

Title: Inspired by Canada Composition

Level: Grade 9 Music (AMU 10)

Connection to a Culminating Activity:

Through composing, this lesson will help students review musical terms, forms and creative strands. It also engages with literacy expectations. The lesson includes composition, notation and performance components, and can serve as a culminating or ongoing activity.

Overall and Specific Expectations:

Please see [this document](#) for overall and specific curriculum expectations

Learning Objectives:

Students will be able to interpret narratives to generate inspiration for a musical composition. They will be able to clearly notate a score which incorporates specific expectations. They will be able perform the piece, effectively performing required dynamic and feel changes, together with an ensemble or a backing track.

Success Criteria:

(See Rubric in the student handout)

“I know I’ve got it when” I am able to create a guided composition that represents a musical story

“I know I’ve got it when” I am able to perform my piece with an ensemble or using a backing track

Prior Student Knowledge Required:

- Intermediate knowledge of musical terminology, including dynamics, tempo, and ensemble
- Grade-appropriate grounding in reading and writing musical notation
- Familiarity with theoretical concepts such as binary form, unison rhythms, and call and response
- Familiarity with performance and creative concepts such as musical “feels” and musical storytelling
- Experience playing with backing tracks or in an ensemble

Learning Modifications and Considerations:

- ESL / ELL Students may need support in reading.
- ESL A and B students may need to use translation programs.
- This assignment's style caters to visual and tactile learners. It has expectations from the Creation Strand: Performing, Composing and Arranging.
- An alternate topic for students may be having them select a topic that reflects their lived experiences.

Other Considerations

This assignment could lead to emphasizing biases, stereotyping or reinforcing discriminatory perceptions of parts of Canada through composing. Students should be encouraged to think critically. A background in Canadian Geography or History, or knowledge of the history and culture associated with various regions, is beneficial to this lesson. Teachers are encouraged to explore further and reflect on their own perceptions of Canadian identity and its diverse culture.

Outline of Lesson

Instruction #1 → Being Inspired by Canada (~15 min.)

- Introduce the assignment (as outlined on the student handout).
 - The concept is a composition assignment with an inspiring theme that promotes learning of diversity, equity and Canadian content, perhaps reinforcing learning from other courses. Some music students might have already taken Grade 9 Geography or Grade 10 History, or have prior knowledge.
- Give students ~10 minutes to read and reflect on the [article](#).

Instruction #2 → Discussing Canadian Music and Culture (~15-20 min.)

Guiding Question: "What do you think of musically, when you think of this part (or another part) of Canada?" **(This question can lead to the following discussion, and serve as inspiration for the piece, without needing to read the article).*

Optional: Have students discuss the article and Canadian music and culture

- "What did you expect musicians to encounter on their tour?"
- "What sounds or motifs would you use to depict those encounters?"
- "What do you think of when musicians travel on tour - would they be exposed to much of the area? Would they have time or care to notice the land and its people?"
- "How has Canadian culture changed over time? Has that been reflected in music?"

If you wish to explore different regions, check out [these articles](#) for alternative inspiration! Consider also using this opportunity for students to reflect on their own experiences of Canadian culture within their families, vacations, etc.

Instruction #3 → Composing the Piece (Varies)

Students may complete the assignment outside of class time, or be provided in-class time to brainstorm, compose, receive teacher feedback and rehearse. Including **Instruction #4**, students would ideally have three to five 75-minute classes for completing the assignment, with at minimum two full periods to introduce the assignment and perform the pieces.

Instruction #4 → Performances (75 minutes, or full period)

Devote one 75-minute period to performance and informal student reflection. This time for the class to discuss the composition and performances provides an opportunity for critical thinking; to examine how the scenes were represented musically; and to discuss what surprised them about the pieces and performances.

This set of curriculum expectations for [Inspired by Canada: Composition](#) was developed by Laura Drexler (BA, BMA, B.Ed, OCT) with Bandology Canada, Inc. www.bandology.ca

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