Professional Music and Song Techniques

2005 Version

Québec 🔳

Professional Music and Song Techniques

2005 Version

Training Sector

Arts

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The program *Professional Music and Song Techniques*, comprising a common core and two specialization options, *Composition and Arrangement* and *Performance*, was prepared in 2001. A third specialization option, *Music Theatre Performance*, was prepared in 2004 to meet the new training needs observed in the field.

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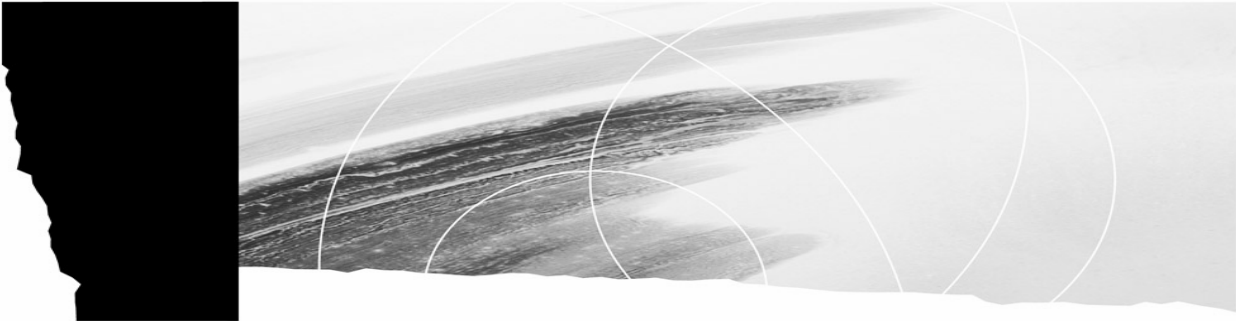*Jean-Paul Rajotte*
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Table of Contents

551.A0	**Professional Music and Song Techniques**

Year of approval: 2005

Certification:	Diploma of College Studies
Number of credits:	90 credits
Total duration:	2010 hours of instruction

General education components:	660	hours of instruction
Program-specific component:		
Common core and Specialization option A, Composition and Arrangement:	1350	hours of instruction
Common core and Specialization option B, Performance:	1350	hours of instruction
Common core and Specialization option C, Music Theatre Performance:	1350	hours of instruction

Conditions for Admission:

To be admitted to the program, students must meet the general conditions for admission set out in section 2 of the *College Education Regulations*, as well as the following requirements:

- Students must have successfully completed the secondary program Music 534.

In addition, under section 2, the college may set special admission requirements, such as successfully completing an audition for the specialization option *Music Theatre Performance*.

Introduction to the Program

The *Professional Music and Song Techniques* program is in keeping with the aims and orientations of technical education that guide the Ministère de l'Éducation, du Loisir et du Sport. Designed in accordance with the framework for developing technical programs, this program is based on competencies, formulated in terms of objectives and standards.

The *Professional Music and Song Techniques* program includes a general education component common to all programs (16 2/3 credits), a general education component adapted to this program (6 credits), a complementary general education component (4 credits) and a program-specific component of 63 1/3 credits for each specialization.

The program-specific component was also designed according to the framework for developing technical programs. This approach requires the participation of people working in the field and in education, and takes into account training needs, the job analysis and the general goals of technical education. The objectives and standards serve as the basis for the definition and the evaluation of learning activities, for which the colleges are responsible.

By successfully completing this program of study, students acquire not only the entry-level competencies required by the workplace to practise a trade or occupation, but also a range of knowledge, skills and attitudes that will ensure the students' versatility.

General Education Component Common to All Programs   **(16 2/3 credits)**

0004   To analyze and produce various forms of discourse.

0005   To apply a critical approach to literary genres.

0006   To apply a critical approach to a literary theme.

00B2   To apply a logical analytical process to how knowledge is organized and used.

000G   To apply a critical thought process to world-views.

0017   Appliquer les notions de base de la communication en français courant.

or

000A   Communiquer en français avec une certaine aisance.

or

000B   Communiquer avec aisance en français.

or

000C   Traiter d'un sujet culturel et littéraire.

0064   To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

0065   To improve one's effectiveness when practising a physical activity.

0066   To demonstrate one's responsibility for being physically active in a manner which promotes health.

General Education Component Adapted to This Program   (6 credits)

000L   To communicate in the forms of discourse appropriate to one or more fields of study.

000U   To apply a critical thought process to ethical issues relevant to the field of study.

0018   Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

or

000Q   Communiquer en français dans un champ d'études particulier.

or

000R   Communiquer avec aisance en français dans un champ d'études particulier.

or

000S   Disserter en français sur un sujet lié au champ d'études.

Complementary General Education Component   (4 credits)

000V   To estimate the contribution of the social sciences to an understanding of contemporary issues.

000W   To analyze one of the major problems of our time using one or more social scientific approaches.

000X   To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.

000Y   To resolve a simple problem by applying the basic scientific method.

000Z   To communicate with limited skill in a modern language.

0010   To communicate on familiar topics in a modern language.

0067   To communicate with relative ease in a modern language.

0011   To recognize the role of mathematics or informatics in contemporary society.

0012   To use various mathematical or computer concepts, procedures and tools for common tasks.

0013   To consider various forms of art produced by aesthetic practices.

0014   To produce a work of art.

Program-Specific Component   **(63 1/3 credits)**

Common core

01FA To use elements of musical language.
01FB To transcribe musical materials.
01FE To perform musical works.
01FF To appreciate characteristics of musical works.
01FG To develop instrumental versatility.
01FH To develop artistic sensibility.
01FJ To adapt to new technologies in music.
01FL To manage a career.

Specialization option A, Composition and Arrangement

01FC To master the popular music idiom.
01FD To transcribe a piece of popular music.
01FK To establish professional communications.
01FM To arrange a piece of popular music.
01FN To compose a piece of popular music.
01FP To record popular music.
01FQ To compose a song.

Specialization option B, Performance

01FC To master the popular music idiom.
01FD To transcribe a piece of popular music.
01FK To establish professional communications.
01FR To perfect instrumental or vocal technique.
01FS To function as a professional popular music soloist.
01FT To function as a professional performer in a small popular music ensemble.
01FU To function as a popular music studio musician.
01FV To function as a popular music accompanist.
01FW To produce a popular music show.

Plus one elective for specialization option B

01FX To improvise in a popular music context.
01FY To make expressive use of stage technics.

Specialization option C, Music Theatre Performance

01FR To perfect instrumental or vocal technique.

048Q To master spoken-voice techniques.

048R To master the fundamental elements of acting.

048S To use dance techniques.

048T To establish professional relationships.

048U To assimilate a music theatre role.

048Y To build up a repertoire for music theatre auditions.

048V To make a studio recording of a music theatre number.

048W To prepare for a performance of a music theatre show.

048X To perform a role in a music theatre show.

Glossary

Program

A program is an integrated set of learning activities leading to the achievement of educational objectives based on set standards (*College Education Regulations,* section 1).

Competency

In the program-specific component of a technical program: a competency is the ability to act successfully and evolve in order to adequately perform work-related tasks and activities based on an organized body of knowledge, skills in a variety of fields, perceptions, attitudes, etc. (*Élaboration des programmes d'études techniques*, *Cadre-général – Cadre technique 2002*, p. 15).

Objective

An objective encompasses the competency, skills or knowledge to be acquired or mastered (*College Education Regulations,* section 1). It describes the competency to be acquired and includes the statement of the competency as well as the elements needed to understand it.

Statement of the Competency

In the program-specific component of a technical program, a statement of the competency is derived from the job analysis, the general goals of technical education and, in certain cases, other determinants. In the general education components, the statement of the competency is the result of an analysis of general education needs.

Elements of the Competency

In the program-specific component of a technical program, the elements of the competency include only what is necessary in order to understand the competency. They specify the major steps involved in carrying out a task or the main aspects of the competency.

