Supplement to the

MUSIC 8 TO 10 IRP (1995)

Required Program Model Content for
Music 10:

Concert Choir
Vocal Jazz
Concert Band
Jazz Band
Orchestral Strings
Guitar

TABLE OF CONTENTS

INTRODUCTION

This document is a supplement to the Music 8 to 10 Integrated Resource Package (IRP) 1995.

BACKGROUND

In 2002-2003, the Ministry of Education conducted a review of provincial graduation requirements. One result of that review was a decision to extend the scope of the Graduation Program from two years to three years. In the Graduation Program (2004), students who enter Grade 10 after June 30, 2004 will earn credits toward graduation in a three-year program, in grades 10, 11, and 12.

In the past, schools did not report grade 10 course grades to the Ministry of Education to be entered on student transcripts and calculated into the graduation credit formula. Integrated Resource Packages (IRPs) for grade 10 subjects in the fine arts and applied skills areas (1995-1998) were developed for delivery as year-long courses, and were designed as "general" courses in the subject to allow schools to design programs to meet the needs of their students.

One of the aims of the new Graduation Program (2004) requirements is to allow grade 10 students to have greater choice and flexibility in selecting courses to meet their education and career goals. To reflect that aim, this document outlines required program model content for six specific grade 10 music courses that can be offered in addition to the existing general Music 10 course. This document does not replace the prescribed learning outcomes for grade 10 music as outlined in the Music 8 to 10 IRP (1995). Each of the courses outlined here **must address both the prescribed learning outcomes and the required content** specific to the particular program model offered.

GRADUATION PROGRAM REQUIREMENTS

Under the Graduation Program (2004) requirements, all students must complete a minimum of 4 credits in the fine arts and/or the applied skills subject areas from grades 10 to 12.

To satisfy these graduation requirements, students may take one of the following:
- a 4-credit grade 10, 11, or 12 ministry-authorized fine arts course
  OR
- a 4-credit grade 10, 11, or 12 ministry-authorized applied skills course
  OR
- a 2-credit grade 10, 11, or 12 ministry-authorized fine arts course + a 2-credit grade 10, 11, or 12 ministry-authorized applied skills course

Grade 11 board/authority authorized (BAA) courses in the fine arts or applied skills subject areas only meet the graduation requirements if they address the prescribed learning outcomes of the Fine Arts 11 IRP and/or the Applied Skills 11 IRP. Grades 10 and 12 BAA courses do not meet the fine arts/applied skills graduation requirements.

Schools have the flexibility to deliver programs in these subject areas that meet the needs of their students and communities. However, school boards are required to offer a choice of a fine arts and an applied skills educational program to all students in the 2004 graduation program.

See the appendix to this document for a full list of all ministry-authorized fine arts and applied skills courses for grades 10 to 12.

MUSIC 8 TO 12

The following table lists all of the current ministry-authorized courses for music from grades 8 to 12.

	• Music 8	
	• Music 9	
	• Music 10: General Music 10 Program Models: • Music 10: Concert Choir • Music 10: Vocal Jazz • Music 10: Concert Band • Music 10: Jazz Band • Music 10: Orchestral Strings • Music 10: Guitar	
• Choral Music 11: Concert Choir • Choral Music 11: Vocal Jazz	• Instrumental Music 11: Concert Band • Instrumental Music 11: Jazz Band • Instrumental Music 11: Orchestral Strings • Instrumental Music 11: Guitar	• Composition and Technology 11
• Choral Music 12: Concert Choir • Choral Music 12: Vocal Jazz	• Instrumental Music 12: Concert Band • Instrumental Music 12: Jazz Band • Instrumental Music 12: Orchestral Strings • Instrumental Music 12: Guitar	• Composition and Technology 12

Schools are encouraged to provide opportunities for students to take more than one music course at each grade level. Each course must address all the learning outcomes for its designated grade.

FOR MORE INFORMATION

The following sources contain additional information about courses, graduation program requirements, and other relevant policy.

