

MUS421D

MUS521D

MUS621D



ARTS EDUCATION

Grades 10-12 PMP
Popular Music Performance



Curriculum Guide

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INTRODUCTION

Vision

The Prince Edward Island Arts Education curricula are shaped by a vision of enabling and encouraging learners to engage in the creative, expressive, and responsive processes of the arts throughout their lives.

Nature of Music

Music is a universal language, a tangible means of communication for all. It has a unique body of knowledge and skills that must be experienced to fully understand. Music resides within us, a core part of our being, present with the pulse of our heartbeat. It is essential to our existence and wellbeing. Music has been part of the human experience throughout history, providing a common thread of understanding across generations. Music is embedded in our daily lives and enables us to best celebrate special events throughout our life experience. The unique qualities of music engages our imagination and allows us to explore our identities, life experiences and emotions, as individuals or members of a community. Music allows us to sneak past our intellects, enter into our souls, and change our perspective on others and the world that surrounds us. Music is a vehicle through which people make meaning of the complexities of life.

Aim

The Prince Edward Island music curricula aims to engage learners in a creative learner-centred process to develop musical literacy. Musical literacy is the set of knowledge, skills and attitudes that enable learners to explore, create and appreciate music using movement, instruments, and voice.

This curriculum provides a framework through which educators and musicians in the learning community can base learning experiences, instructional techniques, and assessment strategies. This curriculum provides a coherent view of music education and reflects current research, theories, and classroom practice.

Rationale

Education in music is fundamental to the aesthetic, physical, emotional, intellectual, and social growth of the individual. It provides learners with unique ways of knowing, doing, living, and belonging in a global community.

Through music education, learners come to understand the values and attitudes held by individuals and communities. Learning in music contributes to an empathetic world view and an appreciation and understanding of relationships among people and their environments. Education in music and learning in other subject areas through music support the development of all six Essential Graduation Competencies (see Curriculum Design).

CURRICULUM DESIGN

Essential Graduation Competencies

Curriculum is designed to articulate what learners are expected to know and be able to do by the time they graduate from high school. The PEI Department of Education and Early Years designs curriculum that is based on the Atlantic Canada Framework for Essential Graduation Competencies released by the Council of Atlantic Ministers of Education and Training (CAMET 2015).

Competencies articulate the interrelated sets of attitudes, skills, and knowledge—beyond foundational

literacy and numeracy—that prepare learners to successfully participate in lifelong learning and life/work transitions. They are cross-curricular in nature and provide opportunities for interdisciplinary learning. Six competencies have been identified: citizenship, communication, personal-career development, creativity and innovation, critical thinking, and technological fluency (Figure 1). Achievement of the essential graduation competencies (EGCs) will be addressed through the assessment and evaluation of curriculum outcomes developed for individual courses and programs.



Figure 1. Essential Graduation Competencies

CURRICULUM DESIGN

Critical Thinking



Learners are expected to analyse and evaluate evidence, arguments, and ideas using various types of reasoning and systems thinking to inquire, make decisions, and solve problems. They reflect critically on thinking processes.

Learners are expected to

- use critical thinking skills to inquire, make decisions, and solve problems;
- recognize that critical thinking is purposeful;
- demonstrate curiosity, inquisitiveness, creativity, flexibility, persistence, open- and fair-mindedness, tolerance for ambiguity, and suspension of judgment;
- ask powerful questions which support inquiry, decision-making, and problem solving;
- acquire, interpret, and synthesize relevant and reliable information from a variety of sources;
- analyse and evaluate evidence, arguments, and ideas;
- use various types of evidence, reasoning, and strategies to draw conclusions, make decisions, and solve problems;
- reflect critically on thinking processes used and acknowledge assumptions;
- effectively communicate ideas, conclusions, decisions, and solutions; and
- value the ideas and contributions of others who hold diverse points of view.

Technological Fluency



Learners are expected to use and apply technology to collaborate, communicate, create, innovate, learn, and solve problems. They use technology in a legal, safe, and ethically responsible manner.

Learners are expected to

- recognize that technology encompasses a range of learning tools and contexts;
- use and interact with technology to create new knowledge;
- apply digital technology to gather, filter, organize, evaluate, use, adapt, create, and share information;
- select and use technology to impact and advance one another; and
- adopt, adapt, and apply technology efficiently, effectively, and productively.

CURRICULUM DESIGN

Citizenship



Learners are expected to contribute to the quality and sustainability of their environment, communities, and society. They analyse cultural, economic, environmental, and social issues; make decisions and judgments; and solve problems and act as stewards in a local, national, and global context.

Learners are expected to

- recognize the principles and actions of citizens in just, pluralistic, and democratic societies;
- demonstrate the disposition and skills necessary for effective citizenship;
- consider possible consequences of decisions, judgment, and solutions to problems;
- participate in civic activities that support and promote social and cultural diversity and cohesion; promote and protect human rights and equity;
- appreciate the complexity and interconnectedness of factors in analysing issues; and
- demonstrate understanding of sustainable development.

Communication



Learners are expected to express themselves and interpret effectively through a variety of media. They participate in critical dialogue, listen, read, view, and create for information, enrichment, and enjoyment.

Learners are expected to

- listen and interact purposefully and respectfully in formal and informal contexts;
- engage in constructive and critical dialogue;
- understand, interpret, and respond to thoughts, ideas, and emotions presented through multiple media forms;
- express ideas, information, learnings, perceptions, and feelings through multiple media forms, considering purpose and audience;
- assess the effectiveness of communication and critically reflect on intended purpose, audience, and choice of media; and
- analyse the impact of information and communication technology.

CURRICULUM DESIGN



Personal-Career Development

Learners are expected to become self-aware and self-directed individuals who set and pursue goals.

They understand and appreciate how culture contributes to work and personal life roles. They make thoughtful decisions regarding health and wellness, and career pathways.

Learners are expected to

- connect learning to personal and career development;
- demonstrate behaviours that contribute to the well-being of self and others;
- build healthy personal and work relationships;
- establish skills and habits to pursue physical, spiritual, mental, and emotional well-being;
- develop strategies to manage career balance and wellness;
- create and implement a personal, education, career, and financial plan to support transitions and achievement of personal, education, and career goals; and
- demonstrate preparedness to learn and work individually, cooperatively, and collaboratively in diverse, evolving environments.



Creativity and Innovation

Learners are expected to demonstrate openness to new experiences; to engage in creative processes; to make unexpected connections; and to generate new and dynamic ideas, techniques, and products. They value aesthetic expression and appreciate the creative and innovative work of others.

Learners are expected to

- gather information through all senses to imagine, create, and innovate;
- develop and apply creative abilities to communicate ideas, perceptions, and feelings;
- take responsible risk, accept critical feedback, reflect, and learn from trial and error;
- think divergently, and embrace complexity and ambiguity;
- recognize that creative processes are vital to innovation;
- use creation techniques to generate innovations;
- collaborate to create and innovate;
- critically reflect on creative and innovative works and processes; and
- value the contribution of creativity and innovation.

CURRICULUM DESIGN

General Curriculum Outcomes

General curriculum outcome (GCO) statements articulate what learners are expected to know and be able to do upon completion of study in K-12 Music.