In the general education components, the elements of the objective, formulated in terms of a competency, specify the main aspects of the competency. They include only what is necessary in order to understand and attain the competency.

Standard

A standard is the level of performance at which an objective is considered to be achieved (*College Education Regulations,* section 1).

Achievement Context

In the program-specific component of a technical program, the achievement context corresponds to the situation in which the competency is exercised at entry level on the job market. The achievement context does not specify the context for learning or evaluation.

Performance Criteria

In the program-specific component of a technical program, the performance criteria define requirements by which to judge the attainment of each element of the competency and, consequently, of the competency itself. The performance criteria are based on the requirements at entry level on the job market. The performance criteria are not the evaluation instrument but, rather, they serve as a reference for the development of the evaluation instrument. Each element of the competency requires at least one performance criterion.

In the general education components, the performance criteria define the requirements for recognition of the attainment of the standard.

All the criteria must be respected for the objective to be recognized as having been attained.

Learning Activities

In the program-specific component of a technical program, the learning activities are classes (or labs, workshops, seminars, practicums or other educational activities) designed to ensure the attainment of the targeted objectives and standards. Colleges are entirely responsible for defining the learning activities and organizing the way in which programs are offered.

In the general education components, the elements of the learning activities that may be determined in whole or in part by the Minister are the field of study, the discipline(s), the weightings, the total hours of instruction, the number of credits and any details deemed essential.
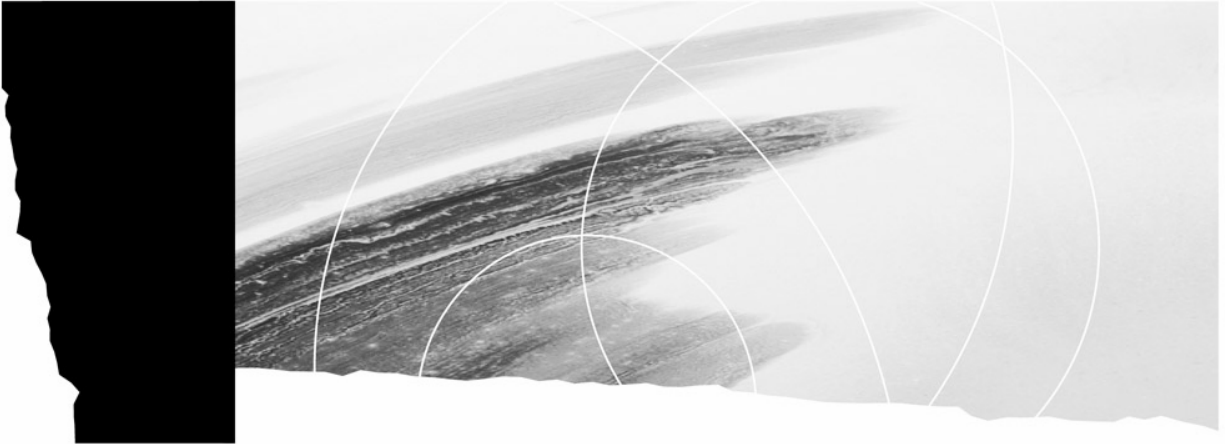
Part I

Goals of the General Education Components

Educational Aims of the General Education Components

Objectives and Standards of the General Education Components

Goals of the General Education Components

In Québec, college is the next stage after the compulsory years of schooling in elementary and secondary school, during which students acquire basic knowledge and skills. It represents a major crossroads in that it places greater emphasis on the cultural content of education and leads directly to the job market or to university. The college system meets current needs with respect to technical and pre-university education. It allows students to further their education without narrowing their options, since they may switch from one type of program to the other. Finally, it provides students with a well-rounded, balanced education.

General education is an integral part of every program and comprises three components: a component common to all programs, a component adapted to the particular program and a complementary component. The aim of general education is threefold: to provide students with a common cultural core, to help them learn and develop generic skills, and to foster desirable qualities and attitudes. Its purpose is to educate students as individuals, to prepare them for their role as responsible members of society and to enable them to share in the common cultural heritage.

Common Cultural Core

The common cultural core is intended to help students:

- master the language of instruction as a tool for communication and reflection
- master the basic rules of rational thought, discourse and argumentation
- communicate in another language, primarily French or English
- be open to the world and to cultural diversity
- appreciate the riches of our cultural heritage through awareness of the accomplishments of human civilization
- relate to major currents in the history of human thought
- think independently and critically
- develop personal and social ethics
- acquire the knowledge essential for their physical and intellectual well-being
- become aware of the need to develop habits conducive to good health

Generic Skills

General education allows students to acquire and develop the following generic skills:

- conceptualization, analysis and synthesis
- coherent reasoning
- critical judgment
- articulate expression
- the ability to apply what they have learned to the analysis of situations
- the ability to apply what they have learned to decision making
- work methods
- the ability to reflect on what they have learned

Desirable Qualities and Attitudes

The common cultural core and generic skills help students acquire and develop the following qualities and attitudes:

- autonomy
- a critical sense
- awareness of their responsibilities toward themselves and others
- open-mindedness

- creativity
- openness to the world

These goals apply to the three general education components:

- General education component common to all programs, which is allotted 16 2/3 credits distributed as follows:

  – language of instruction and literature: 7 1/3 credits
  – humanities or *philosophie*: 4 1/3 credits
  – physical education: 3 credits
  – second language: 2 credits

- General education component adapted to programs, which introduces tasks or learning situations that are relevant to the program-specific component of a program. The breakdown of credits, for a total of 6, is as follows:

  – language of instruction and literature: 2 credits
  – humanities or *philosophie*: 2 credits
  – second language: 2 credits

- Complementary general education component, which provides students with learning activities chosen to balance their training and complement the program-specific component. Students may choose courses for a total of 4 credits in the following areas:

  – social sciences
  – science and technology
  – modern languages
  – mathematics and computer literacy
  – art and aesthetics

The knowledge and skills acquired in the general education components should be emphasized and, whenever possible, applied in the program-specific component, and vice-versa. Thus, general education and the program-specific component of a program enhance each other as they contribute to the students' overall education.

Each college-level institution must provide general education through learning activities that are consistent with its educational project, in keeping with the aims, subject areas and ministerial guidelines provided.

The objectives and standards in the general education components were developed according to the provisions of the *College Education Regulations* (R.S.Q., c. C-29, s. 18).

Educational Aims of the General Education Components

The educational aims describe how each field of study in the common, adapted and complementary components of general education contributes to achieving the goals of general education. For the common and adapted components, the educational aims include a general statement of the role of each field of study; the principles underlying this role; the expected outcomes that define, in terms of cultural knowledge, generic skills, and qualities and attitudes, the contribution of each field to the achievement of the goals of general education; and an explanation of the sequence of objectives and standards.

General Education Common to All Programs and General Education Adapted to Programs

English, Language of Instruction and Literature

General Education Common to All Programs

The three sets of objectives and standards in English, Language of Instruction and Literature, pursue two general goals: mastery of the language of instruction and exploration of the riches of the literary heritage. Achievement of these goals is intended to bring the students to a college level of proficiency in the areas of reading, writing, listening and speaking. Building on the skills developed by students on completion of secondary school, the English program places a marked emphasis on written production and reading comprehension while at the same time consolidating listening and speaking skills.

The mastery of language skills will be achieved through regular and ongoing observance of the rules of correct writing and speaking and the production of texts, supported by reading and the study of literature. Students will also be encouraged to develop an appreciation of literature by becoming acquainted with a number of significant literary works representative of various genres and periods and expressing a variety of literary themes. Both the aesthetic and cultural value of these texts and their formal aspects will be the objects of study.

All students entering college will begin their English studies with an introductory set of objectives and standards. This set has two possible formats. While both provide a range of reading, writing and literary activities, one includes additional reinforcement of reading and writing skills.

