

Grade 9 Music

ENGLISH Program

Course Code	Course Credit	Course Code	Course Credit		
0258	Music 1A	0.5, 1.0	0266	Music 5A	0.5, 1.0
0259	Music 1B	0.5	0267	Music 5B	0.5
0260	Music 2A	0.5, 1.0	0268	Music 6A	0.5, 1.0
0261	Music 2B	0.5	0269	Music 6B	0.5
0262	Music 3A	0.5, 1.0	0270	Music 7A	0.5, 1.0
0263	Music 3B	0.5	0271	Music 7B	0.5
0264	Music 4A	0.5, 1.0	0272	Music 8A	0.5, 1.0
0265	Music 4B	0.5	0273	Music 8B	0.5

Discipline Overview

Arts education in Manitoba includes the disciplines of drama, visual arts, dance, and music. These disciplines represent expressive art forms and unique literacies that have the power to communicate and embody ideas and feelings by mobilizing the body, senses, mind, intellect, emotions, imagination, and intuition.

Arts education provides learners with the opportunity to get to know themselves better, to express themselves in a variety of ways, and to develop their perception, interpretation, and understanding of the world around them. It illuminates, deepens, and broadens the human experience. Drama, visual arts, dance, and music foster the development of global competencies and sustainable learning, diversify literacy choices, and contribute to learners' growth, well-being, and sense of identity.

Each of the arts education disciplines gathers four recursive learning areas highlighting important practices, skills, and abilities. These areas are *Making*, *Creating*, *Connecting*, and *Responding*. Arts language and practices (*Making*) are connected to how they may be used to create (*Creating*), to what understandings and significance the language and practices can communicate through diverse contexts (*Connecting*), and to how critical reflection about music transforms learning and develops identity and agency (*Responding*). Learning in these areas is not designed to be taught in isolation, but interdependently so that the learner can engage and mobilize these learning areas to stimulate and support artistic development. The butterfly images in [drama](#), [visual arts](#), [music](#), and [dance](#) illustrate recursive learnings in arts education.

Course Overview

In Grade 9, the learner

- develops language and practices for making music (*Making*)
- generates, develops, and communicates ideas for creating music (*Creating*)
- develops understandings about the significance of music by making connections to various contexts of times, places, social groups, and cultures (*Connecting*)
- uses critical reflection to inform music learning and to develop agency and identity (*Responding*)

Although these areas are distinct, their recursive learnings are designed to be achieved in an authentic and interdependent way. They are developed, recombined, and transformed across novel and varied contexts to deepen and broaden learning, which becomes more refined, sophisticated, and complex with time and new experiences.

Global Competencies in Music



Critical Thinking

Critical thinking in music consists of analyzing, synthesizing, interpreting, and evaluating the musical experience or work through observation, reflection, and reasoning in order to make informed judgments and choices to guide one's decisions and actions.

- Learners express their initial reactions by making personal connections and drawing on previous experiences.
- Learners use initial impressions as a starting point for reflection.
- Learners observe and describe the work or experience in music to facilitate interpretation, evaluation, and assessment.
- Learners determine how the musical elements are used, manipulated, and organized on the basis of observations, evidence, and analytical criteria.
- Learners analyze the work or experience in music while considering different perspectives and interpretations through listening, dialogue, questioning, and research to establish a common understanding.
- Learners give and justify their interpretations, preferences, and evaluations of work or experiences in music in order to make informed judgments and choices.
- Learners generate, co-construct, and weigh criteria to evaluate music experiences or work.



Creativity

Creativity in music is the ability to generate, imagine, develop, and transform ideas in order to invent, innovate, find solutions, or create music.

- Learners embrace ambiguity and are open to emerging and spontaneous ideas.
- Learners demonstrate curiosity, open-mindedness, flexibility, boldness, perseverance, and resilience.
- Learners generate ideas from a variety of sources (e.g., personal experiences, feelings, emotions, memories, observations, knowledge, current events, imagination, etc.) for creating music.
- Learners build on the ideas of others to create music.
- Learners experiment and develop ideas iteratively using music language (e.g., elements, terminology, techniques, tools, etc.).
- Learners evaluate, revise, refine, and share music in response to self-reflection or peer feedback.



Citizenship

Citizenship in music is linked to the ability to engage with cultural, social, political, environmental, and economic issues through artistic practices to facilitate a more humanitarian and sustainable world.

