and perform music, demonstrating understanding of the historical and cultural contexts.

<p>analyse choral music from a range of historical and cultural contexts</p> <p>evaluate the purpose of music in a given historical or cultural context</p> <p>analyse the purposes of vocal music in traditional Aboriginal societies in British Columbia</p> <p>identify inter-relationships among historical and cultural choral styles</p> <p>perform choral music from a range of historical and cultural contexts, demonstrating understanding of its characteristic style</p>	<p>analyse the relationship between a composition and the contexts in which it was created</p> <p>evaluate the purpose of choral music in a variety of contexts</p> <p>identify the contributions of significant musicians, composers, and choral compositions from various historical periods and cultures</p> <p>perform choral music, demonstrating an interpretation of its historical and cultural contexts</p> <p>demonstrate an understanding of the ethical requirements for performing vocal music of various cultures</p>	<p>analyse instrumental music from a range of historical and cultural contexts</p> <p>evaluate the purpose of music in a given historical or cultural context</p> <p>analyse the purposes of instrumental music in traditional Aboriginal societies in British Columbia</p> <p>identify inter-relationships among historical and cultural instrumental styles</p> <p>perform music from a range of historical and cultural contexts, demonstrating understanding of their characteristic styles</p>	<p>analyse the relationship between a composition and the contexts in which it was created</p> <p>evaluate the purpose of instrumental music in a variety of contexts</p> <p>identify the contributions of significant musicians, composers, and instrumental compositions from various historical periods and cultures</p> <p>perform music, demonstrating an interpretation of its historical and cultural contexts</p> <p>demonstrate an understanding of the ethical requirements for performing instrumental music of various cultures</p>
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MUSICIANSHIP

demonstrate competence in vocal technique	demonstrate competence in vocal technique	demonstrate competence in instrumental technique	demonstrate competence in instrumental technique
demonstrate performance skills and attitudes appropriate to the performance context	demonstrate performance skills and attitudes appropriate to the performance context	demonstrate skills and attitudes appropriate to a variety of instrumental performance contexts	demonstrate skills and attitudes appropriate to a variety of instrumental performance contexts
demonstrate an ability to respond to the direction of the conductor	demonstrate an ability to respond to the direction of the conductor	demonstrate an ability to respond to the direction of the conductor	demonstrate an ability to respond to the direction of the conductor
perform choral repertoire, demonstrating an understanding of its structural elements	perform choral repertoire, demonstrating an understanding of its structural elements	perform instrumental repertoire, demonstrating an understanding of its structural elements	perform instrumental repertoire, demonstrating an understanding of its structural elements
set personal goals for choral performance	refine personal goals for choral performance	set personal goals for instrumental performance	refine personal goals for instrumental performance

Grade 11: *this is an alternate table of Prescribed Learning Outcomes*

<i>Elements and Principles</i>
<p>Creating/Performing/Communicating - It is expected that students will:</p> <ul style="list-style-type: none"> • create/perform a work of art demonstrating an awareness and experience of several of the basic elements and principles of the discipline used • create/perform a work of art demonstrating the use of the basic elements and principles of the discipline to communicate specific ideas, moods, or feelings • create/perform a work of art demonstrating the use of strategies for developing an artistic image or idea
<p>Perceiving/Responding/Reflecting - It is expected that students will:</p> <ul style="list-style-type: none"> • develop the vocabulary for the discipline studied • identify, describe, analyse, interpret, and make judgements about the basic elements and principles as used in a variety of art works
<i>Personal, Social, Cultural, Historical Contexts</i>
<p>Creating/Performing/Communicating - It is expected that students will:</p> <ul style="list-style-type: none"> • create/perform a work of art that reflects an understanding of the impact of social/cultural/historical contexts • create/perform a work of art that communicates specific beliefs/traditions in response to historical/contemporary issues
<p>Perceiving/Responding/Reflecting - It is expected that students will:</p> <ul style="list-style-type: none"> • identify, describe, and analyse cultural or historical styles as represented in a variety of art works • critique a work of art relating its content to the context in which it was created • describe or demonstrate how a specific work of art supports/challenges specific beliefs/traditions, or responds to historical/contemporary issues
<i>Expressing our Humanity</i>
<p>Creating/Performing/Communicating - It is expected that students will:</p> <ul style="list-style-type: none"> • create/perform a work of art expressing the students' own ideas, thoughts, or feelings • create or perform a work of art for a specific public need (e.g., advertising, public ceremony, or social cause)
<p>Perceiving/Responding/Reflecting - It is expected that students will:</p> <ul style="list-style-type: none"> • identify, describe, analyse, interpret, and make judgements about how ideas, thoughts, feelings, or messages are communicated in a variety of others' art works • examine the tensions between public acceptance and personal expression in the art discipline being studied