Table 1. K-12 Music GCOs

GCO	Description
Creating & Composing	<p>Creating & Composing: Improvisation</p> <p>Creating and improvising is a natural and essential component of the creative music making experience. The learner-driven creative musical process encourages learners to add their own unique, critical thinking, and inquiry-based perspective within the music they are creating, improvising, and composing. Such creative musical investigation will enable the learner to experience the connection and deepen their understanding of the foundational elements of music experienced in elementary and intermediate years as they broaden their learning of the musical elements at the high school level. It is important that the musical learning environments are set up in a way that facilitates the intrinsic creativity that all learners possess and encourages a community environment where learners feel safe showcasing their musical strengths and challenges.</p> <p>Creating & Composing: Documenting</p> <p>Creative musical work can be preserved by immediately capturing musical ideas through an audio or video recording and/or communicating the musical ideas in a more formal composition process. Learners will explore musical composition using the full creative process of gathering, analysing, and organising musical ideas, and then communicating those ideas by notating lyrics and chord progressions, using various notation within cultural contexts, and/or using technology. The creative composition process provides learners ample opportunities to improvise, experiment, and explore musical ideas with an open mind. Learners will access a variety of musical literary skills and take musical risks to effectively evaluate and refine promising musical ideas.</p>
Musical Elements	Musical language possesses a unique body of knowledge that learners must explore in depth to achieve full understanding. Learners will explore and apply the elements of music—rhythm, melody, harmony, timbre, texture, form, and dynamics—along with related concepts like intonation and groove. This will enable learners to develop a thorough understanding of the musical language necessary for communicating and collaborating on musical ideas. The choice of musical language (both written notation and verbal terminology) must align with the specific musical styles and the instrumentation or vocal techniques being studied within the music-making process.
Musical Artistry	<p>Musical Artistry: Instrumental & Vocal</p> <p>Musical artistry involves the mastery of technical skills with the voice and/or instrument to empower the learner musician to effectively enable the music to speak its message. Learners will use their voice and/or play an instrument (percussion, string, wind, and /or electronic) with technical accuracy using specific terminology for their voice/instrument with the musical elements to communicate the emotion and intent of the music to the audience. Proper care, maintenance, and set-up of musical equipment will be the learners responsibility throughout their music making experiences. Though the learners will specialize in one or two particular areas, exploration of the basic terminology of the voice and all instruments is necessary to collaborate within a popular music ensemble. The majority of music will be chosen by the learner to increase their knowledge, understand various genres and styles of music, and develop, practice and refine their technical, aural, and musical expression skills. Learners will be responsible to showcase a professional work ethic and the application of self-evaluation skills to inform their musical goals to foster the achievement of musical artistry skills.</p>

CURRICULUM DESIGN

Musical Artistry	<p>Musical Artistry: Aural Skills</p> <p>Musical artistry involves the mastery of aural skills—the ability to hear, identify, and understand the musical elements within the music through actively listening. Such skills are developed through consistent practice and are essential as an individual and/or group for improvisation, composition, and performance. Learners will be required to consistently apply these critical thinking and active listening skills to their own music making. Through practice, learners will experience increased confidence and expertise that will enable them to make musical adjustments as they are performing, such as the intonation, balance, and/or tempo of the music. Learners will strengthen their ability to transcribe/lift parts by ear, which is a highly valuable and useful skill in popular music performance. Aural skills are strengthened each time the learner moves through the creative process of covering a piece of music.</p>
Cultural Contexts & Connections	<p>All music has a cultural context. Learners at this level can explore and connect diverse global musical traditions with their own social and cultural contexts. They will demonstrate an understanding of cultures, communities, and self-identity as reflected in, through, and about music. Through repertoire selection, learners will demonstrate their unique characteristics and make intentional musical choices that showcase the chosen work. This process allows them to establish and reflect their personal sound and identity. Learning is enriched through the sharing of diverse lived experiences and interactions with guest experts. These opportunities enable learners to engage in thoughtful exploration of global musical traditions and the deeper themes of music's influence on social justice, community, and personal expression and identity. Such learning experiences offer a powerful opportunity to celebrate and explore the existing diversity within the classroom. It prepares learners to become socially responsible citizens capable of thriving in a globalized world.</p>
Sharing & Performing	<p>The successful creation and performance of music necessitates both positive professionalism and a commitment to excellence. During the performance process, musicianship will be showcased through the unified ability of the learner to more profoundly create, interpret, understand, appreciate, and express music using their knowledge of the elements of music, and mastery of aural, technical, and musical expression skills. Learning begins with the individual and their willingness to positively explore every learning opportunity, whether as an individual or within a group. As learners progress, they are expected to have increasingly more creative control over the performance process, working through the many roles and responsibilities involved to create a performance for various audiences.</p>
Reflecting, Responding & Analysing	<p>The process of reflecting, responding, and analysing fosters active listening and critical thinking as learners engage with musical material from the essential viewpoints of both the performer and the audience. Learners will interpret the composer's intent (both for existing works and their own compositions) by skillfully applying technical proficiency, expressive elements, stage presence, and audience engagement in performance. Reflection, response, and analysis are essential processes that guide learners to communicate the true essence and intent of the music, resulting in expressive and meaningful performances. The popular music learning environment requires learners to professionally and respectfully offer and receive constructive feedback from peers and professionals, applying critical judgment to advice offered by all listeners.</p>

CURRICULUM DESIGN

Specific Curriculum Outcomes

Specific curriculum outcomes (SCOs) identify what learners are expected to know and be able to do for a particular course. They provide a focus for instruction in terms of measurable or observable learner performance and are the basis for the assessment of learner achievement across the province. PEI specific curriculum outcomes are developed with consideration of Bloom's Taxonomy of Learning and the Essential Graduation Competencies.

SCOs will begin with the phrase—Learners are expected to... .

Achievement Indicators (AIs)

Each specific curriculum outcome is described by a set of achievement indicators that aid in defining and demonstrating the depth and breadth of the corresponding SCO.

Taken together as a set, AIs support the SCO in defining specific levels of knowledge acquired, skills applied, or attitudes demonstrated by a learner for that particular outcome. Achievement indicators provide clarity for understanding and ensure instructional design is aligned to the SCO.

When planning for instruction, teachers must be mindful of the complete set of achievement indicators in order to fully understand the breadth and depth of the outcome. Teachers may alter, or add to, the existing indicators to be responsive to the interests, lives, and prior knowledge of learners. It is important to note that changes to the given indicators must be reflective of, and consistent with, the intended breadth and depth of the outcome.

The set of achievement indicators for a given outcome begins with the phrase—Learners who have achieved this outcome should be able to... .

Elaborations

An elaboration provides a fuller description of the SCO and the instructional intent behind it. It provides a narrative for the SCO, gives background information where possible, and offers a broader context to help teachers gain a deeper understanding of the scope of the SCO. This may also include suggestions and/or reference supporting resources that may be helpful for instruction and assessment of the SCO.

CURRICULUM DESIGN

Bloom's Taxonomy

Bloom's Taxonomy was published in 1956 as a framework for the purpose of classifying expectations for student learning as indicated by educational outcomes. David Krathwohl's 2002 revision of this taxonomy expands on the original work by defining the relationship between the cognitive process dimension—how we expect learners to come to know and think about the outcome—and the knowledge dimension—the category of knowledge expressed by the outcome.

A full understanding of the relationship between the cognitive process and knowledge dimensions of Bloom's Taxonomy will serve learners, teachers, and administrators by

- providing a framework for developing the specific curriculum outcomes (SCOs) for a particular course;
- identifying the type of knowledge and cognitive target of the outcome;
- providing a means for the alignment of specific curriculum outcomes with instructional activities and assessments; and
- providing a common language about the curriculum outcomes within all subjects to facilitate communication.

Cognitive Process Dimension

The cognitive process dimension classifies six types of cognition that learners may be expected to demonstrate or use as they work towards proficiency of any given specific curriculum outcome. The verb(s) that begins a specific curriculum outcome identifies the cognitive process dimension.

Table 2. Bloom's Taxonomy—Cognitive Process Dimension

Category	Description
Remembering	Retrieve, recall, and/or recognize specific information or knowledge from memory.
Understanding	Construct meaning from different sources and types of information, and explain ideas and concepts.
Applying	Implement or apply information to complete a task, carry out a procedure through executing or implementing knowledge.
Analysing	Break information into component parts and determine how the parts relate or interrelate to one another or to an overall structure or purpose.
Evaluating	Justify a decision or course of action, problem solve, or select materials and/or methods based on criteria and standards through checking and critiquing.
Creating	Form a coherent functional whole by skillfully combining elements together and generating new knowledge to guide the execution of the work.

CURRICULUM DESIGN

SCO Structure

Examining the structure of a specific curriculum outcome is necessary to fully understand its intent prior to planning instruction and assessment. The verb(s) in the outcome relates to the expected level and type of thinking (cognitive process). A noun or noun phrase communicates the type of knowledge (i.e., factual, conceptual, procedural, or metacognitive) that is the focus of the outcome.

verb: demonstrate; cognitive process: APPLYING

SP 1—demonstrate professionalism in the process of creating and performing music.