- Learners address and reflect on complex issues (ecological, social, political, and economic) in the creation, interpretation, and appreciation of music.
- Learners recognize the impact of principles of equity, human rights, and social justice on artists and their work.
- Learners explore the interconnectedness among themselves, others, and the natural world through works and experiences in music.
- Learners examine how music influences, comments on, and challenges identity, social, political, and cultural discourses by examining diverse viewpoints, experiences, and world views.
- Learners value other cultures, languages, and beliefs, and cultivate empathy, respect, inclusion, and compassion in order to navigate and negotiate the complexities of the contemporary world through musical experiences.
- Learners realize their potential through their artistic contributions.
- Learners engage with the arts community (e.g., artists, events, demonstrations, organizations, associations, community resources, innovations, etc.) and propose equitable solutions for the well-being of self, others, and the natural world.
- Learners apply ethical practices (e.g., copyright, intellectual property, etc.) to the creation, sharing, and consumption of music.



Connection to Self

Connection to self in music includes the development of one's identity, physical and spiritual well-being, resilience, autonomy, confidence, and perseverance. Practising music helps learners transform and develop, and it increases their self-esteem, motivation, and sense of belonging.

- Learners identify what contributes to their well-being in order to understand themselves better and to recognize their interests, values, strengths, challenges, and needs.
- Learners learn about the factors that shape their identity through musical experiences.
- Learners self-regulate, self-evaluate, and reflect on the musical experience to improve themselves.
- Learners set and pursue artistic goals for their learning in music, their well-being, and their future.
- Learners adapt to new experiences and renew their perception of self and the world with hope and perseverance.
- Learners recognize their role and the ways in which music shapes personal, cultural, and artistic identities and enhances life, learning, leisure, and work.



Collaboration

Collaboration in music is about learning from each other and working together toward a common goal to co-construct meaning using artistic language and processes related to music.

- Learners recognize and respect that others may have different perspectives, ideas, interpretations, and opinions about musical experiences.
- Learners understand that drawing on others' ideas can enrich their learning in music and deepen their thinking.
- Learners share their ideas and perspectives while valuing those of others.
- Learners apply the conventions of artistic performance (e.g., concerts, musical ensembles, etc.) by practising active listening.
- Learners give and accept feedback on their ideas and those of others.
- Learners share responsibilities and occupy various roles within a team.
- Learners engage with the community (e.g., artists, events, organizations, associations, community resources, etc.) to develop learning opportunities in music.
- Learners engage in the collective purpose or common goal while co-constructing music works and experiences with peers.



Communication

Communication in music is based on interaction with others or with a piece of music, enabling one to express or interpret messages, ideas, or emotions, and to respond to them using artistic languages and processes.

- Learners use musical language (e.g., elements, terminology, techniques, tools, etc.) to communicate ideas.
- Learners use various modes (e.g., oral, visual, sound/audio, media, gestural, symbolic, tactile, and spatial) and tools (ICT, digital, etc.) according to the learning context.
- Learners recognize the impact of their contributions to music on the development of their identity and relationships.
- Learners determine the artistic intent of a piece, taking into account the context and target audience.
- Learners seek to understand the messages in their music experiences through observation, active listening, questioning, and reflection.
- Learners examine and understand the ways in which music can communicate aspects of the person, culture, history, traditions, values, issues, and events.
- Learners deeply engage the body, senses, and imagination to express and communicate thoughts and feelings through music language.
- Learners make connections and build relationships through music experiences.
- Learners recognize the communicative power of music in building community.



Enduring Understandings

Making in Music

The learner develops language and practices for making music through listening and using oral, written, and visual music systems, tools, techniques, and elements of music. Music embodies and communicates ideas, feelings, and meaning through cognitive, physical, affective, and intuitive modes. The development of language and practices for making music illuminates, deepens, and broadens human experience through interactions, relationships, and individual and collective contributions.

Connecting in Music

The learner develops understandings about the significance, influence, impact, and role of music by making connections to the contexts of various times, places, social groups, and cultures. Engaging with music practices, forms, styles, traditions, and artists enables learners to understand the world around them and the perspectives of others. “Connecting” in music invites the learner to question the past, to challenge the present, and to shape the future.

Creating in Music

The learner engages in the creative process by generating, developing, and communicating ideas in music creation. The creative process in music provides opportunities for the learner to imagine possibilities, communicate complex ideas and emotions in unique and powerful ways, express the intangible, and explore identities. Through the creative process, learners explore multiple and sometimes unexpected ways to solve problems and find solutions. The divergent, open-ended creative thinking needed for the creative process is essential for all learning in today’s world.