General Education Adapted to Programs

The set of objectives and standards for English, Language of Instruction and Literature, is placed in the context of general education and is a complement to the general education common to all programs. Students will develop the skills required in order to communicate in the forms of discourse appropriate to their field of study.

Expected Outcomes

Students, who have achieved the general education objectives in English, Language of Instruction and Literature, will be able to:

- demonstrate a college level of proficiency in the areas of reading, writing, listening and speaking
- develop their own ideas into arguments and theses, organize them and edit their work
- understand basic vocabulary and terminology used when discussing literature
- analyze literary works

Humanities

Humanities, as part of the core curriculum, is intended to promote personal and social development and to give students a foundation that will help them understand their roles in contemporary society as members of the labour force, citizens and individuals. The three sets of objectives and standards in Humanities propose common frameworks for understanding the experiences, ideas and values of human beings and their diversity. They are aimed at developing critical thinking, reinforcing the ancillary skills involved in careful reading, organized writing, and well-developed oral presentations, and, where appropriate, improving media and computer literacy. Once students have mastered the three-stage process of analysis, synthesis and evaluation, they will be able to reflect in an informed manner and to communicate what they have learned in an organized and coherent fashion.

Principles

1) Humanities constitutes a thematic, multidisciplinary, at times transdisciplinary, exploration of the human experience, including its accomplishments, failures, abilities, creations, ideas and values.

2) Humanities helps students to recognize, define and classify information and provides them with common frameworks for diverse methods of analyzing, synthesizing and evaluating conceptions of society, knowledge and values.

3) Humanities aims to prepare students for common civic responsibilities and the exercise of rights.

4) Humanities pursues the general goal of developing critical thought, valuing it and recognizing its limitations.

Expected Outcomes

Students who have achieved the general education objectives in Humanities will be able to:

- describe, explain and organize main elements, ideas, values and implications of a world-view in a coherent fashion
- compare world-views
- recognize the basic elements in a specific example of the organization, transmission and use of knowledge
- define the dimensions, limits, and uses of knowledge in appropriate historical contexts
- identify, organize and synthesize the salient elements of a particular example of knowledge
- situate important ethical and social issues in their appropriate historical and intellectual contexts
- explain, analyze and debate ethical issues in a personal and professional context

Sequence of Objectives and Standards

The first two sets of objectives and standards in Humanities, which are part of the general education component common to all programs, develop similar skills in a recursive fashion.

In the first set the emphasis is on how knowledge is defined, acquired, classified, transmitted and applied. Students examine both messages and media to identify the strengths and limitations of each. Students learn to situate knowledge in a social, historical and personal context, a skill they will need in order to become lifelong learners.

The second set focuses on how individuals, groups, societies or nations organize ideas, perceptions and values into explanatory patterns. Students explore major ideas and value systems by which diverse individuals, groups, societies or nations seek to explain the world and their place in it.

The third set, which is part of the general education component adapted to programs, is aimed at deepening and reinforcing the critical thinking skills developed in the first two sets. It is, therefore, sequenced so that students can build on the critical skills, knowledge and insights developed in the first two sets. By situating these issues in their appropriate world-view and knowledge contexts, students

develop a critical and autonomous approach to ethical values in general and to the values involved in their own fields of interest in particular. This final set also provides students with an opportunity to consolidate personal and social values.

Français, langue seconde

L'enseignement du français, langue seconde, contribue à la formation fondamentale de la personne, en même temps qu'il a pour objet de lui permettre de communiquer efficacement avec ses concitoyens et concitoyennes.

Principes

1) La maîtrise du français, langue seconde, est essentielle pour quiconque veut participer pleinement à la vie de la société québécoise, dont le français est la langue officielle. En conséquence, la formation générale en français, langue seconde, a pour finalité de rendre les étudiants et les étudiantes aptes à utiliser de façon efficace les moyens dont dispose la langue pour communiquer en société. À cette fin, ils devront acquérir des connaissances en vue de les déployer dans les formes de discours qu'il leur faudra pratiquer.

2) À leur arrivée au collégial, les étudiants et les étudiantes ont déjà acquis des compétences dans les quatre habiletés langagières, à savoir : parler, lire, écouter et écrire, mais sont, de façon générale, plus compétents en matière d'expression orale. En conséquence, la formation porte sur le développement des quatre habiletés langagières tout en mettant l'accent sur la lecture et l'écriture.

3) En tant que partie intégrante de la formation générale, le français, langue seconde, contribue au développement de la pensée critique et de l'expression structurée.

Résultats attendus

Tout étudiant ou toute étudiante qui a atteint les objectifs de formation générale en français, langue seconde, pourra, selon son niveau de compétence, montrer :

- que, sur le plan des connaissances, il ou elle :
    – sait faire une présentation orale structurée;
    – connaît les différentes formes du discours;
    – connaît les différentes techniques de lecture et d'écriture;

- que, sur le plan des habiletés, il ou elle :
    – est capable de questionner, d'analyser, de juger, et d'argumenter en français;
    – est apte à entretenir des rapports sociaux et à partager la vie culturelle du Québec;
    – est apte à établir, à poursuivre et à pratiquer des rapports professionnels en français;

- que, sur le plan des qualités et des attitudes à développer, il ou elle :
    – fait preuve d'ouverture par rapport aux différents aspects de la culture québécoise;
    – a conscience des différences et des similitudes entre sa culture d'origine et la culture québécoise francophone;
    – a la préparation voulue pour s'insérer dans la vie sociale et économique.

Séquence des objectifs et des standards

Pour répondre aux divers besoins d'apprentissage des étudiants et des étudiantes du collégial, les ensembles en français, langue seconde, sont répartis selon quatre niveaux. Chacun de ces niveaux permet d'amener les étudiants et les étudiantes à interpréter et à produire des textes de plus ou moins grande complexité.

La formation générale en français, langue seconde, comporte deux ensembles prévus en séquence. Le premier, qui fait partie de la formation générale commune à tous les programmes, a pour objet de

consolider les connaissances linguistiques déjà acquises et de les développer pour amener les étudiants et les étudiantes à communiquer de façon plus précise sur le plan tant du vocabulaire et de la syntaxe que de l'organisation textuelle.

Le second ensemble, qui fait partie de la formation générale propre aux programmes, s'appuie sur les acquis développés dans le premier ensemble en les enrichissant d'éléments de compétence liés aux champs d'études de l'étudiant ou de l'étudiante. On cherche à développer la précision de l'expression dans des situations de communication particulières qui relèvent du champ d'études de l'étudiant ou de l'étudiante.

Physical Education

Physical Education is aimed at promoting the development of the whole person and encouraging students to acquire responsible behaviours with respect to their health and quality of life.

Principles

1) Physical Education introduces students to different ways of being physically active with a view to making them aware that they are responsible for their health. Students learn concepts and acquire knowledge drawn from research, and methodically apply them to physical activities that will lead them to adopt healthy lifestyle practices.

2) Physical Education enables students to improve their efficiency in an activity and, in doing so, serves to increase their motivation and perseverance to remain physically active, and makes them aware of the contributing factors. To this end, students use a learning process designed to enhance their aptitudes (i.e. their skills and attitudes) for a given physical activity.

3) Physical Education helps students take responsibility for their own health through the maintenance and improvement of their physical fitness and through the sensible practice of physical activity. Students learn to combine being physically active in an effective manner with other factors that promote health.

4) Physical Education makes students aware of the importance of sharing the knowledge and behaviours they have acquired. The pleasure and sense of well-being students get out of Physical Education classes motivate them to encourage others to be physically active and to adopt healthy practices.