Curriculum Guide Layout

The curriculum guide layout is designed to highlight the critical elements/features of the provincial curriculum required for a given course.

Table 3. Details of Curriculum Guide Layout

Feature	Description
Unit Name	Appears in the upper left hand corner.
SCO Block	Appears in the coloured box; contains the cognitive process level
AI List	Appears in the body of the page immediately following the SCO.
EGC Map	Appears at the bottom of the page.

CURRICULUM DESIGN

Unit Name (Topic, GCO, Strand, and/or Big Idea)

POPULAR MUSIC PERFORMANCE

Specific curriculum outcome (SCO)

SP 1

Learners are expected to ...

demonstrate professionalism in the process of creating and performing music.

Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Cognitive process level for this particular SCO

Achievement Indicators

Learners who have achieved this outcome should be able to ...

Set of achievement indicators (AIs) indicating “breadth and depth” of SCO

MUS421D	MUS521D	MUS621D
<ul style="list-style-type: none"> a. perform their music safely and responsibly with each other within the classroom environment; b. perform their music with others in informal and formal settings; c. perform with musical sensitivity and expressiveness appropriate to a variety of musical styles; d. perform with expressive stage presence appropriate to a variety of musical styles; e. demonstrate professionalism as a performer; and f. demonstrate appropriate etiquette as an audience member. 	<ul style="list-style-type: none"> a. perform their music safely and responsibly with each other within the classroom environment; b. perform their music with others in informal and formal settings; c. perform with musical sensitivity and expressiveness appropriate to a variety of musical styles; d. perform with expressive stage presence appropriate to a variety of musical styles; e. demonstrate professionalism as a performer; and f. demonstrate appropriate etiquette as an audience member. 	<ul style="list-style-type: none"> a. perform their music safely and responsibly with each other within the classroom environment; b. perform their music with others in informal and formal settings; c. perform with musical sensitivity and expressiveness appropriate to a variety of musical styles; d. perform with expressive stage presence appropriate to a variety of musical styles; e. demonstrate professionalism as a performer; and f. demonstrate appropriate etiquette as an audience member.

Essential Graduation Competencies Map

<input checked="" type="checkbox"/> Citizenship	<input checked="" type="checkbox"/> Critical Thinking	<input checked="" type="checkbox"/> Personal-Career Development	Essential Graduation Competencies
<input checked="" type="checkbox"/> Communication	<input checked="" type="checkbox"/> Technological Fluency	<input checked="" type="checkbox"/> Creativity and Innovation	

CURRICULUM DESIGN

Assessment and Evaluation

Assessment and evaluation are integral components of the teaching and learning process. They are continuous activities that are planned for and derived from specific curriculum outcomes (SCOs) and should be consistent with instruction. Effectively planned assessment and evaluation improves and guides future instruction. It also promotes learning, builds confidence, and develops learners' understanding of themselves as learners.

Assessment is the process of gathering evidence about student learning. Assessments need to be reflective of the cognitive process and type of knowledge indicated by the SCO ("Bloom's Taxonomy" on page 6). The achievement indicators inform teachers of the depth and breadth of skills, knowledge, and understandings expected for each SCO.

Assessment has three interrelated purposes:

- assessment for learning to guide and inform instruction (formative)
- assessment as learning to involve learners in self-assessment and setting goals for their own learning (formative)
- assessment of learning to determine learner progress relative to curriculum outcomes (summative)

Triangulation is a process by which a teacher uses evidence about student learning from three different sources. These sources include conversations, observations, and products. Collecting data from a balance of these sources ensures reliable and valid assessment of student learning.

Evaluation involves analysing and reflecting upon various forms of evidence of student learning and making judgments or decisions regarding student learning based upon that evidence.

Effective assessment strategies

- must be valid in that they measure what is intended to be measured and are reliable in that they consistently achieve the same results when used again, or similar results with a similar group of learners;
- are appropriate for the purpose of instruction and learning strategies used;
- are explicit and communicate to learners and parents the expectations and criteria used to determine the level of achievement;
- are comprehensive and enable all learners to have diverse and multiple opportunities to demonstrate their learning consistently, independently, and in a range of contexts in everyday instruction;
- accommodate the diverse learning needs and experiences of the learners;
- allow for relevant, descriptive, and supportive feedback that gives learners clear directions for improvement, and engages learners in metacognitive self-assessment and goal setting that can increase their success as learners; and
- assist teachers in selecting appropriate instruction and intervention strategies to promote the gradual release of responsibility of learning.

Learners should know what they are expected to learn as designated by SCOs and the criteria that will be used to determine the quality of their achievement.

Assessment must provide opportunities for learners to reflect on their progress, evaluate their learning, and set goals for future learning.

MUSIC LEARNING ENVIRONMENT

Social and Emotional Learning (SEL)

Social and emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (Weissberg & Cascarino, 2013).

The benefits of social and emotional learning (SEL) are well-researched. Evidence demonstrates that an education integrated with SEL yields positive outcomes for learners, adults, and school communities. These findings include increased social and emotional skills, academic performance, mental wellness, healthy behaviours, school climate and safety, and positive lifetime outcomes (Durlak et al., 2011).

Learners will experience a sense of belonging and emotional safety when teachers develop a supportive atmosphere where learners feel valued and are encouraged to express their ideas and emotions. While SEL isn't a designated subject like history or math, it must be woven into a school's curriculum and community (Durlak et al., 2011; Wiglesworth et al., 2016). The following five skills provide examples of how social-emotional learning competencies can be incorporated into the curriculum:

Self-Awareness entails the understanding of one's own emotions, personal identity, goals and values. Integrating self-awareness involves planning activities and practices that help learners understand and connect with their thoughts, emotions, and strengths and how they influence behaviour;

Self-Management entails skills and attitudes that help learners to regulate emotions and behaviours. Integrating self-management involves developing learners' organizational skills, resilience, and goal-setting abilities through structured activities, personalized learning plans, and providing consistent feedback;

Social Awareness entails recognizing the perspective of those with the same or different backgrounds and empathizing and feeling compassion. Integrating social awareness involves incorporating diverse perspectives, cultural contexts, and collaboration while encouraging learners to understand and appreciate the broader societal implications of the content they are learning;

Relationship Skills entail the tools to establish and maintain healthy relationships and effectively navigate settings with different social norms and demands. Integrating relationship skills involves fostering collaborative projects, encouraging effective communication and teamwork, and enabling learners to develop positive interpersonal connections that enhance their learning experience and

Responsible Decision-making entails the knowledge, skills and attitudes to make caring and constructive choices about personal behaviour and social interactions across diverse settings. Integrating responsible decision-making within lessons involves incorporating real-world scenarios, ethical considerations, and critical information analysis to make thoughtful choices.

Supporting English as an Additional Language (EAL) Learners

Multilingual learners add valuable experiences to the classroom. The linguistic knowledge and experiences of English as an additional language (EAL) learners can extend the understanding of the linguistic diversity of all learners. When the language, prior knowledge, and culture of EAL learners are valued, respected, and incorporated into learning, the learning environment is enhanced.

Supportive learning includes classroom practices that affirm cultural values and leverage learners' home language and prior knowledge. Making connections to content and language structures in their home language and English is encouraged when possible. It is also essential that EAL learners make connections between their learning in English and learning in other curricular areas and use learning contexts in other subjects to practice, reinforce, and extend their language skills. Addressing the demands of the subject area and discussing how different forms, styles, and registers of English are used for various purposes will benefit learners. Providing learners learning English as an additional language with ample opportunities to use English in communicative ways and designing classroom activities to aid language development through active language use will support their learning.

It's essential to address barriers to equitable instruction and assessment for EAL learners. By providing various ways for them to access content, demonstrate learning, and develop language skills, we can ensure their full participation and contribution to the classroom community. This approach not only benefits EAL learners but also enhances the overall learning environment.