Responding in Music

The learner uses critical reflection to inform music learning by responding, observing, describing, analyzing, and interpreting music experiences. The process of critical reflection in music enables learners to recognize different perspectives, challenge and construct ideas, beliefs, and values, and apply new understandings to their learning. This process informs the learner’s identity and agency and is necessary for transformative learning.



Learning Outcomes


Making (M-M): The learner develops language and practices for making music.

9-M-M1 The learner develops competencies for using tools and techniques to produce and represent sound and music in a variety of contexts by doing the following:

- Play, sing, produce, and/or reproduce sound and music to develop and refine technical skills and music artistry.
- Apply knowledge of sound-production tools and techniques appropriate to situated contexts (e.g., performing, improvising, composing, arranging, recording, sound editing, sampling).
- Select, encode, and decode music and sound (e.g., staff notation, expressive symbols and terms, graphic and digital representation, non-verbal cues, hand signs, gestures, rhythm syllables, invented notation) for making music in various contexts.
- Demonstrate conventions of group ensemble work, where appropriate.

9-M-M2 The learner develops skills listening competencies for making music by doing the following:

- Listen to make informed decisions and solve music challenges (e.g., related to performance practice, stylistically appropriate and characteristic tone, tuning, balance, and blend within an ensemble).
- Listen critically with discrimination and purpose to
 - situate and contextualize music (e.g., cultural/ideological/historical/social contexts, music style, genre, tradition, praxis)
 - support enjoyment and understanding of music
 - make and interpret music expressively and creatively
 - inform musical analysis, interpretation, appreciation, and evaluation
- Develop listening strategies (e.g., kinesthetic hearing, inner hearing, musical memory, playing/singing/composing by ear) for making and creating music.
- Listen critically to respond in artistic ways (e.g., in performance and interpretation, with aural cues and physical cues and gestures).



9-M-M3 The learner develops competencies for using elements of music in a variety of contexts by doing the following:

- Use musical elements to
 - make expressive, interpretive, and creative choices for music making
 - solve musical problems
 - communicate music practices, forms, styles, and genres
 - support musical growth
 - inform creative and critical thinking about music
- Select, adapt, manipulate, and combine music elements to communicate meaning and intent.
- Use music terminology to identify and describe how and why music elements are used.

Creating (M-CR): The learner generates, develops, and communicates ideas for creating music.


9-M-CR1 The learner generates ideas from a variety of sources for creating music by doing the following:

- Draw inspiration from personal experiences and relevant sources (e.g., feelings, memories, imagination, observations, associations, cultural traditions, responses to current events, social, political, historical, and environmental issues, curriculum studies, experiences with music).
- Explore a wide range of resources and stimuli (e.g., motifs, riffs, music and music excerpts, technical challenges from existing repertoire, movement, images, sounds, stories, poetry, artifacts, technology, multimedia) to ignite ideas and questions.
- Consider other arts disciplines (dance, dramatic arts, media arts, visual arts) and other subject areas to inspire ideas.
- Experiment with diverse music elements, techniques, tools, language, and practices.
- Engage in collaborative idea generation (plus-ing*) as inspiration and fuel for moving ideas forward.

*Plus-ing: In collaborative idea generation, the act of accepting any idea or adding to it.

9-M-CR2 The learner experiments with, develops, and uses ideas for creating music by doing the following:

- Remain open to emerging, serendipitous ideas and inspiration.
- Engage in cycles of experimentation and idea generation to consider possibilities and test out and elaborate ideas.

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- Integrate music elements, techniques, tools, forms, stylistic considerations, language, and practices.
 - Define, analyze, and solve creative music challenges.
 - Select, synthesize, and organize promising ideas, motifs, themes, and music elements to arrange, improvise, and compose, and for music production and creation.

9-M-CR3 The learner revises, refines, and shares music ideas and creative work by doing the following:

- Select and share music work in progress for ongoing feedback.
- Analyze, revise, rehearse, and refine music in response to critical self-reflection and feedback from others.
- Reconsider and/or confirm choices.
- Finalize and share music creation, composition, improvisation, and/or arrangement with communicative intent and audience in mind.
- Apply legal and ethical arts practices (e.g., related to copyright, intellectual property) when consuming, producing, and sharing music and other arts.