Expected Outcomes

Students who have achieved the general education objectives in Physical Education will be able to demonstrate:

- their knowledge of:
  – the relationship between physical activity, lifestyle and health based on the findings of scientific research
  – the scientific principles for improving or maintaining physical fitness
  – ways to assess their abilities and needs with respect to activities that can improve their health
  – the rules, techniques and conditions involved in different types of physical activity
  – a method for setting goals
  – the factors that help make physical activity part of their lifestyle

- the skills that will enable them to:
  – choose physical activities on the basis of their motivation, abilities and needs
  – establish relationships between lifestyle and health
  – apply the rules, techniques and conditions involved in different types of physical activity
  – set goals that are realistic, measurable, challenging, and situated within a specific time frame

- improve their mastery of the basic techniques, tactics and strategies associated with sports, outdoor and expression-oriented activities
- use their creative and communication skills, particularly in group activities
- evaluate their skills, attitudes and progress with respect to different forms of physical activity
- maintain or increase their level of physical activity and fitness on their own
- manage a personal physical activity program and assume responsibility in the organization of physical activities

- the attitudes and qualities that will enable them to:
  - understand the importance of taking responsibility for their health
  - be aware of the need to evaluate and respect their abilities and the conditions for carrying out an activity, before undertaking the activity
  - recognize the importance of self-confidence, self-control, respect for others and cooperation, through knowledge they have acquired and through participation in physical activity
  - respect the environment in which the activities are held
  - appreciate the aesthetic and play value of physical activity
  - promote a balanced and active lifestyle as a social value

Sequence of Objectives and Standards

The three sets of objectives and standards in Physical Education are designed in a learning sequence. The first two are prerequisites for the third.

The first set focuses on the relationship between health and physical activity as related to a healthy lifestyle. Students are required to try one or more activities and to relate them to their abilities, needs, motivation, lifestyle and knowledge of health prevention. This enables them to make an appropriate and justified choice of activities.

The second set looks at the improvement of effectiveness through the use of a goal-oriented approach in a sports, outdoor or expression-oriented activity. After making an initial assessment of their abilities and attitudes, students are called upon to evaluate them with respect to a physical activity, to set goals and to interpret their progress.

The third set is aimed at helping students integrate physical activity into their lifestyle, more particularly through more effective management of factors that facilitate such integration. During the hours of instruction, students apply the knowledge they have acquired in the first two sets of objectives. This is done through the safe and effective practice of physical activity and through the development, realization and evaluation of a personal physical activity program, which students follow and validate under their teacher's supervision. The hours allotted for individual work enable students to complete their personal programs.

Complementary General Education

Social Sciences

The two sets of objectives and standards aim to familiarize students with the social sciences and their particular approach to the human condition.

The first set supports learning activities that allow students to look at one or more of the social sciences in relation to major contemporary issues: subjects studied in the social sciences; contribution of the social sciences to an understanding of contemporary issues; issues facing the social sciences in the future.

The second set supports learning activities in the social sciences that allow students to rigorously analyze one of the major problems of our time, using one or more social scientific approaches.

Science and Technology

In Science and Technology, the educational aim is to present science and technology as a specific approach to reality in order to familiarize students with this field of knowledge. This general intention can take several forms, such as helping students gain experience with the scientific method or study the evolution, challenges and consequences of scientific and technological discoveries.

The first set of objectives and standards emphasizes the general nature and scope of science and technology. The second set emphasizes using the scientific method.

Modern Languages

The three sets of objectives and standards in Modern Languages introduce students to the basic language structures and vocabulary of a third language while making them aware of the culture of the people who speak the language.

Because some modern languages use different structures and writing systems, the three sets of objectives and standards have been designed accordingly. The degree of competency acquisition will therefore vary according to how distant the language is from our own language or system of thought. Furthermore, awareness of the culture of the people using a modern language does not figure as an element of competency, since learning a modern language necessarily implies developing such awareness.

Mathematics Literacy and Computer Science

In Mathematics Literacy and Computer Science, the two sets of objectives and standards are based on the aim of developing mathematical and computer culture.

The educational aim of the first set is to lead students to consider the place, role and evolution of this knowledge and these tools in our society and to describe their different uses. It consists of general education about the language of mathematics or computers, and does not include specialized training.

The second set targets the understanding and use of the language of mathematics or computers for everyday purposes. This intention refers mainly to the concepts, tools and general uses of mathematical or computer language in daily life.

Since the objectives and standards for the field of mathematics literacy and computer science are quite general, they can be used to define various learning activities that foster the development of competencies in mathematics or computer science, or in a combination of these two areas.

Art and Aesthetics

The educational aim of Art and Aesthetics is to help students to acquire general cultural knowledge by exploring various forms of art in one or more artistic fields. This basic education is intended to develop an artistic sensibility through exposure to works of art or experimentation in an artistic medium. Furthermore, it aims to teach the basic elements of the language of art and to enable students to make connections between those elements.

Through the first set of objectives and standards, students are introduced to works of art from contemporary culture and from other periods. This allows them to develop an appreciation for the dynamics of the imagination in art and to learn methods of analyzing artistic production.

Though the second set, students engage in creative or interpretive activities in a given artistic medium. As well, students are introduced to artistic works in that medium so that they may learn to recognize its primary forms of expression.

Language of Instruction and Literature	Code: 0004

Objective   *Standard*

Statement of the Competency

To analyze and produce various forms of discourse.

Elements of the Competency	Performance Criteria
1. To identify the characteristics and functions of the components of discourse.	• Accurate explanation of the denotation of words • Adequate recognition of the appropriate connotation of words • Accurate definition of the characteristics and function of each component
2. To determine the organization of facts and arguments of a given discourse.	• Clear and accurate recognition of the main idea and structure • Clear presentation of the strategies employed to develop an argument or thesis
3. To prepare ideas and strategies for a projected discourse.	• Appropriate identification of topics and ideas • Adequate gathering of pertinent information • Clear formulation of a thesis • Coherent ordering of supporting material
4. To formulate a discourse.	• Appropriate choice of tone and diction • Correct development of sentences • Clear and coherent development of paragraphs • Formulation of a 750-word discourse
5. To edit the discourse.	• Thorough revision of form and content

Learning Activities

Discipline: English
Weighting: 2-2-4 or 1-3-4
Credits: 2 2/3

Language of Instruction and Literature   Code: 0005

Objective   *Standard*

Statement of the Competency

To apply a critical approach to literary genres.

Elements of the Competency	Performance Criteria
1. To distinguish genres of literary discourse.	• Clear recognition of the formal characteristics of a literary genre
2. To recognize the use of literary conventions within a specific genre.	• Accurate recognition of the figurative communication of meaning • Adequate explanation of the effects of significant literary and rhetorical devices
3. To situate a discourse within its historical and literary period.	• Appropriate recognition of the relationship of a text to its period
4. To explicate a discourse representative of a literary genre.	• Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text

Learning Activities

Discipline: English
Weighting: 2-2-3
Credits: 2 1/3

Language of Instruction and Literature   Code: 0006

Objective   *Standard*

Statement of the Competency

To apply a critical approach to a literary theme.

Elements of the Competency	Performance Criteria
1. To recognize the treatment of a theme within a literary text.	• Clear recognition of elements within the text which define and reinforce a theme and its development • Adequate demonstration of the effects of significant literary and rhetorical devices
2. To situate a literary text within its cultural context.	• Appropriate recognition of a text as an expression of cultural context • Adequate demonstration of the effects of significant literary and rhetorical devices
3. To detect the value system inherent in a literary text.	• Appropriate identification of expression (explicit/implicit) of a value system in a text
4. To explicate a text from a thematic perspective.	• Selective use of appropriate terminology • Effective presentation of a 1000-word integrated response to a text

Learning Activities

Discipline: English
Weighting: 2-2-3
Credits: 2 1/3

Humanities	Code: 00B2

Objective *Standard*

Statement of the Competency

To apply a logical analytical process to how knowledge is organized and used.