Integrated Resource Packages (IRPs)

IRP documents contain the prescribed learning outcomes for each subject and grade, as well as suggested instruction and assessment approaches for delivering the learning outcomes within a range of course structures. The full text of all IRPs is available at http://www.bced.gov.bc.ca/irp/irp.htm

Handbook of Procedures

For information on additional methods of achieving the fine arts Graduation Program requirements, please refer to the Ministry of Education's *Handbook of Procedures*.
http://www.bced.gov.bc.ca/exams/handbook/handbook.htm

Fine Arts and Applied Skills Policy

Policy Document: Fine Arts and Applied Skills Requirements in the Graduation Program
http://www.bced.gov.bc.ca/policy/policies/fine_arts_and_applied.htm

Fine Arts and/or Applied Skills Requirement—2004 Graduation Program
http://www.bced.gov.bc.ca/graduation/finearts_qa.pdf

Course Codes

Course codes for ministry-authorized courses are listed in the Ministry of Education's *Course Information Book*.
http://www.bced.gov.bc.ca/graduation/courseinfo/

PROGRAM MODELS FOR MUSIC 10

The Music 8 to 10 IRP (1995) is designed to provide flexibility in organizing and implementing curriculum, and to acknowledge the existing programs already in place in BC schools.

In order to recognize the diverse nature of music program delivery, and to allow for greater student choice and flexibility within the new Graduation Program requirements, the learning outcomes for Music 10 can be delivered within a number of specific program models (courses), each of which must address distinct required content.

The content in the six Required Program Model Content charts beginning on the next page provides the framework within which the Music 10 prescribed learning outcomes can be delivered in specific course settings. The approved Music 10 courses, for which program model information is provided here, are as follows:
- Music 10: Concert Choir (MCC 10)
- Music 10: Vocal Jazz (MVJ 10)
- Music 10: Concert Band (MCB 10)
- Music 10: Jazz Band (MJB 10)
- Music 10: Orchestral Strings (MOS 10)
- Music 10: Guitar (MGR 10)

In addition to the courses outlined here, schools can continue to offer Music 10: General (MG 10), which corresponds to the curriculum as originally written in the Music 8 to 10 IRP (1995).

In each of the new Music 10 courses, teachers provide opportunities for students to achieve the prescribed learning outcomes for Music 10 within a particular choral or instrumental performance ensemble setting. Teachers need to design their courses and select repertoire to address both the prescribed learning outcomes and the required content specific to the particular course.

The Required Program Model Content charts on the following pages outline this content in relation to:
- technical competence—development of technique
- performance applications—performance skills and attitudes appropriate to a variety of performance contexts
- music literacy—notation, terminology, and the elements of music styles.

These three categories are not designed to replace or supersede the curriculum organizers for Music 10. Rather, they have been used to provide an alternate way of looking at course requirements and to highlight the commonalities that exist among the various fine arts subjects.

If students are taking more than one Music 10 course, they must satisfy the learning outcomes in relation to the content for each course for which they are receiving credit—for example, a student must satisfy the program model content for both Concert Choir (MCC 10) and Vocal Jazz (MVJ 10) in order to receive credit for both courses.

<table>
<tr><td colspan="2" style="text-align:center">Required Program Model Content
Music 10: Concert Choir (MCC 10)</td></tr>
</table>

Concert Choir 10 must incorporate the following content within the delivery of the prescribed learning outcomes for Music 10.

Technical Competence: development of techniques as specific to individual voices	• developing diction • developing tone quality (e.g., developing personal style, stylizing repertoire) • articulations, inflections, ornamentations (e.g., accents, staccato, legato, sostenuto, portamento) • development of intonation (e.g., assisted by technology, directed by conductor) • development of breath control (e.g., breathing strategies, sustaining notes for a longer time period) • development of range to two octaves (e.g., through sequential exercises) • blend and balance (e.g., both large and small ensemble experiences—listening skills)
Performance Applications: performance skills and attitudes appropriate to a variety of concert choir performance contexts	• awareness of the role of the individual voice within the ensemble (e.g., listening to determine blend with other voices) • vocal techniques appropriate to the repertoire • developing individual vocal style appropriate to the repertoire • appropriate etiquette for various venues and performance contexts • a cappella and accompanied performances for both individual and large ensemble • techniques for memorization (e.g., consider the form, rhyme scheme of the verses, story and meaning of the words, similarities to other known songs) • following and responding to the conductor • awareness of vocal health issues
Music Literacy: abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of concert choir music styles	• music theory (e.g., basic concepts found in intervals, chords, melodic lines, dynamics, articulations, timbres) • development of ear training • development of sight singing strategies specific to concert choir • singing one part in a two, three, or four part harmony • familiarity with a variety of concert choir repertoire • familiarity with examples of music from the major periods of music history and concert choir styles (e.g., pop, gospel, concert songs) • extensive study of a selected period or style as represented in performance repertoire (e.g., Classical period, gospel)