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ARTS EDUCATION

Grades 10-12 PMP
Popular Music Performance



Curriculum Guide

Grades 10-12 PMP (MUS421D/521D/621D) Course Overview

Course Description

Music is a language that we must actively explore and experience to fully understand its unique characteristics and unlock its profound impact on personal growth and development. Popular Music Performance (PMP) empowers learners to explore their own musical interests and define their own musical path using a learner-driven process that emphasizes the learning process over the final product. This approach requires learners to possess a willingness to grow and learn. With various entry levels of experience in the course, learners will have great opportunities for guiding and learning from one another as they navigate their own personal musical journey. Patience, positive professionalism, understanding, humility, and dedication to their musical practice are essential. These qualities will cultivate a community environment where learners feel safe sharing their strengths and discussing their challenges, both individually and as an ensemble. Learners will establish their current skill set and chart clear, personalized goals detailing the specific achievements and performances they aim to complete by the end of the course.

The Popular Music Performance (PMP) course should be facilitated by a passionate and inquisitive music specialist educator who can effectively guide learners to fully understand and experience the unique language of popular music. The educator should be a role model for life long learning, showcasing the importance of being respectful of everyone's musical talents and celebrating unique musical choices to build a safe community. The educator is not expected to be a master of all instruments, but should instead rely on their strong musicianship, music education training, and professional judgment when offering descriptive feedback.

It is advisable to structure the Popular Music Performance program as three separate, sequential courses - 421D, 521D, and 621D - provided learner registration numbers can support the standalone offerings.

Popular Music Performance (**MUS421D/MUS521D/MUS621D**) are learner-driven, performance-based courses that provide learners with the opportunity to explore various genres, styles, cultural contexts and connections through their music making as individuals and/or in small groups. Learners will explore their own musical interests using the creative learner-centred process to achieve goals they have developed within their artist's statement and action plan, while cultivating the competencies required by a professional musical environment.

In **MUS 421D**, great emphasis is placed upon professionalism as students work through the creative process, focusing on essential musical concepts, skills, and knowledge learned through the popular music performance curriculum outcomes — creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analysing. Prerequisites: Intermediate StoMP (Styles of Musical Performance) or permission from the teacher based on skills and knowledge.

In **MUS521D**, great emphasis is placed upon professionalism as students work through the creative process focusing on essential musical concepts, skills and knowledge learned through the popular music performance curriculum outcomes — creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analysing. As students' progress from MUS421D into MUS521D, their depth of learning continues to grow, with increased focus on specific musical goals to both advance the student's personal musical goals and broaden their skill set in other genres and performance situations. Learners are encouraged to establish professional relationships with musicians and mentors in the broader community. Prerequisites: MUS421D or permission from the teacher based on skill and knowledge.

In **MUS621D**, great emphasis is placed upon professionalism as students work through the creative process focusing on essential musical concepts, skills and knowledge learned through the popular music performance curriculum outcomes — creating & composing, musical elements, musical artistry, cultural contexts & connections, sharing & performing, and reflecting, responding & analysing. As students' progress from MUS521D into MUS621D, their depth of learning continues to grow, with increased focus on specific musical goals that will help establish who they are as an artist. Learners are encouraged to establish and foster professional relationships with musicians and mentors in the broader community. Prerequisites: MUS521D or permission from the teacher based on skill and knowledge.

Grades 10-12 PMP (MUS421D/521D/621D) Course Overview

PMP Instrumentation

Instruments in the Senior High Popular Music Performance Music Classroom	
Ukuleles, Guitars, and Accessories	Drums and Percussion
<ul style="list-style-type: none"> • acoustic guitars • electric guitars • electric bass guitars • hardshell guitar cases - 3 acoustic/3 electric • 5-guitar side loading folding touring stands • padded bass guitar gig bags • electric guitar amplifiers • bass guitar amplifiers • Kala concert ukulele with pick-up • Snark super tight clip-on tuner • guitar picks/capos/straps 	<ul style="list-style-type: none"> • 5-piece drum kit • drum set hardware kit • electric drum kit • drum amplifier • adapters for 8" drum set • granite percussion cajon with bag • drum sticks • shakers • tambourine • cowbell
Keyboards and Synthesizers	Sound Equipment
<ul style="list-style-type: none"> • digital piano - 88 weighted keys • rehearsal keyboards with weighted keys • padded keyboard gig bags • keyboard amplifier • M-Audio sustain pedal • synthesizers - 61 key • keyboard stands (per keyboard) • keyboard gig bags 	<ul style="list-style-type: none"> • SM58s microphones • SM57 instrument microphones • microphone stands • stands (microphone, keyboard, guitar) • XLR microphone 25 ft cables • monitors • speakers • pair of speaker stands • speaker cables - 10ft • speaker cables - 6 ft • 1/4 inch instrument cables • 1/8"- 1/4" adapters • Wedgie-24 - 24 pack sound reduction foam squares • Audio Technica closed back studio headphones for keyboard and electric drumkit • portable speaker with inputs, bluetooth, wireless
Recording Studio Equipment	Electronic Tools and Manipulatives
<ul style="list-style-type: none"> • IPAD PRO • IV 49 key controller • KRK Classic 5 powered monitor 5" 	<ul style="list-style-type: none"> • power bar - surge protected • powerwheel extension cord - 60 ft

Grades 10-12 PMP (MUS421D/521D/621D) Course Overview

Outcome Summary

The outcomes of MUS421D, MUS521D, and MUS621D are categorized into 6 GCOs. The GCOs and specific outcomes are designed to provide learners a holistic introduction to the skills and competencies needed for success. Each outcome, with its related achievement indicators and elaborations, can be found starting on the following pages.

Table 4. Summary of Curriculum Outcomes

GCO	Code	Specific Curriculum Outcome
Creating & Composing	CC 1.1	create musical ideas using voice, body, instruments, and technology.
	CC 1.2	compose musical ideas using various notation and technology.
Musical Elements	ME 1	demonstrate the elements of music.
Musical Artistry	MA 1.1	demonstrate appropriate technique using voice and playing percussion, string, wind, and electronic instruments.
	MA 1.2	demonstrate aural skills.
Cultural Contexts & Connections	CCC 1	analyse diverse musical genres, styles, cultural contexts and connections, and self-identity.
Sharing & Performing	SP 1	demonstrate professionalism in the process of creating and performing music.
Reflecting, Responding, & Analysing	RRA 1	refine live and recorded performances using the creative musical process.

Grades 10-12 PMP (MUS421D/521D/621D) Course Overview

Assessment Framework

The assessment framework describes the relative weighting of each strand within a specified course. It is constructed by transforming the depth and breadth of each specific curriculum outcome into an overall instructional time for each domain. The primary purpose of the assessment framework is one of validity - to align curriculum outcomes, instruction, and assessment. As such, the framework should be used to ensure that summative learner assessments are representative of the instructional time and complexity of the specific curriculum outcomes for each domain, to inform the specified course reporting structure, and be consulted as a high-level guide for course planning, pacing, and syllabi development.

Table 5. Assessment Framework MUS421D/521D/621D

Domain	Remember	Understand	Apply	Analyse	Evaluate	Create	Strand Weight
Performance						CC1.1	60%
						CC1.2	
				MA1.1			
				MA1.2			
Professionalism			SP1			RRA1	25%
Musical Foundations			ME1				15%
			CCC1				

Reporting Structure

Performance	50	(~60% of 85)
Professionalism	20	(~25% of 85)
Musical Foundations	15	(~15% of 85)
Showcase Process	15	(Reflective of Domain Weightings)

CC 1.1	Learners are expected to ...					
	create musical ideas using voice, body, instruments, and technology.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

MUS421D	MUS521D	MUS621D
<ul style="list-style-type: none"> a. identify patterns within music and their everyday lifestyle and environment to create musical ideas; b. improvise with a variety of rhythmic and/or melodic patterns; c. experiment with technology applications using a basic software to improvise their own music; d. experiment with musical elements to improvise ideas; and e. apply musical expression to their music making during the creative musical process. 	<ul style="list-style-type: none"> a. identify patterns within music and their everyday lifestyle and environment to create musical ideas; b. improvise with a variety of rhythmic and/or melodic patterns; c. experiment with technology applications to improvise their own music; d. experiment with musical elements to improvise ideas; and e. apply musical expression to their music making in an increasing variety of styles during the creative musical process. 	<ul style="list-style-type: none"> a. identify patterns within music and their everyday lifestyle and environment to create musical ideas; b. improvise with a variety of rhythmic and/or melodic patterns; c. experiment with technology applications to improvise their own music; d. experiment with musical elements to improvise ideas; and e. apply musical expression to their music making that reflects their own artistic identity during the creative musical process.