Elements of the Competency	**Performance Criteria**
1. To recognize the basic elements of a field of knowledge.	• Appropriate description of the basic elements • Appropriate use of terminology relevant to fields of knowledge
2. To define the modes of organization and utilization of a field of knowledge.	• Adequate definition of the dimensions, limits and uses of fields of knowledge
3. To situate a field of knowledge within its historical context.	• Accurate identification of the main components in the historical development of fields of knowledge • Accurate description of the effects of historical development and societal milieu on the limitations and uses of a field of knowledge
4. To organize the main components into coherent patterns.	• Coherent organization of the main components
5. To produce a synthesis of the main components.	• Appropriate analysis of the components • Coherent synthesis of the main components • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the organization and uses of knowledge

Learning Activities

Discipline: Humanities
Weighting: 3-1-3
Credits: 2 1/3

Humanities	Code: 000G

Objective   *Standard*

Statement of the Competency

To apply a critical thought process to world-views.

Elements of the Competency	Performance Criteria
1. To describe world-views.	• Accurate description of a society or group with a distinctive world-view • Appropriate use of terminology relevant to these societies or groups
2. To explain the major ideas, values and implications of a world-view.	• Adequate explanation of the salient components of a world-view
3. To organize the ideas, values and experiences of a world-view into coherent patterns.	• Coherent organization of ideas about a world-view • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of world-views
4. To compare world-views.	• Comparative analysis of these world-views • Appropriate inclusion of central elements, relationships and organizational principles of the societies or groups in the analysis

Learning Activities

Discipline: Humanities
Weighting: 3-0-3
Credits: 2

Langue seconde (niveau I)	Code: 0017

Objective   *Standard*

Statement of the Competency

Appliquer les notions de base de la communication
en français courant.

Elements of the Competency	**Performance Criteria**
1. Dégager le sens d'un message oral simple.	• Repérage précis des difficultés de compréhension du message. • Utilisation pertinente des techniques d'écoute choisies. • Distinction précise du sens général et des idées essentielles du message. • Description précise du sens général et des idées essentielles du message.
2. Émettre un message oral simple.	• Repérage précis des difficultés d'expression. • Utilisation pertinente des techniques d'expression orales choisies. • Emploi pertinent du vocabulaire courant. • Expression intelligible du propos.
3. Dégager le sens d'un texte.	• Repérage précis des difficultés de compréhension du texte. • Utilisation pertinente des techniques de lecture choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles d'un texte de 500 mots.
4. Rédiger un texte simple.	• Repérage précis des difficultés d'écriture. • Utilisation pertinente des techniques d'écriture choisies. • Emploi pertinent du vocabulaire courant. • Formulation claire et cohérente d'un texte de 100 mots.

Learning Activities

Discipline: Français, langue seconde
Weighting: 2-1-3
Credits: 2

Langue seconde (niveau II)	Code: 000A

Objective   *Standard*

Statement of the Competency

Communiquer en français avec une certaine aisance.

Elements of the Competency	Performance Criteria
1. Interpréter un texte oral simple de trois minutes en français courant.	• Distinction claire des principaux éléments du texte oral. • Explication précise du sens des mots dans le texte. • Repérage précis des idées et des sujets traités dans le texte.
2. Produire un texte oral planifié de cinq minutes en français courant.	• Emploi pertinent du vocabulaire courant. • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos.
3. Interpréter un texte écrit en français courant.	• Distinction claire des principaux éléments du texte. • Explication précise du sens des mots dans le texte. • Repérage précis des idées principales et de la structure d'un texte de 700 à 1000 mots.
4. Rédiger un texte simple en français courant.	• Respect du code grammatical et orthographique. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 200 mots.

Learning Activities

Discipline: Français, langue seconde
Weighting: 2-1-3
Credits: 2

Langue seconde (niveau III)	Code: 000B

Objective   *Standard*

Statement of the Competency

Communiquer avec aisance en français.

Elements of the Competency	Performance Criteria
1. Produire un texte oral planifié de cinq minutes de complexité moyenne.	• Emploi pertinent du vocabulaire courant. • Adaptation à l'interlocuteur ou à l'interlocutrice. • Respect du niveau de langue, du code grammatical et des règles de la prononciation. • Formulation claire et cohérente du propos. • Agencement pertinent des idées.
2. Commenter un texte écrit de complexité moyenne.	• Distinction claire des principaux éléments d'un texte comprenant entre 2 500 et 3 000 mots. • Explication précise du sens des mots dans le texte. • Distinction précise des idées principales et secondaires, des faits et des opinions. • Formulation d'éléments implicites.
3. Rédiger un texte de complexité moyenne.	• Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente des phrases, dont au moins trois sont complexes. • Articulation cohérente des paragraphes. • Rédaction d'un texte de 350 mots.

Learning Activities

Discipline: Français, langue seconde
Weighting: 2-1-3
Credits: 2

Langue seconde (niveau IV)	Code: 000C

Objective   *Standard*

Statement of the Competency

Traiter d'un sujet culturel et littéraire.

Elements of the Competency	Performance Criteria
1. Analyser un texte culturel ou littéraire.	• Formulation personnelle des éléments principaux du texte. • Inventaire des thèmes principaux. • Relevé d'indices qui permettent de situer le texte dans son contexte socioculturel et historique. • Repérage des valeurs véhiculées. • Repérage juste de la structure du texte. • Articulation claire d'un point de vue personnel.
2. Rédiger un texte sur un sujet culturel ou littéraire.	• Respect du sujet. • Respect du code grammatical et orthographique. • Adaptation au lecteur ou à la lectrice. • Utilisation judicieuse des principaux éléments du corpus. • Formulation claire et cohérente d'un texte de 500 mots. • Articulation claire d'un point de vue personnel.

Learning Activities

Discipline: Français, langue seconde
Weighting: 3-0-3
Credits: 2

Physical Education	Code: 0064

Objective   *Standard*

Statement of the Competency

To establish the role that being physically active plays amongst the lifestyle behaviours which promote health.

Elements of the Competency	**Performance Criteria**
1. To establish a relationship between their lifestyle and their health.	• Appropriate use of documentation • Appropriate connections between their lifestyle and their health
2. To be physically active in a manner that promotes health.	• Observance of the rules involved in physical activities, including safety rules • Respect for their abilities when engaging in physical activities
3. To recognize their needs, abilities and motivational factors with respect to regular physical activity.	• Appropriate use of quantitative and qualitative physical data • Statement of their main physical needs and abilities • Statement of their main motivational factors with respect to regular physical activity
4. To propose physical activities that promote health.	• Appropriate and justified choice of physical activities according to their needs, abilities, and motivational factors

Learning Activities

Discipline: Physical Education
Weighting: 1-1-1
Credits: 1

Physical Education	Code: 0065

Objective   *Standard*

Statement of the Competency

To improve one's effectiveness when practising a physical activity.

Element of the Competency	**Performance Criteria**
1. To use a process designed to improve their effectiveness during a physical activity.	• Initial assessment of their skills and attitudes in relation to a physical activity • Statement of their expectations and needs with respect to their ability to carry out the activity • Appropriate formulation of personal objectives • Statement of the means selected to achieve their objectives • Observance of the rules involved in the physical activity, including safety rules • Periodic evaluation of their skills and attitudes in relation to the activity • Meaningful interpretation of the progress achieved and the difficulties experienced during the activity • Appropriate, periodic adjustments of their objectives or the means used to achieve them • Appreciable improvement of the motor skills required by the activity

Learning Activities

Discipline: Physical Education
Weighting: 0-2-1
Credits: 1

Physical Education	Code: 0066

Objective   *Standard*

Statement of the Competency

To demonstrate one's responsibility for being physically active in a manner which promotes health.