<table>
<tr><td colspan="2" style="background-color:purple;color:white;text-align:center">Required Program Model Content
Music 10: Vocal Jazz (MVJ 10)</td></tr>
<tr><td colspan="2">Vocal Jazz 10 must incorporate the following content within the delivery of the prescribed learning outcomes for Music 10.</td></tr>
<tr>
<td>Technical Competence: development of techniques as specific to individual voices</td>
<td>

jazz singing stylization of words in a legato phrase format
proper shaping of vowels
development of breath control (e.g., breathing strategies, sustaining notes for a longer time period)
development of range to two octaves
blend and balance (e.g., both large and small ensemble experiences—listening skills)
development of intonation (e.g., assisted by technology, directed by conductor)
jazz articulations (e.g., tenuto, staccato, marcato, fall-offs, plop, doit, flip, ghost, shake)
ability to scat sing at a basic level for a 12-bar blues

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<tr>
<td>Performance Applications: performance skills and attitudes appropriate to a variety of vocal jazz performance contexts</td>
<td>

awareness of the role of the individual voice within the ensemble (e.g., listening to determine blend with other voices)
development of own personal vocal style
appropriate performance etiquette for a variety of performance contexts
techniques for memorization (e.g., consider the form, rhyme scheme of the verses, story and meaning of the words, similarities to other known songs)
performing with the rhythm section
responding to various directions while performing
microphone techniques and basic movements (choreography) to enhance performance
responding in an appropriate manner to the reactions of the audience
awareness of vocal health issues

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<tr>
<td>Music Literacy: abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of vocal jazz music styles</td>
<td>

music theory (e.g., scat singing riffs, intervals, jazz harmonies, jazz chords, melodies)
development of ear training
development of sight singing strategies specific to vocal jazz
singing age-appropriate vocal jazz repertoire in two or three part arrangements (e.g., swing, blues, ballad, Latin)
familiarity with a variety of jazz singers and styles from 1900 to the present (e.g., Bessie Smith, Louis Armstrong, Diana Krall; ragtime, blues, swing)

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<tr><td colspan="2" style="text-align:center">Required Program Model Content
Music 10: Concert Band (MCB 10)</td></tr>
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Concert Band 10 must incorporate the following content within the delivery of the prescribed learning outcomes for Music 10.

Technical Competence: development of techniques as specific to individual concert band instruments	Winds • basic fingerings/slide positions for at least two octaves • developing intonation related to playing in different registers of the instrument • basic articulations (e.g., tenuto, staccato, heavy and light accents) • embouchure and breath control • introduction to the use of mutes (as applicable) • developing a satisfactory tone quality Percussion • matched grip stick techniques, tympani mallets, and basic bell techniques • special snare drum techniques (e.g., flams, single stroke and multiple stroke rolls, peredidles) • tuning drums and setting tympani pedals • developing tone quality and intonation Keyboard (acoustic or electric) • manipulation of different patch settings appropriate to the electronic keyboard in use • perform all major scales and minor scales, major and minor chords, and accompanying arpeggios • balance (e.g., solo vs. accompaniment) Bass (string or electric) • techniques such as pizzicato, bowing, picking (electric) • manipulation of amplifier settings to create certain effects • dampening strings, tuning, adjusting tuning pegs • balance with rest of bass section
Performance Applications: performance skills and attitudes appropriate to a variety of concert band performance contexts	• awareness of the role of the individual instrument within the ensemble (e.g., listening to determine blend with other instruments) • appropriate personal and group concert expectations and etiquette, including dress, posture, and respect for others • following and responding to the conductor • understanding the importance of appropriate playing posture • awareness of the role of the individual instrument within the ensemble • appropriate maintenance and care of instrument
Music Literacy: abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of concert band music styles	• music theory (e.g., write all major scales and major/minor intervals to one octave; basic terminology represented in concert band repertoire, particularly that related to tempo and dynamics) • development of ear training • development of sight reading strategies • overview of concert band repertoire from a range of periods and styles • extensive study of a particular period or style as represented in performance repertoire (e.g., Baroque period, military marches)