Citizenship



Critical Thinking



Technological Fluency

Personal-Career Development



Creativity and Innovation

Essential

Graduation
Competencies

ELABORATIONS

The learners will create their own music through a learner-driven creative music making process. Creativity, improvisation, and composition will continue to be explored from previous elementary and intermediate music learning experiences. This creative musical play will enable the learner to experience the connection and deepen their understanding of the foundational elements of music as they broaden their learning of musical elements at the high school level.

Simple Ideas for Improvising:

During the creative music making process, learners may draw inspiration from their favourite themes or daily life experiences and/or use established artists' musical choices to gain tools to create their own music. It is important that learners develop the confidence to articulate why they are making musical choices, and in the case of re-imagining an original in a different style, demonstrate an understanding of the musical characteristics associated with each style. Some improvisation ideas include:

- exploring their own musical ideas for the purpose of arranging and/or creating a cover of existing works by:
 - creating a quality interpretation cover, then experimenting with musical elements to make changes within the music, such as varying the tempo, instrumentation, texture, and/or form for a more personalized approach and/or
 - re-imagining and creating a song in another style/genre, while carefully considering what criteria must remain in order for the song to be recognizable;
- experimenting to create their own original material;
- using technology to create music using a DAW (Digital Audio Workstation);
- exploring within cultural contexts by:
 - improvising in a hip hop/rap style (slant and straight rhymes, rap battle);
 - improvising in a jazz blues style (solo over the twelve bar blues/skat singing); and
 - exploring improvisational musical traditions.

Moving through the creative process with reimagining covers and creating original material involves a willingness to explore ideas with an open mind, access a variety of musical literacy skills, and take musical risks to evaluate which ideas are worth pursuing.

Simple Improvisation Spiral (top to bottom process)

Note: Noodling is an informal term for improvising or playing casually on an instrument.

- Noodling on one note
- Using steady, unchanging rhythm
- Using a variety of rhythmic patterns
- Noodling on the chord tones
- Utilizing the balance of sound/silence, fast/slow
- Noodling on 2-3 notes (scale degrees 1, 2, 3)
- Using a wider variety of simple rhythmic patterns
- Noodling to explore range and technical skill
- Noodling within a variety of modes
- Purposefully balancing fast, slow, and silence with musical intent
- Purposefully balancing the use of shape and phrasing with musical intent
- Listening and responding with each others musical ideas

CC 1.2	<i>Learners are expected to ...</i>					
	compose musical ideas using various notation and technology.					
Remembering	Understanding	Applying	Analysing	Evaluating	Creating	

Achievement Indicators

Learners who have achieved this outcome should be able to ...

MUS421D	MUS521D	MUS621D
<p>a. examine the role of technology in the creation and distribution of popular music;</p> <p>b. experiment with technology applications to create, make, or present their own music;</p> <p>c. use appropriate sound gear and technology for the purpose of learning, performance and recording;</p> <p>d. record an individual part (track) using a click track in a DAW (Digital Audio Workstation);</p> <p>e. compose lyrics and music in a simple song form using songwriting techniques; and</p> <p>f. demonstrate simple lyrical analysis to convey complex and/or cultural meaning within the lyrics of various songs.</p>	<p>a. examine the role of technology in the creation and distribution of popular music;</p> <p>b. experiment with technology applications to create, make, or present their own music;</p> <p>c. use appropriate sound gear and technology for the purpose of learning, performance and recording;</p> <p>d. co-produce a recording using a DAW (Digital Audio Workstation);</p> <p>e. compose lyrics and music in song form using songwriting techniques (co-write original songs); and</p> <p>f. demonstrate more advanced lyrical analysis to convey complex and/or cultural meaning within the lyrics of various songs.</p>	<p>a. examine the role of technology in the creation and distribution of popular music;</p> <p>b. experiment with technology applications to create, make, or present their own music;</p> <p>c. use appropriate sound gear and technology for the purpose of learning, performance and recording;</p> <p>d. co-produce a recording using a DAW (Digital Audio Workstation);</p> <p>e. compose lyrics and music in song form using songwriting techniques (co-write to perform original songs); and</p> <p>f. demonstrate more advanced and intricate lyrical analysis to convey complex and/or cultural meaning within the lyrics of various songs.</p>

Citizenship  Communication	Critical Thinking  Technological Fluency	Personal-Career Development Creativity and Innovation	Essential Graduation Competencies
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ELABORATIONS

Learners will explore musical composition using the full creative process of gathering, analysing, and organising musical ideas, and then communicating those ideas using various notation and/or technology. Collaboration is an important part of the composition process before documenting musical ideas to preserve original work for future performance, reflection, and analysis.

It is important to allow ample opportunities in which to improvise and experiment with the music. Learners may draw inspiration to create their own music from various sources, including daily life experiences, favourite themes and/or use established artists' music. It is important that learners develop the confidence to articulate why they are making musical choices, and in the case of re-imagining an original in a different style, demonstrate an understanding of the musical characteristics associated with each style. Moving through the creative composition process requires a willingness to explore ideas with an open mind, access a variety of musical literacy skills, and take musical risks to evaluate which ideas are worth pursuing.

Simple Ideas for Documenting:

An audio or video recording can immediately capture and preserve the learners' creations in action, thus documenting their musical work. To continue to bring high school learners to another level in the creative process, the music specialist and classmates can guide one another toward more formal compositions, such as notating lyrics and chord progressions, using applicable musical notation, and/or technology in order to communicate their music to others. Many learners may spontaneously document their improvisations, needing less guidance and showcasing great leadership with fellow classmates. Simple ideas for composing include:

- composing their own musical ideas for songs with or without lyrics as a group, and on their own;
- exploring songwriting as a class, small ensemble and/or individual;
- using technology to create multitrack recording projects using a professional DAW (Digital Audio Workstation);
- using sound gear, such as microphones, amplifiers, monitors, and/or DI's, to create recorded projects; and
- analysing established artists' musical choices, so learners can gain tools to create their own music.

Songwriting Ideas

It is important to allow learners to use their own voice in songwriting. The songwriting experience can be explored and practiced as a smaller portion of every class and/or as a larger unit over many classes. Writing activities can be geared to personal introspection and/or writing for others.

Class Songwriting Ideas	<p>Exploring Songwriting with Quick Ice-Breakers include:</p> <ul style="list-style-type: none"> • creating a commercial jingle (draw the name of place out of a hat) • exploring all senses to describe an object (look in a mirror - what do you see, hear, taste, smell, and touch?) • journaling, such as a "Write down 5 Things in 12 Minutes" practice activity: <ul style="list-style-type: none"> • 5 things that you want to say to someone • 5 things someone would say about you • 5 things that scare you • 5 things that make you sad • 5 things you are afraid to say <p>Exploring Songwriting as a class activity includes:</p> <ul style="list-style-type: none"> • creating a song circle with the purpose of moving around the circle to share ideas • discovering favourite chords to create a chord progression • creating lyrics to the song that will make the song story • choosing a musical genre for the song • performing the class song creation as a group
Ideas to Inspire Songwriting	<p>Exploring the Process of Songwriting as an Individual and/or small or large ensemble includes:</p> <ul style="list-style-type: none"> • understanding who your audience is and what they are doing • creating the pulse to align with the audiences heart rate • using the word "you" very soon in the song • using the same pronouns throughout • creating a detailed plot so everyone can understand what is going on in your song • making an outline: beginning, middle, and end • looking at the rhyme schemes of your verse and chorus • placing the "hook" in the first line of the chorus • using contemporary language

ME 1	Learners are expected to ...					
	demonstrate the elements of music.	Remembering	Understanding	Applying	Analysing	Evaluating
						Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