Connecting (M-C): The learner develops understandings about the significance of music by making connections to various contexts of times, places, social groups, and cultures.

9-M-C1 The learner develops understandings about people and practices in music by doing the following:

- Explore a range of music works, forms, genres, styles, traditions, innovations, and performance practices from various times, places, social groups, and cultures (including First Nations, Métis, and Inuit).
- Investigate contributors to music from a range of contexts (e.g., musician, composer, arranger, advocate, educator, historian, critic).
- Engage with local, Manitoban, and Canadian contributors and contributions to music (e.g., music arts, groups, events, community and cultural resources, innovations) to expand learning opportunities.

9-M-C2 The learner develops understandings about the influence and impact of music by doing the following:

- Examine ways that music and music artists influence personal growth, identity, and relationships with others.
- Examine the impact of context (e.g., personal, social, cultural, political, economic, geographical, environmental, historical, technological) on music and music artists.

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- Examine how music and music artists influence, comment on, question, and challenge social, political, and cultural discourse and identity.
 - Explore how music and music artists influence and are influenced by other arts disciplines and subject areas.

9-M-C3 The learner develops understandings about the roles, purposes, and meanings of music by doing the following:

- Explore how music and music artists make and communicate meaning and create unique ways to know self and to perceive the world.
- Examine how music can be a means of sharing diverse viewpoints and of understanding the perspectives of others.
- Examine ways that music reflects, interprets, and records traditions, values, beliefs, issues, and events in society and culture.
- Analyze the multiple roles and purposes of music for individuals and society (e.g., celebration, persuasion, education, commemoration, entertainment, commentary, recreation, communal events, therapy, religious/artistic/cultural expression).
- Investigate leisure and/or career and other lifelong possibilities in music (e.g., musician, composer, producer, arranger, recording studio technician, teacher, critic, historian, anthropologist, therapist, volunteer, listener/viewer).


Responding (M-R): The learner uses critical reflection to inform music learning and to develop agency and identity.

9-M-R1 The learner generates initial reactions to music experiences by doing the following:

- Suspend judgment and take time to deeply perceive music works and experiences before forming opinions, interpretations, and evaluations.
- Make personal connections to previous experiences with music and other art forms.
- Express first impressions (e.g., thoughts, feelings, intuitions, associations, questions, experiences, memories, stories, connections to other disciplines) evoked by music works and experiences as a starting point for critical analysis and reflection.

9-M-R2 The learner critically listens to, observes, and describes music experiences by doing the following:

- Discern details about music elements, forms, styles, gestures, and techniques to inform analysis, interpretation, judgment, and evaluation.
- Use music terminology to create rich, detailed observations (e.g., music elements, techniques, forms, motifs, structures, expressive and stylistic devices, genres, themes, patterns).

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- Build common understandings and considering different noticings about music works and experiences.

9-M-R3 The learner analyzes and interprets music experiences by doing the following:

- Analyze how music elements and techniques function, relate, and are manipulated, organized, and used for artistic and creative purposes.
- Connect analysis evidence to initial reactions and personal associations to form interpretations about meaning and intent.
- Examine a range of interpretations to understand that unique perspectives and lenses (e.g., social, cultural, historical, political, disciplinary) affect interpretation and appreciation.
- Refine ideas and ignite new thinking through listening to others, critical dialogue, questioning, and research.
- Probe, explain, and challenge interpretations, preferences, and assumptions about meaning and quality.
- Generate and co-construct criteria to critically evaluate artistic quality and effectiveness.

9-M-R4 The learner applies new understandings about music to construct identity and to act in transformative ways by doing the following:

- Justify own interpretations, decisions, preferences, evaluations, and possible changes in previous thinking.
- Recognize and respect that individuals and groups may have different opinions, interpretations, preferences, and evaluations regarding music experiences.
- Make informed judgments and choices for independent decision-making, evaluation, and action.
- Formulate ideas, beliefs, and values about music, and demonstrate an understanding of how they inform a sense of being and agency in the world.
- Apply beliefs and understandings about music in purposeful, autonomous ways to inform a sense of being and agency in the world.
- Identify ways that music contributes to personal, social, cultural, and artistic identity.

Curriculum Implementation Resources

Curriculum implementation resources are frequently added. Please refer to https://www.edu.gov.mb.ca/k12/framework/english/arts/music/resources/grade_9.html.