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<tr><td colspan="2" style="background:purple;color:white">Required Program Model Content
Music 10: Jazz Band (MJB 10)</td></tr>
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Jazz Band 10 must incorporate the following content within the delivery of the prescribed learning outcomes for Music 10.

| **Technical Competence**: development of techniques as specific to individual jazz band instruments | Winds
• fingerings/slide positions for at least two octaves
• basic jazz articulations (e.g., syncopation)
• correct embouchure technique
• developing intonation related to playing in different registers of the instrument
• embouchure and breath control issues for the instrument
• developing a satisfactory tone quality
• use of basic mutes for brass players (e.g., cup mute, straight mute, harmony mute)
• improvisation over 12-bar blues and basic chord changes

Percussion
• matched grip hand technique for sticks, mallets, and brushes.
• basic snare drum techniques (e.g., rolls, flams, rim shots)
• appropriate drum fills for various styles of repertoire

Keyboard
• proper fingering for scale passages
• use of 3-7 left hand chord voicings
• expanded comping techniques to enhance those found written in jazz band charts
• 12 bar blues improvisation, blues scales, major/minor scales, dorian/mixolydian modes

Guitar
• use of the pick when strumming
• knowledge of amplifiers and tone setting on the guitar to create the correct jazz sound
• tuning technique
• 12 bar blues improvisation, blues scales, major/minor scales, pentatonic scales, dorian/mixolydian modes
• basic chords in several positions (e.g., open, barre, intro jazz chords)

Bass:
• picking techniques using one or two fingers or using a pick
• basic bowing and plucking techniques for the standup bass
• 12-bar blues improvisation, major/minor scales, pentatonic scales, walking bass lines, mixolydian/dorian modes
• knowledge of bass amps and tone setting on the electric bass to create the correct jazz sound
• electric pickups for stand-up bass |
| **Performance Applications:** performance skills and attitudes appropriate to a variety of jazz band performance contexts | • awareness of the role of the individual instrument within the ensemble (e.g., listening to determine blend with other instruments)
• responding to directions from the band leader
• basic stage presence and etiquette
• understanding the importance of appropriate playing posture
• simple movements to support performance (choreography)
• maintenance of instruments
• strategies for performing with or without amplification
• responding in an appropriate manner to the reactions of the audience |

Music Literacy: abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of jazz band music styles	• music theory (e.g., basic notation and terminology as represented in performance repertoire; write all major, blues, pentatonic scales, and dorian and mixolydian modes as well as major/minor intervals to one octave) • development of ear training • development of sight reading strategies specific to jazz repertoire • overview of early jazz history, including exemplary performers on all the instruments represented in the jazz band • a variety of beginner to intermediate level jazz band repertoire (e.g., swing, blues, rock) featuring written solos and suggested improvisation solos • extensive study of a particular jazz style as represented in performance repertoire (e.g., big band, Latin)

Required Program Model Content
Music 10: Orchestral Strings (MOS 10)

Orchestral Strings 10 must incorporate the following content within the delivery of the prescribed learning outcomes for Music 10.