MUS421D	MUS521D	MUS621D
<ul style="list-style-type: none"> a. demonstrate maintaining a melodic, harmonic, and/or rhythmic part with increasing musicality using a range of musical structures and styles; b. demonstrate a characteristic tone quality for the voice and/or instrument; c. demonstrate basic and common chord progressions in relationship to the repertoire; d. identify and describe the elements of music as they pertain to popular music; e. use appropriate musical terminology with musical elements in their music making; f. apply musical expression; and g. demonstrate a variety of forms and styles of music. 	<ul style="list-style-type: none"> a. demonstrate maintaining a melodic, harmonic, and/or rhythmic part with increasing musicality using a range of musical structures and styles; b. demonstrate a characteristic tone quality for the voice and/or instrument; c. demonstrate adding more complex chord progressions in relationship to the repertoire; d. identify and describe the elements of music as they pertain to popular music; e. use appropriate musical terminology with musical elements in their music making; f. apply musical expression; and g. demonstrate a variety of forms and styles of music. 	<ul style="list-style-type: none"> a. demonstrate maintaining a melodic, harmonic, and/or rhythmic part with increasing musicality using a range of musical structures and styles; b. demonstrate a characteristic tone quality for the voice and/or instrument; c. demonstrate adding more complex chord progressions, such as extensions to the chords to create the colour of the song repertoire; d. identify and describe the elements of music as they pertain to popular music; e. use appropriate musical terminology with musical elements in their music making; f. apply musical expression; and g. demonstrate a variety of forms and styles of music.

Citizenship	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
 Communication	 Technological Fluency	 Creativity and Innovation	

ELABORATIONS

Learners are expected to show their understanding of the musical elements of rhythm, melody, harmony, timbre, texture, form, and dynamics with related musical concepts such as intonation and groove through music making to gain an understanding of the musical language. Such a creative musical process involves experiencing and demonstrating the musical elements in order to communicate and collaborate the musical ideas.

Simple Ideas to Explore the Musical Elements in order to Utilize Musical Language by:

- demonstrating a characteristic tone quality for the voice and/or instrument;
- exploring the rhythms within the music using body percussion, voice, and/or instruments;
- recognizing and identifying the popular music instruments and those instruments from diverse musical traditions;
- inviting guest musicians and/or using videos to learn about instruments - how they are made, how sound is produced, and how to play;
- exploring basic, common and increasingly complex chord progressions in relation to the repertoire;
- identifying and demonstrating the rhythm, melody, harmony, timbre, texture, form, and dynamics with related musical concepts such as intonation and groove/feel through music making and guided listening; and
- exploring a variety of forms and styles of music.

Within the music making process, the type of musical language, both written and spoken, is relevant to the musical styles and instrument(s)/vocals being studied. In order to communicate music effectively, learners may use different types of musical notation, appropriate music terminology, and a mixture of formal and informal musical language. It is important for learners to be able to effectively communicate with their fellow musicians. For example, guitarists talk about chords, frets, strumming and picking patterns, while drummers discuss fills and different grooves (swing, rock, shuffle, etc.).

Learners can demonstrate reading and utilizing musical language by using:

- lead sheets that simply showcase a notated melody and chord symbols, which can include lyrics if it is a song;
- chord charts that show the chord symbols with no notation;
- standard melodic notation that uses the musical staff with notes placed on lines and spaces to indicate their pitch;
- standard rhythmic notation that uses symbols to show the duration of notes (musical sounds) and rests (silences);
- tab with the numbers indicating the fret positions, lines and numbers to show the strings for ukulele, guitar, banjos, and mandolins;
- drum music: TUBS (Time Unit Box System), a simplified way to grasp the rhythm and timing of drum grooves and a more standard drum notation that uses a five-line staff with oval and x noteheads with the note stem direction representing the different parts of the drum kit; and
- wall visuals showcased throughout the music room space to allow learners to reference musical language examples.

MA 1.1	<i>Learners are expected to ...</i>					
	demonstrate appropriate technique using voice and playing percussion, string, wind, and electronic instruments.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

MUS421D	MUS521D	MUS621D
<ul style="list-style-type: none"> a. demonstrate appropriate care and maintenance of the musical instruments and related equipment; b. demonstrate vocal/instrumental technique appropriate to the style of the music; c. recognize and demonstrate a characteristic tone and style on their chosen instrument or voice; d. refine their vocal/instrumental technique through self-evaluation; e. demonstrate their musical awareness of the groove within an ensemble; f. demonstrate basic harmonic accompaniment to support musical performances in a variety of styles; and g. demonstrate musical expression in their music making. 	<ul style="list-style-type: none"> a. demonstrate appropriate care and maintenance of the musical instruments and related equipment; b. demonstrate vocal/instrumental technique appropriate to the style of the music; c. recognize and demonstrate a characteristic tone and style on their chosen instrument or voice; d. refine their vocal/instrumental technique through self-evaluation; e. demonstrate their musical awareness of the groove within an ensemble; f. demonstrate advancing harmonic accompaniment to support musical performances in a variety of styles; and g. demonstrate musical expression in their music making. 	<ul style="list-style-type: none"> a. demonstrate appropriate care and maintenance of the musical instruments and related equipment; b. demonstrate vocal/instrumental technique appropriate to the style of the music; c. recognize and demonstrate a characteristic tone and style on their chosen instrument or voice; d. refine their vocal/instrumental technique through self-evaluation; e. demonstrate their musical awareness of the groove within an ensemble; f. demonstrate advancing harmonic accompaniment to support musical performances in a variety of styles; and g. demonstrate musical expression in their music making.

Citizenship	Critical Thinking	Personal-Career Development	Essential Graduation Competencies
 Communication	 Technological Fluency	 Creativity and Innovation	

ELABORATIONS

Learners will demonstrate musical artistry by performing with technical skill and fluency on an instrument and/or voice. This requires understanding the technical and expressive parts of the music. While learners will specialize in one or two instruments, they will also explore and understand the basic terminology of all instruments to facilitate effective musical collaboration. In popular music, technique and fluency should reflect the characteristics of the genre and/or style.

Learners will select the majority of music used to develop technical skill and fluency on their chosen instrument(s). It is essential that learners exhibit a professional work ethic to increase their knowledge, advance their technical skills, and understand various genres and styles of music. Exposure to music chosen by both themselves and others will facilitate the exploration of a wider range of performance techniques.

Learners will be using a wide variety of musical equipment and should learn responsible care and maintenance. It's crucial for a musician to have the understanding of and ability to set up their own equipment. For example, vocalists need to practice setting up and adjusting the microphone and stand as needed. This will vary with each instrument and in some cases, with each style of music. By the end of 621, learners should be able to independently set up and operate sound gear, such as the mixer, DI's, amplifiers, and monitors for live performances.

Proper instrument technique should be demonstrated throughout all creative music making, so learners can best express themselves and demonstrate their instrument part accurately within a musical arrangement. Self-assessment should be an ongoing process of recognizing and practicing skills and techniques to support the learners ongoing musical growth. This can include the learner revisiting their benchmark video from the beginning of the course to reflect upon their progress throughout the semester.

Simple Ideas for Musical Artistry:

The learners and the music specialist will explore popular music by:

- learning how to choose songs within their reasonable skill level, make adaptations as needed, to noticeably improve over time;
- using specific terminology for their instrument (e.g., guitarists must be able to discuss chords, frets, strumming and picking patterns; drummers must be able to discuss fills and different grooves – swing, rock, shuffle);
- using the groove of the group pulse, a click track, metronome, and/or pre-recorded track to demonstrate maintaining pulse in a variety of tempi with the musical ensemble;
- using chord symbols, lead sheets, tab, and standard melodic and rhythmic notation to demonstrate reading and performing simple popular music scores; and
- using self-evaluation skills to inform their musical goals.

The Popular Music Performance Space

The music specialist should create a music making space that encourages creativity and easy accessibility to the popular music instrumentation. Wall visuals should be used throughout the rooms to encourage learning of the musical language. Sound reduction foam squares should be used to improve the sound quality enabling better music making conditions. Rehearsal practice rooms should be set up with a keyboard, drumkit, and microphones.