Elements of the Competency	**Performance Criteria**
1. To make physical activity part of a healthy lifestyle.	• Practise of a physical activity while maintaining a balance between effectiveness and the factors promoting health
2. To manage a personal physical activity program.	• Statement of their priorities according to their needs, skills, and motivational factors in relation to regular physical activity • Proper formulation of the objectives for their personal programs • Appropriate choice of activity or activities for their personal programs • Appropriate planning of the conditions in which the activity or activities in their personal programs are carried out • Appropriate choice of criteria for measuring the attainment of their personal programs • Periodic assessment of the time invested and the activities carried out during the program • Meaningful interpretation of the progress achieved and difficulties experienced during the activities • Appropriate, periodic adjustment of their objectives or the means used to attain them

Learning Activities

Discipline: Physical Education
Weighting: 1-1-1
Credits: 1

Language of Instruction and Literature	Code: 000L

Objective   *Standard*

Statement of the Competency

To communicate in the forms of discourse appropriate to one or more fields of study.

Elements of the Competency	**Performance Criteria**
1. To identify the forms of discourse appropriate to given fields of study.	• Accurate recognition of specialized vocabulary and conventions • Accurate recognition of the characteristics of the form of discourse
2. To recognize the discursive frameworks appropriate to given fields of study.	• Clear and accurate recognition of the main ideas and structure • Appropriate distinction between fact and argument
3. To formulate a discourse.	• Appropriate choice of tone and diction • Correctly developed sentences • Clearly and coherently developed paragraphs • Appropriate use of program-related communication strategies • Formulation of a 1000-word discourse • Thorough revision of form and content

Learning Activities

Discipline: English
Hours of instruction: 60
Credits: 2

Humanities	Code: 000U

Objective   *Standard*

Statement of the Competency

To apply a critical thought process to ethical issues relevant to the field of study.

Elements of the Competency	**Performance Criteria**
1. To situate significant ethical issues in appropriate world-views and fields of knowledge.	• Accurate recognition of the basic elements of ethical issues • Appropriate use of relevant terminology • Adequate identification of the main linkages with world-views and fields of knowledge
2. To explain the major ideas, values, and social implications of ethical issues.	• Adequate description of the salient components of the issues
3. To organize the ethical questions and their implications into coherent patterns.	• Coherent organization of the ethical questions and their implications • Appropriate expression, including a significant individual written component, of an analysis of the context, importance and implications of the issues
4. To debate the ethical issues.	• Adequate development of substantiated argumentation including context and diverse points of view • Clear articulation of an individual point of view

Learning Activities

Discipline: Humanities
Hours of instruction: 45
Credits: 2

Langue seconde (niveau I)	Code: 0018

Objective *Standard*

Statement of the Competency

Appliquer des notions fondamentales de la communication en français, liées à un champ d'études.

Elements of the Competency	**Performance Criteria**
1. Dégager le sens d'un message oral simple lié à un champ d'études.	• Repérage précis des difficultés de compréhension du message. • Distinction juste des caractéristiques du message. • Repérage juste du vocabulaire spécialisé. • Utilisation pertinente des techniques d'écoute choisies. • Distinction claire des principaux éléments du message. • Description précise du sens général et des idées essentielles du message.
2. Dégager le sens et les caractéristiques d'un texte lié à un champ d'études.	• Repérage précis des difficultés de compréhension du texte. • Distinction juste des caractéristiques du texte. • Repérage précis du vocabulaire spécialisé. • Utilisation pertinente des techniques de lectures choisies. • Distinction claire des principaux éléments du texte. • Description précise du sens général et des idées essentielles du texte.
3. Émettre un message oral simple lié à un champ d'études.	• Repérage précis des difficultés d'expression orale. • Utilisation pertinente des techniques d'expression orale choisies. • Utilisation pertinente du vocabulaire courant et spécialisé. • Expression intelligible du propos.

Langue seconde (niveau I)	Code: 0018

| 4. Rédiger un court texte lié à un champ d'études. | • Repérage précis des difficultés d'écrire.
• Utilisation pertinente des techniques d'écriture choisies.
• Utilisation pertinente du vocabulaire courant et spécialisé.
• Formulation claire et cohérente du texte. |

Learning Activities

Discipline: Français, langue seconde
Hours of instruction: 45
Credits: 2

Langue seconde (niveau II)	Code: 000Q

Objective   *Standard*

Statement of the Competency

Communiquer en français dans un champ d'études particulier.

Elements of the Competency	Performance Criteria
1. Distinguer les types de textes propres au champ d'études.	• Distinction précise des caractéristiques formelles de chacun des principaux types de textes et des conventions utilisées.
2. Interpréter des textes représentatifs du champ d'études.	• Distinction claire des principaux éléments du texte. • Interprétation claire du vocabulaire spécialisé. • Repérage précis des idées et des sujets traités. • Utilisation pertinente des techniques de lecture et d'écoute.
3. Utiliser des techniques de production de textes appropriées au champ d'études.	• Emploi pertinent du vocabulaire spécialisé et des conventions. • Respect du niveau de langue et du code grammatical. • Formulation claire et cohérente du propos. • Utilisation pertinente des techniques d'expression.

Learning Activities

Discipline: Français, langue seconde
Hours of instruction: 45
Credits: 2

Langue seconde (niveau III)	Code: 000R

Objective *Standard*

Statement of the Competency

Communiquer avec aisance en français dans un
champ d'études particulier.

Elements of the Competency	**Performance Criteria**
1. Commenter des textes propres au champ d'études.	- Distinction précise des caractéristiques formelles des principaux types de textes et des conventions utilisées. - Explication précise du sens des mots dans le texte. - Repérage précis de la structure du texte. - Reformulation juste des idées principales et secondaires, des faits et des opinions. - Emploi juste du vocabulaire spécialisé.
2. Produire un texte sur un sujet lié au champ d'études.	- Respect du sujet. - Emploi pertinent du vocabulaire spécialisé et des conventions. - Respect du niveau de langue et du code grammatical. - Formulation claire et cohérente du propos. - Agencement pertinent des idées. - Adéquation entre forme et fond.

Learning Activities

Discipline: Français, langue seconde
Hours of instruction: 45
Credits: 2

Langue seconde (niveau IV)	Code: 000S

Objective   *Standard*

Statement of the Competency

Disserter en français sur un sujet lié au champ d'études.

Elements of the Competency	**Performance Criteria**
1. Analyser un texte lié au champ d'études.	• Distinction précise des caractéristiques formelles des types particuliers de textes. • Formulation personnelle des éléments principaux. • Inventaire des thèmes principaux. • Repérage juste de la structure du texte. • Relevé d'indices qui permettent de situer le texte dans son contexte. • Articulation claire d'un point de vue personnel, s'il y a lieu. • Association juste des éléments du texte au sujet traité.
2. Rédiger un texte sur un sujet lié au champ d'études.	• Respect du sujet. • Emploi pertinent du vocabulaire spécialisé et des conventions. • Choix judicieux des principaux éléments du corpus en fonction du type de texte. • Formulation claire et cohérente du texte. • Respect du code grammatical et orthographique. • Articulation claire d'un point de vue personnel, s'il y a lieu.

Learning Activities

Discipline: Français, langue seconde
Hours of instruction: 45
Credits: 2

Social Sciences | **Code: 000V**

Objective

Standard

Statement of the Competency

To estimate the contribution of the social sciences to an understanding of contemporary issues.

Achievement Context

- Working alone
- In an essay of approximately 750 words on the contribution of the social sciences to an understanding of contemporary issues
- Using documents and data from the social sciences

Elements of the Competency

Performance Criteria

1. To recognize the focus of one or more of the social sciences and their main approaches.

- Formulation of the focus specific to one or more of the social sciences
- Description of the main approaches used in the social sciences

2. To identify some of the issues currently under study in the social sciences.

- Association of these issues with the pertinent areas of research in the social sciences

3. To demonstrate the contribution of one or more of the social sciences to an understanding of contemporary issues.

- Presentation of contemporary issues by emphasizing the interpretation of the social sciences
- Illustration of the interaction between certain social changes and the contribution of the social sciences

Learning Activities

Hours of instruction: 45
Credits: 2

Social Sciences	Code: 000W

Objective

Statement of the Competency

To analyze one of the major problems of our time using one or more social scientific approaches.