Technical Competence: development of techniques as specific to individual orchestral string instruments	- developing intonation - left hand techniques (e.g., first through third position, double stopping, chording) - basic articulations (e.g., staccato, attack, accent, release, tenuto) - bowing techniques (e.g., pizzicato, rhythmic slurring and detaché combinations, con sordino, senza sordino) - developing a satisfactory tone quality - play all major and minor scales in two octaves
Performance Applications: performance skills and attitudes appropriate to a variety of orchestral strings performance contexts	- awareness of the role of the individual instrument within the ensemble (e.g., listening to determine blend with other instruments) - performance etiquette appropriate to the performance context (e.g., dress, respect for others, commitment) - understanding of importance of appropriate playing posture - appropriate instrument maintenance including changing strings, adjusting bridge, adjusting tuning pegs - responding to both visual and verbal cues of the conductor
Music Literacy: abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of orchestral string music styles	- music theory (e.g., ability to write all major scales and major/minor intervals to one octave; knowledge of basic music terminology represented in the repertoire, particularly that related to tempo and dynamics) - development of ear training - development of sight reading strategies specific to orchestral strings - overview of orchestral string repertoire from a range of periods and styles - extensive study of a particular period or style as represented in performance repertoire (e.g., Classical period, chamber music)

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<tr><th colspan="2" style="background-color:purple;color:white;text-align:center">Required Program Model Content
Music 10: Guitar (MGR 10)</th></tr>
<tr><td colspan="2">Guitar 10 must incorporate the following content within the delivery of the prescribed learning outcomes for Music 10.</td></tr>
<tr>
<td>Technical Competence: development of techniques as specific to guitar</td>
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major scales in F, C, G, D, A, and E using the open position only
major and minor (harmonic melodic) scales with root on E string in one position up and down the neck (no open strings)
major and minor pentatonic scales up and down in all 12 keys in one position
harmonic progression of the 12 bar blues in keys of E, A, and G using I, IV, and V chords only
developing picking and strumming technique
acoustic guitar technique
basic electric guitar technique
basic contrapuntal classical techniques in first position
single note picking techniques (e.g., rest stroke/free stroke)
developing intonation

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<tr>
<td>Performance Applications: performance skills and attitudes appropriate to a variety of guitar performance contexts</td>
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keeping time within an ensemble
listening skills
understanding of importance of appropriate playing posture
solo and ensemble performance
knowledge of equipment needed to perform with an electric guitar (e.g., different types of guitars, patch chords, amps)
performance etiquette appropriate to the performance context (e.g., dress, respect for others, commitment)
responding to direction
awareness of the role of the individual instrument within the ensemble (e.g., listening to determine blend with other instruments)

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<td>Music Literacy: abilities to read and notate music ideas, use appropriate music terminology, and understand the elements of solo and ensemble guitar music styles</td>
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music theory (e.g., notation and terminology used in the performance repertoire; note reading to the fifth fret of the fretboard; ability to write all major, pentatonic, and blues scales as well as major/minor intervals to one octave)
development of ear training
development of sight reading strategies specific to guitar
fret board harmony (e.g., I, IV, V7)
overview of guitar repertoire from a range of periods and styles (e.g., rock, blues, Classical), including solo repertoire

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Appendix:

Ministry-Authorized
Fine Arts and Applied Skills Courses

The following tables list all of the ministry-authorized fine arts and applied skills courses for grades 10-12, as described in IRPs, 1995-2004 (available online at http://www.bced.gov.bc.ca/irp/irp.htm).