MA 1.2	<i>Learners are expected to ...</i>					
	demonstrate aural skills.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

MUS421D	MUS521D	MUS621D
<ul style="list-style-type: none"> a. distinguish between listening and active listening; b. demonstrate active listening; c. perform with accurate intonation and pitch on one's instrument/ voice and within the ensemble; d. perform with balance and blend; e. identify the melodic, harmonic, and rhythmic parts within music; f. perform music on their chosen instrument or voice by ear; and g. demonstrate basic elements of time through listening and performing, such as common time, downbeat, upbeat, and pickup beat. 	<ul style="list-style-type: none"> a. distinguish between listening and active listening; b. demonstrate active listening; c. perform with accurate intonation and pitch on one's instrument/ voice and within an ensemble; d. perform with balance and blend; e. identify the melodic, harmonic, and rhythmic parts within music; f. perform music of increasing complexity on their chosen instrument or voice by ear; and g. demonstrate a variety of meter, focusing on more frequently used examples. 	<ul style="list-style-type: none"> a. distinguish between listening and active listening; b. demonstrate active listening; c. perform with accurate intonation and pitch on one's instrument/ voice and within an ensemble; d. perform with balance and blend; e. identify the melodic, harmonic, and rhythmic parts within music; f. perform a detailed lift of a musical example from a professional musician on their chosen instrument or voice; g. demonstrate basic melodic and rhythmic dictation of brief examples to the subdivision of an eighth note.

Citizenship	 Critical Thinking	Personal-Career Development	Essential Graduation Competencies
Communication	 Technological Fluency	Creativity and Innovation	

ELABORATIONS

Learners will practice active listening to gain an understanding of the various components of a musical piece to demonstrate a competency in aural skills. Aural skills, the training of the musical ear, are fostered so musicians learn to identify and internalize pitches, intervals, melody, chords, rhythms, and other elements of music solely by hearing them. This involves consistent practice to develop focused listening and critical thinking skills through reflecting on and responding to music. Such foundational training leads to greater sight-singing accuracy, improved intonation (pitch), effective harmonization, and deeper musical comprehension.

Simple Ideas for Listening Practice:

Learners need to first work on developing their listening skills. The first emphasis is on building active listening skills identifying how the musical elements are utilized through music making using curated examples such as guided listening activities. Throughout the progression of PMP, learners will refine these skills being able to identify more detailed nuances and musical choices by the artist and/or producer. Learners and the music specialist will develop listening skills in order to understand and process music using their ears through hearing and:

- asking simple directed questions about the listening selection;
- signalling changes in the music;
- recognizing musical elements in the music;
- using their body to demonstrate the elements of music;
- identifying patterns within the music;
- performing rhythms, melodies, harmonies and/or the beat with the music by ear;
- adjusting rhythmic accuracy and tuning while performing to create the best distribution and mixing of musical elements;
- identifying the melodic pattern and/or chord progressions;
- describing the timbre of sounds within the music;
- inferring the context or purpose of the music;
- making connections and identifying similarities and differences with previously experienced music; and
- using their eyes to sing a melody from sight on written music without using another instrument.

Learners will consistently apply these listening skills to their own music making. This enables increased confidence to make musical adjustments with challenges such as intonation, balance, and/or tempo as they are performing. Learners will strengthen their ability to transcribe/lift parts by ear, which is a highly valuable and useful skill in popular music performance. For example, learners could prepare a detailed transcription of a small excerpt from a well established artist they admire. Learners strengthen these skills each time they move through the creative process of covering a piece of music. The level of difficulty progresses through all course levels of popular music performance.

CCC 1	Learners are expected to ...					
	analyse diverse musical genres, styles, cultural contexts and connections, and self-identity.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

MUS421D	MUS521D	MUS621D
<ul style="list-style-type: none"> a. identify characteristics of a variety of musical styles; b. examine potential bias and cultural appropriation issues in music; c. choose appropriate music for a given performance opportunity and audience; d. examine the connection between music and identity; e. examine ways in which music and culture are inspired and influenced by local and global societies; f. identify marginalized voices in music; and g. identify Indigenous artists and their work in Turtle Island. 	<ul style="list-style-type: none"> a. describe characteristics of a variety of musical styles; b. examine potential bias and cultural appropriation issues in music; c. choose appropriate music for a given performance opportunity and audience; d. express personal identity through music; e. examine ways in which music and culture are inspired and influenced by local and global societies; f. recognize marginalized voices in music; and g. recognize Indigenous artists, and their perspective, culture, and learnings. 	<ul style="list-style-type: none"> a. apply characteristics of a variety of musical styles; b. examine potential bias and cultural appropriation issues within the musical era of the music; c. choose appropriate music for a given performance opportunity and audience; d. demonstrate an awareness of one's sound and how it reflects one's identity; e. examine ways in which music and culture are inspired and influenced by local and global societies; f. support intersectionality in and through music; and g. support, honour, and celebrate Indigenous artists and learnings through music.

Citizenship	✓	Critical Thinking	✓	Personal-Career Development	✓	Essential Graduation Competencies
✓	Communication	✓	Technological Fluency	✓	Creativity and Innovation	

ELABORATIONS

Learners will demonstrate an understanding of cultures, communities, and self-identify in, through, and about music. Learners will examine a variety of genres and expressive styles of music, through critically listening to curated examples from music educators and peers. Learners will explore a variety of genres through their own, peers, and guest artists musical choices. This may lead to a thorough and more in depth study of a specific genre or style. For example, the music specialist educator may choose a specific style to study as a class and then assign the learners to prepare a musical example: ie. rock, pop, country, blues, motown week, etc.

Simple Ideas for Choosing Performance Material to Reflect Diverse Musical Genres, Styles, Cultural Contexts and Connections, and Self-Identity:

Learners will demonstrate their unique characteristics and strengths through choosing repertoire, making musical choices to showcase the music they have chosen, and demonstrating an awareness of their own sound and how it reflects their own identity.

Learners will choose appropriate music for a given performance opportunity and audience. This will vary greatly depending on the:

- venue and equipment (school cafeteria, music classroom, senior's home, large professional theatre);
- audience (seniors, children, peers, public officials); and
- occasion/theme (winter, Valentine's day, memorial, grand opening).

It is important for learners to investigate the social and personal meaning of the music through which they are preparing and performing, being mindful of any derogatory references in lyrics, or underlying connection between a song and controversial events. A collaborative and cooperative approach to researching and investigating various cultural and historical understandings is necessary for learning.

The music specialist educator must develop a mindset of being an “explorer” of new music with learners, and seek out resources that were made by or in consultation with a member of that culture to help ensure all are being respectful and sharing the music appropriately. Through popular music study, learners are able to gain an understanding and appreciation for marginalized voices and the role that society has played in the creation of the system that has allowed that marginalization to occur. It is of the utmost importance for learners to explore the work of Indigenous artists including their perspective, culture and learnings, through the lens of honouring and celebrating Indigenous artists and learnings through their music.

Learners will critically examine bias and any connections to their musical choices. When investigating culture, it is important to prioritize resources from artists with lived experience. Class members can share their own diverse lived experiences. Inviting guests to collaborate with learners is ideal, but when this is not feasible, finding other ways to include authentic voices is still valuable, such as Our Musical Island resource, youtube videos, articles, and/or podcasts. This enables thoughtful exploration of the connections and differences between musical traditions around the world, as well as the consideration of deeper themes such as the role music can play in their lives, communities, and social justice – music as power, music as protest, music as self-expression, and music as community. This enables a powerful opportunity to celebrate and explore the diversity that already exists in classrooms, and to prepare learners to be socially responsible citizens in a globalized world.

SP 1	Learners are expected to ...					
	demonstrate professionalism in the process of creating and performing music.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

MUS421D	MUS521D	MUS621D
<ul style="list-style-type: none"> a. perform their music safely and responsibly with each other within the classroom environment; b. perform their music with others in informal and formal settings; c. perform with musical sensitivity and expressiveness appropriate to a variety of musical styles; d. perform with expressive stage presence appropriate to a variety of musical styles; e. demonstrate professionalism as a performer; and f. demonstrate appropriate etiquette as an audience member. 	<ul style="list-style-type: none"> a. perform their music safely and responsibly with each other within the classroom environment; b. perform their music with others in informal and formal settings; c. perform with musical sensitivity and expressiveness appropriate to a variety of musical styles; d. perform with expressive stage presence appropriate to a variety of musical styles; e. demonstrate professionalism as a performer; and f. demonstrate appropriate etiquette as an audience member. 	<ul style="list-style-type: none"> a. perform their music safely and responsibly with each other within the classroom environment; b. perform their music with others in informal and formal settings; c. perform with musical sensitivity and expressiveness appropriate to a variety of musical styles; d. perform with expressive stage presence appropriate to a variety of musical styles; e. demonstrate professionalism as a performer; and f. demonstrate appropriate etiquette as an audience member.