Standard

Achievement Context

- Working alone
- In an essay of approximately 750 words on a topic related to human existence
- Using reference materials from one or more disciplines in the social sciences

Elements of the Competency

1. To formulate a problem using one or more social scientific approaches.

2. To deal with an issue using one or more social scientific approaches.

3. To draw conclusions.

Performance Criteria

- Presentation of the background to the problem
- Use of appropriate concepts and language
- Brief description of individual, collective, spatiotemporal and cultural aspects of the problem

- Clear formulation of an issue
- Selection of pertinent reference materials
- Brief description of historical, experimental and survey methods

- Appropriate use of the selected method
- Determination of appropriate evaluation criteria
- Identification of strengths and weaknesses of the conclusions
- Broadening of issue studied

Learning Activities

Hours of instruction: 45
Credits: 2

Science and Technology	Code: 000X

Objective

Standard

Statement of the Competency	**Achievement Context**
To explain the general nature of science and technology and some of the major contemporary scientific or technological issues.	• Working alone • Given a written commentary on a scientific discovery or technological development • In an essay of approximately 750 words

Elements of the Competency	**Performance Criteria**
1. To describe scientific thinking and the standard method.	• Brief description of the essential characteristics of scientific thinking, including quantification and demonstration • Organized list and brief description of the essential characteristics of the main steps in the standard scientific method
2. To demonstrate how science and technology are complementary.	• Definition of terms and description of the primary ways in which science, techniques and technology are interrelated: logical and temporal connections, and mutual contributions
3. To explain the context and the stages related to several scientific and technological discoveries.	• Pertinent and coherent explanation of the relationship between the determining contexts of several scientific and technological discoveries • List of the main stages of scientific and technological discoveries
4. To deduce different consequences and questions resulting from certain recent scientific and technological innovations.	• Brief description of important consequences (of different types) and the current major challenges resulting from several scientific and technological discoveries • Formulation of relevant questions and credibility of responses to the questions formulated

Learning Activities

Hours of instruction:　　45
Credits:　　2

Science and Technology — Code: 000Y

Objective

Standard

Statement of the Competency

To resolve a simple problem by applying the basic scientific method.

Achievement Context

- Working alone or in groups
- Given a simple scientific and technological problem that can be resolved by applying the standard scientific method
- Using common scientific instruments and reference materials (written or other)

Elements of the Competency

1. To describe the main steps of the standard scientific method.

2. To formulate a hypothesis designed to solve a simple scientific and technological problem.

3. To verify a hypothesis by applying the fundamental principles of the basic experimental method.

Performance Criteria

- Organized list and brief description of the characteristics of the steps of the standard scientific method

- Clear, precise description of the problem
- Observance of the principles for formulating a hypothesis (observable and measurable nature of data, credibility, etc.)

- Pertinence, reliability and validity of the experimental method used
- Observance of established experimental method
- Appropriate choice and use of instruments
- Clear, satisfactory presentation of results
- Validity of the connections established between the hypothesis, the verification and the conclusion

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages	Code: 000Z

Objective

Standard

Statement of the Competency

To communicate with limited skill[1] in a modern language.

Achievement Context

- For modern Latin-alphabet languages:
  – during a conversation consisting of at least eight sentences of dialogue
  – in a written text consisting of at least eight sentences

Or

- For non–Latin-alphabet languages:
  – during a conversation consisting of at least six sentences of dialogue
  – in a written text consisting of at least six sentences
- Based on learning situations on familiar themes
- Using reference materials

Elements of the Competency

Performance Criteria

Learning a modern language requires becoming aware of the culture of the people who use the language.

1. To understand the meaning of a verbal message.

- Accurate identification of words and idiomatic expressions
- Clear recognition of the general meaning of simple messages
- Logical connections between the various elements of the message

2. To understand the meaning of a written message.

- Accurate identification of words and idiomatic expressions
- Clear recognition of the general meaning of simple messages
- Logical connections between the various elements of the message

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1 This refers to the limited use of the structures, grammar and vocabulary of the language studied. This limitation varies depending on the complexity of the modern language.

Modern Languages	Code: 000Z

3. To express a simple message verbally.

- Appropriate use of language structures in main and subordinate clauses
- Appropriate application of grammar rules
- Use of verbs in the present indicative
- Appropriate use of basic vocabulary and idiomatic expressions
- Comprehensible pronunciation
- Coherent sequence of simple sentences
- Spontaneous, coherent sequence of sentences in a dialogue

4. To write a text on a given subject.

- Appropriate use of language structures in main and subordinate clauses
- Appropriate application of basic grammar rules
- Use of verbs in the present indicative
- Appropriate use of basic vocabulary and idiomatic expressions
- Coherent sequence of simple sentences
- Acceptable application of graphic rules for writing systems that do not use the Latin alphabet

Learning Activities

Hours of instruction: 45
Credits: 2

Modern Languages	Code: 0010

Objective

Standard

Statement of the Competency

Achievement Context

To communicate on familiar topics in a modern language.

- During a conversation consisting of at least 15 sentences of dialogue
- In a written text consisting of at least 20 sentences for Latin-alphabet languages
- In a written text consisting of at least 10 sentences for non–Latin alphabet languages
- Based on:
  - situations in everyday life
  - simple topics from everyday life
- Using reference materials

Elements of the Competency

Performance Criteria

	Learning a modern language requires becoming aware of the culture of the people who use the language.
1. To understand the meaning of a verbal message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
2. To understand the meaning of a written message.	• Accurate identification of words and idiomatic expressions • Clear recognition of the general meaning and essential ideas of messages of average complexity • Logical connection between the various elements of the message
3. To express a simple message verbally, using sentences of average complexity.	• Appropriate use of language structures in main or subordinate clauses • Appropriate application of grammar rules • Use of verbs in the present indicative • Appropriate use of enriched basic vocabulary and idiomatic expressions • Comprehensible pronunciation • Coherent sequence of sentences of average complexity • Coherent dialogue of average complexity

Modern Languages	Code: 0010

| 4. To write a text on a given subject, using sentences of average complexity. | • Appropriate use of language structures in main or subordinate clauses
• Appropriate application of grammar rules
• Use of verbs in the present and past indicative
• Appropriate use of enriched basic vocabulary and idiomatic expressions
• Coherent sequence of sentences of average complexity
• Acceptable application of graphic rules for writing systems that do not use the Latin alphabet |

Learning Activities

Hours of instruction**:**   45
Credits: 2

Modern Languages	Code: 0067

Objective *Standard*

Statement of the Competency	**Achievement Context**
To communicate with relative ease in a modern language.	• Working alone • During a conversation consisting of at least 20 sentences of dialogue • In a written text of medium length (at least 25 sentences for Latin-alphabet languages and 15 sentences for other languages) • Given documents of a sociocultural nature • Using reference materials for the written text

Elements of the Competency	**Performance Criteria**
	Learning a modern language requires being aware of the culture of the people who use the language.
1. To understand the meaning of a verbal message in everyday language.	• Accurate explanation of the general meaning and essential ideas of the message • Clear identification of structural elements of the language
2. To understand the meaning of a text of average complexity.	• Accurate explanation of the general meaning and essential ideas of the text • Clear identification of structural elements of the language
3. To have a conversation about a subject.	• Appropriate use of the structural elements of the language according to the message to be expressed • Appropriate use of everyday vocabulary • Accurate pronunciation and intonation • Normal flow in a conversation in everyday language • Coherence of the message expressed • Pertinent responses to questions
4 To write a text of average complexity.	• Appropriate use of the structural elements of the language according to the text to be written • Accurate vocabulary • Coherence of the text as a whole • Observance of presentation and writing rules

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science   Code: 0011

Objective   *Standard*

Statement of the Competency

To recognize the role of mathematics or informatics in contemporary society.