FINE ARTS

Grade 10	Grade 11	Grade 12
	• Fine Arts 11 (2 credits)	
• Dance 10: General • Dance 10: Dance Performance • Dance 10: Dance Choreography	• Dance: Choreography 11 • Dance: Performance 11	• Dance: Choreography 12 • Dance: Performance 12
• Drama 10: General • Drama 10: Theatre Performance • Drama 10: Theatre Production	• Drama: Film and Television 11 • Theatre Performance 11: Acting • Theatre Performance 11: Directing and Script Development • Theatre Production 11	• Drama: Film and Television 12 • Theatre Performance 12: Acting • Theatre Performance 12: Directing and Script Development • Theatre Production 12: Technical Theatre • Theatre Production 12: Theatre Management
• Music 10: General • Music 10: Concert Choir • Music 10: Vocal Jazz • Music 10: Concert Band • Music 10: Jazz Band • Music 10: Orchestral Strings • Music 10: Guitar	• Choral Music 11: Concert Choir • Choral Music 11: Vocal Jazz • Instrumental Music 11: Concert Band • Instrumental Music 11: Jazz Band • Instrumental Music 11: Orchestral Strings • Instrumental Music 11: Guitar • Music: Composition and Technology 11	• Choral Music 12: Concert Choir • Choral Music 12: Vocal Jazz • Instrumental Music 12: Concert Band • Instrumental Music 12: Jazz Band • Instrumental Music 12: Orchestral Strings • Instrumental Music 12: Guitar • Music: Composition and Technology 12
• Visual Arts 10: General • Visual Arts 10: Ceramics and Sculpture • Visual Arts 10: Drawing and Painting • Visual Arts 10: Media Arts 10	• Art Foundations 11 • Studio Arts 11: Ceramics and Sculpture • Studio Arts 11: Drawing and Painting • Studio Arts 11: Fabric and Fibre • Studio Arts 11: Printmaking and Graphic Design • Visual Arts: Media Arts 11	• Art Foundations 12 • Studio Arts 12: Ceramics and Sculpture • Studio Arts 12: Drawing and Painting • Studio Arts 12: Fabric and Fibre • Studio Arts 12: Printmaking and Graphic Design • Visual Arts: Media Arts 12

APPLIED SKILLS

Grade 10	Grade 11	Grade 12
	• Applied Skills 11 (2 credits)	
• Business Education 10: General • Business Education 10: Communication • Business Education 10: Entrepreneurship • Business Education 10: Finance and Economics • Business Education 10: Marketing	• Accounting 11 • Business Computer Applications 11 • Marketing 11	• Accounting 12 • Business Information Management 12 • Data Management 12 • Economics 12 • Entrepreneurship 12 • Financial Accounting 12 • Management Innovation 12 • Marketing 12
• Home Economics 10: General • Home Economics 10: Foods • Home Economics 10: Textiles • Home Economics 10: Family Studies	• Cafeteria Training 11 • Family Studies 11 • Food Studies 11 • Textile Studies 11	• Cafeteria Training 12 • Family Studies 12 • Food Studies 11 • Textile Studies 12
• Information Technology 10	• Information and Communications Technology: Applied Digital Communications 11 • Information and Communications Technology: Computer Information Systems 11 • Information and Communications Technology: Computer Programming 11 • Information and Communications Technology: Digital Media Development 11	• Information and Communications Technology: Applied Digital Communications 12 • Information and Communications Technology: Computer Information Systems 12 • Information and Communications Technology: Computer Programming 12 • Information and Communications Technology: Digital Media Development 12
• Technology Education 10: General • Technology Education 10: Drafting and Design • Technology Education 10: Electronics • Technology Education 10: Mechanics • Technology Education 10: Metalwork • Technology Education 10: Woodwork	• Automotive Technology 11 • Carpentry and Joinery 11 • Drafting and Design 11 • Electronics 11 • Metal Fabrication and Machining 11	• Automotive Technology 12 • Automotive Technology 12: Automotive Electricity and Electronics • Automotive Technology 12: Body Repair and Finish • Automotive Technology 12: Engine and Drive Train • Carpentry and Joinery 12 • Carpentry and Joinery 12: Cabinet Construction • Carpentry and Joinery 12: CNC Wood Processes • Carpentry and Joinery 12: Residential Construction • Carpentry and Joinery 12: Woodcraft Products • Drafting and Design 12 • Drafting and Design 12: Advanced Design • Drafting and Design 12: Architecture and Habitat Design

Grade 10	Grade 11	Grade 12
		• Drafting and Design 12: Engineering and Mechanical Drafting • Drafting and Design 12: Technical Visualization • Electronics 12 • Electronics 12: Analog Systems • Electronics 12: Digital Systems • Electronics 12: Robotics • Metal Fabrication and Machining 12: Advanced Fabrication • Metal Fabrication and Machining 12: Advanced Machining • Metal Fabrication and Machining 12: Advanced Welding • Metal Fabrication and Machining 12: Art Metal and Jewellery • Metal Fabrication and Machining 12: CNC Processes • Metal Fabrication and Machining 12: Forging and Foundry • Metal Fabrication and Machining 12: Sheet Metal