✓ Citizenship ✓ Communication	✓ Critical Thinking ✓ Technological Fluency	✓ Personal-Career Development ✓ Creativity and Innovation	Essential Graduation Competencies
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ELABORATIONS

Learners will gain an understanding of the importance of demonstrating positive professionalism in the process of the performance experience and the excellence required to create professional performances. Such learning begins with the individual and their willingness to positively explore every musical learning opportunity, whether as an individual or within the group ensemble setting. Learners will apply the principles of musicianship to more profoundly create, interpret, understand, and appreciate music during the performance process. This is an imperative process for those considering a career in the professional music scene. Learners will discover and showcase their unique characteristics and strengths through choosing repertoire, making musical choices to showcase the music they have chosen, and demonstrating an awareness of their own sound and how it reflects their own identity.

Simple Ideas for Showcasing Performance Professionalism:

Learners will gain an understanding of the importance of working as an individual and with others in the creating and sharing music making process by:

- practicing safe health and wellness standards (physical, mental, social-emotional, and spiritual wellness);
- preparing pieces and lesson material prior to class and more formal performance ventures;
- demonstrating a positive, engaged, persistent, reliable, and productive work ethic; displaying a dedication to learn; and being punctual for and attending class;
- displaying respect for and the maintenance of the performance instruments and space;
- being open to new ideas and suggestions to create the best learning and performance possible; and
- engaging in various learning opportunities within and outside the classroom to further their learning.

Simple Ideas for the Performance Process:

Learners are expected to have increasingly more creative control over the performance process. There are many roles and responsibilities involved to create a performance for many audiences. It is important to know who the audience is and what venue you are using to create your vision. Once you have these main points solidified, the creative process could involve:

- choosing an occasion/theme;
- writing a song and/or script or arranging songs;
- choosing appropriate music and creating a set list for a given audience and performance opportunity;
- considering logistics for repertoire, staging, instrumentation, and choreography;
- planning adequate rehearsal time and scheduling;
- deciding responsibilities with key roles: sound, lighting, sets, costumes, tickets, door, transportation; and
- marketing branding and social media (if using).

Learners will examine the role of technology in the creation and distribution of popular music. This may include discussions on current trends in social media platforms, streaming services, and radio air-play. Learners can explore using a DAW (Digital Audio Workstation) to create a unique performing experience. The learners and music specialist can work together to create a new track or manipulate an existing track using a DAW. The digital file created using the DAW can be used in collaboration with a live performer for a back up track or as its own instrumental part in a performance, such as an electroacoustic composition or a hip hop performance.

Simple Ideas for Creating Stage Presence:

In popular music, one must always consider the importance of stage presence. Part of this process is understanding one's role in the performance, whether it be as part of an ensemble or as a solo act, and working towards effectively communicating the musical intent to the audience. An effective, expressive performance considers:

- facial expression;
- body language (individually, and in communicating with ensemble mates); and
- connection with the audience.

An expressive performance can look quite different depending on the personality of the artist, chosen musical genre, performance setting, and/or audience. Some musicians might tend to focus more on their individual role, and eventually learn how to engage more with their peers as they are performing. In ensembles, effective stage presence is greatly impacted by the performer's engagement and interaction with one another. It enables the creation of an energy that draws the audience in and heightens the overall performance.

RRA 1	Learners are expected to ...					
	refine live and recorded performances using the creative musical process.					
	Remembering	Understanding	Applying	Analysing	Evaluating	Creating

Achievement Indicators

Learners who have achieved this outcome should be able to ...

MUS421D	MUS521D	MUS621D
<ul style="list-style-type: none"> a. describe the criteria/standards of a quality musical performance; b. evaluate self and others' performances based on musical criteria/standards; c. articulate personal responses as a performer and audience member to a variety of musical styles; d. identify a variety of solutions to musical issues; e. identify musical choices that performers make to create expressive performances; f. critique the expressive nature of the music performed; and g. make expressive musical decisions as they apply to one's individual performances. 	<ul style="list-style-type: none"> a. apply the criteria/standards of a quality musical performance; b. evaluate self and others' performances based on musical criteria/standards; c. articulate initial reactions to musical experiences using musical language; d. identify a variety of solutions to musical issues; e. analyse musical choices that performers make to create expressive performances; f. critique the expressive nature of the music performed; and g. make expressive musical decisions as they apply to one's individual performances. 	<ul style="list-style-type: none"> a. apply the criteria/standards of a quality musical performance; b. evaluate self and others' performances based on musical criteria/standards; c. articulate initial reactions to musical experiences using musical language; d. identify a variety of solutions to musical issues; e. interpret musical choices that performers make to create expressive performances; f. critique the expressive nature of the music performed; and g. make expressive musical decisions as they apply to one's individual performances.



Citizenship



Communication



Critical Thinking



Technological Fluency



Personal-Career Development



Creativity and Innovation

Essential
Graduation
Competencies

ELABORATIONS

Learners are expected to reflect upon, respond, and analyse musical performances through the lens of both the performer and audience using active listening and critical thinking skills. A quality performance should involve technical proficiency, expressive elements, stage presence, and audience engagement. It should also exhibit an understanding of the composer's intentions which could involve one of the learners' own compositions. The exploration of criteria related to quality performances, based on cultural practices and music industry standards should enable the learners to establish a clear vision of the skills, technique, and performance practice needed to elevate their musicianship. In popular music, it's important to be able to offer, receive and consider feedback given on a performance in a professional and respectful manner. This may include constructive criticism from professionals and peers and/or general feedback from other listeners.

Throughout this process, learners will strengthen their decision making skills as they gain understanding and knowledge in the identification of quality musical work, as well as areas that might need improvement in one's own and other's performances. This can occur both during and following the performance. Reflecting, responding, and analysing is an imperative process for those considering a career in the professional music scene.

Simple Reflecting, Responding, & Analysing Ideas include:

In order to deepen a learner's awareness regarding how popular music artists create expressive musical performances, there are several areas to explore with increasing depth throughout the popular music courses. Learners will analyse musical choices that performers make to create expressive performances, such as instrumentation, feel, phrasing, groove, and the connection of text to their music. It is of the utmost importance for learners to learn to communicate the true essence and intent of the music to create expressive, meaningful musical performances.

During active listening practice learners are:

- identifying musical choices made by artists, songwriters, and producers in live performances and studio recordings;
- thinking about what makes music interesting by analysing artists, songwriters, and producers musical choices; and
- examining multiple quality recorded examples in a variety of musical genres to provide critical feedback for their peers and/or their own performances.

During a performance learners are:

- understanding a need to create space for a soloist to be featured by bringing the volume and intensity down;
- adding in some stylistic "comping" or accompaniment patterns to support the solo in the moment;
- identifying the moment when a vocalist misses an entrance and being able to "vamp" or repeat a section until they find their place; and
- continuously actively listening, critically thinking, and assessing their presentation while performing.

Following the performance learners can include reflecting, analysing, and responding practice through:

- class music sharing or master classes;
- listening assignments;
- peer and/or teacher feedback; and
- live performance reflections.

Learners will bring many unique perspectives, musical knowledge, and musical skills into the popular music classroom because of their experience, studies, and interests. The consistent reflection and analysis of the application of musical elements and musical artistry is vital for achieving a profound understanding of the selected repertoire, ensuring a polished and authentic delivery of the musical work's intended narrative. As well, this musical process enables the opportunity for learners to develop a sense of who they uniquely are and where they uniquely fit within their ensemble, thus a great platform for social emotional learning and the importance of inclusion, diversity, and equity within the classroom, community, and global world.

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