

Creative/Productive	CP		
Use voice, instruments, and technologies to express musical ideas	MCP10.1	MCP20.1	MCP30.1
Show growth in individual instrumental/voice techniques and knowledge of the elements of music	MCP10.2	MCP20.2	MCP30.2
Critical/Responsive	CR		
Respond to music and the creation of own music	MCR10.1	MCR20.1	MCR30.1
Investigate how music challenges thinking about values, ideas, beliefs	MCR10.2	MCR20.2	MCR30.2
Cultural/Historical	CH		
Develop the ability to distinguish aurally different eras, genres, styles, and/or feels of music by listening to and/or performing the representative music	MCH10.1	MCH20.1	MCH30.1
Explore the influence of music on culture, past and present, including Indigenous cultures	MCH10.2	MCH20.2	MCH30.2

SRPSD Music 10-30 is based on the Division Four Music Curriculum (1974).

This curriculum guide is organized into conceptual levels rather than chronological grade levels. However in such a limited work, only guidepost concepts and objectives and behavioural objectives can be tested.

The objectives of the 1974 music program are applicable to today's music program.

As general objectives we state that -

1. Music serves best when its integrity as an art is maintained.
2. Music of all periods, styles, forms and cultures belongs in the curriculum. The musical repertoire should be expanded to include music of our time in its rich variety, including currently popular teenage music, avant-garde music, folksongs of many cultures and music of other cultures.
3. Music educators should strive to develop programs of study that correlate performing, creating and listening to music and encompass a diversity of musical behaviour.
4. Music educators should promote aesthetic education, through the development of instructional programs.
5. Developments in educational technology, educational television, programmed instruction, and computer-assisted instruction should be applied to music study and research.
6. Greater emphasis should be placed on helping the individual student to fulfil his needs, goals and potential through music.

SRPSD Music 10-30 correlation to the Division Four Music Curriculum (1974) musical outcomes (skills, understandings, and attitudes):

Use voice, instruments, and technologies to express musical ideas (CP)

2. The student will be able to sing. The generally educated person is articulate. He uses his voice confidently in speech and in song.
3. The student will be able to express himself on a musical instrument. The generally educated person is curious. He is interested in how instrumental music is produced and willing to try his hand at making music, if only at an elementary level with a percussion instrument, a recorder or a "social-type" instrument.
1. The student will value music as a means of self-expression. The generally educated person recognizes music not only as a source of satisfaction because of its filling his desire for beauty, but also because of the unique way in which it expresses man's feelings.

Show growth in individual instrumental/voice techniques and knowledge of the elements of music (CP)

4. The student will be able to interpret musical notation. The generally educated person is literate. He understands arithmetical and musical symbols.
1. The student will understand the importance of design in music. The generally educated person understands the structure of various disciplines. He knows the component parts of music and the interrelationships that exist between melody, rhythm, harmony and form.

Respond to music and the creation of own music (CR)

1. The student will have skills in listening to music. The generally educated person listens with a purpose.
2. The student will desire to continue his musical experiences. The generally educated person continues to grow musically.

Investigate how music challenges thinking about values, ideas, beliefs (CR)

3. The student will understand the relationships existing between music and other areas of human endeavor. The generally educated person integrates his knowledge.

Develop the ability to distinguish aurally different eras, genres, styles, and/or feels of music by listening to and/or performing the representative music (CH)

4. The student will understand the place of music in contemporary society. The generally educated person is aware of his environment.
3. The student will discriminate with respect to music. The generally educated person has good taste.

Explore the influence of music on culture, past and present, including Indigenous cultures (CH)

2. The student will relate music to man's historical development. The generally educated person has historical perspective. He related this knowledge to man's social and political development.