Achievement Context

- Working alone
- In an essay of approximately 750 words
- Using several concrete examples selected by the student demonstrating the competency

Elements of the Competency

1. To demonstrate the acquisition of basic general knowledge in mathematics or informatics.

Performance Criteria

- Identification of basic notions and concepts
- Identification of main branches of mathematics or informatics
- Appropriate use of terminology

2. To describe the evolution of mathematics or informatics.

- Descriptive summary of several major phases

3. To recognize the contribution of mathematics or informatics to the development of other areas of knowledge.

- Demonstration of the existence of important contributions, using concrete examples

4. To illustrate the diversity of mathematical or informatics applications.

- Presentation of a range of applications in various areas of human activity, using concrete examples

5. To evaluate the impact of mathematics or informatics on individuals and organizations.

- Identification of several major influences
- Explanation of the way in which mathematics or informatics have changed certain human and organizational realities
- Recognition of the advantages and disadvantages of these influences

Learning Activities

Hours of instruction: 45
Credits: 2

Mathematics Literacy and Computer Science   Code: 0012

Objective   *Standard*

Statement of the Competency

To use various mathematical or computer concepts, procedures and tools for common tasks.

Achievement Context

- Working alone
- While carrying out a task or solving a problem based on everyday needs
- Using familiar tools and reference materials

Elements of the Competency

Performance Criteria

1. To demonstrate the acquisition of basic functional knowledge in mathematics or informatics.

- Brief definition of concepts
- Correct execution of basic operations
- Appropriate use of terminology

2. To select mathematical or computer tools and procedures on the basis of specific needs.

- List of numerous possibilities available with mathematical and computer tools and procedures
- Analysis of concrete situations and recognition of the usefulness of mathematical or computer tools and procedures
- Appropriate choice according to needs

3. To use mathematical or computer tools and procedures to carry out tasks and solve problems.

- Planned, methodical process
- Correct use of tools and procedures
- Satisfactory results, given the context
- Appropriate use of terminology specific to a tool or procedure

4. To interpret the quantitative data or results obtained using mathematical or computer tools and procedures.

- Accurate interpretation, given the context
- Clear, precise formulation of the interpretation

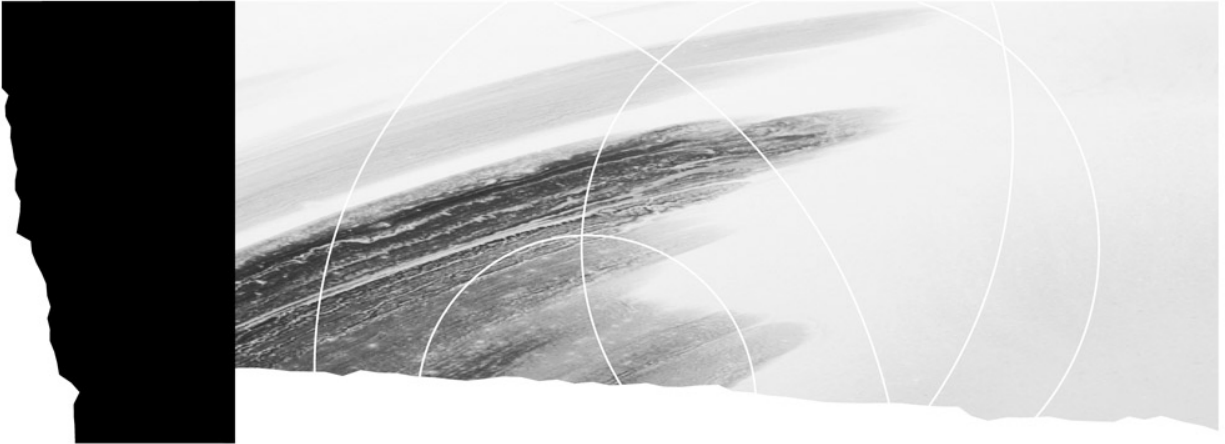**Learning Activities**

Hours of instruction: 45
Credits: 2

Art and Aesthetics   Code: 0013

Objective   ## *Standard*

Statement of the Competency   **Achievement Context**

To consider various forms of art produced by   • Working alone
aesthetic practices.   • Given a specified work of art
                                               • In a written commentary of approximately
                                                 750 words

Elements of the Competency   **Performance Criteria**

1. To develop an appreciation for the dynamics of   •   Precise explanation of a creative process
   the imagination in art.   connected to the construction of an imaginary
                                                         universe

2. To describe art movements.   •   Descriptive list of the main characteristics of
                                                         three art movements from different periods,
                                                         including a modern movement

3. To give a commentary on a work of art.   •   Coherent organization of observations,
                                                         including identification of four basic elements of
                                                         form and structure related to the language used
                                                         as well as a justified description of the meaning
                                                         of the work of art

Learning Activities

Hours of instruction: 45
Credits: 2

Art and Aesthetics	Code: 0014

Objective

Standard

Statement of the Competency

To produce a work of art.

Achievement Context

- Working alone
- During a practical exercise
- In the context of a creation or an interpretation
- Using the basic elements of the language and techniques specific to the medium selected

Elements of the Competency

1. To recognize the primary forms of expression of an artistic medium.

2. To use the medium.

Performance Criteria

- Identification of specific features: originality, essential qualities, means of communication, styles, genres

- Personal, coherent use of elements of language
- Satisfactory application of artistic techniques
- Observance of the requirements of the method of production

Learning Activities

Hours of instruction: 45
Credits: 2

Part II

Goals of the Program-Specific Component

The *Professional Music and Song Techniques* program aims to train musicians and vocalists capable of developing in various styles of popular music. These styles include mainly twentieth century music and song produced as entertainment for a mass market: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

Graduates of the *Professional Music and Song Techniques* program are able to adapt to various working conditions and respond quickly to the demands of the profession. They are comfortable in different environments and with various media.

Musicians, vocalists and music theatre specialists must demonstrate a high level of commitment and determination in order to succeed in their careers. They must be intensely involved in their art, to maintain and improve their musical skills. They must be open-minded and adaptable, communicate easily, respect others, and comply with the ethics of the profession. While remaining aware of market needs and changing trends and technologies, musicians, vocalists and music theatre specialists must be in touch with other art forms and musical styles. In addition, they must know how to refresh their creative ideas, an ability that is crucial to their artistic development and personal balance.

Musicians, vocalists and music theatre specialists are sought out for their skills and their ability to make an effective contribution. They must be able to meet needs and expectations on the labour market. At the start of their careers, they are often self-employed and work in isolation in an environment with a number of specific and often constraining rules. If they are well prepared, they will be in a position to make enlightened decisions concerning their career advancement. If they have management skills, they will be able to decide on the best strategies for managing their careers and selecting work partners.

The *Professional Music and Song Techniques* program has three specialization options: one for arrangers and composers of music and songs, one for popular music performers and vocalists, and one for music theatre performers.

Specialization option A: Composition and Arrangement

This specialization option allows the students to acquire skills in arranging and composing music and songs. Arrangement differs from composition in that the starting point for the activity is a work that already exists. The arranger modifies or adds to a work to improve it or adapt it to a particular context.

Arrangers generally work alone, although they may sometimes be asked to collaborate with the creator of the original music or song.

In addition to working with instrumental music and songs, arrangers and composers may be asked to produce music for a specific context, such as film, advertising or multimedia.

Specialization option B: Performance

This specialization option aims to train popular music instrumentalists and vocalists. As performers, instrumentalists and singers may work as soloists, members of an ensemble or accompanists. They must have a high level of skill in performance and sometimes in improvisation and on-stage expression. Generally, musicians work on stage or in a recording studio. They sometimes work within a fixed framework, for example when performing at an evening event or appearing in a television broadcast, with or without a fixed repertoire. On other occasions, they are asked to produce their own show and take care of the programming. Conducting an ensemble could also be part of working in popular music as well as producing audio material.

Specialization option C: Music Theatre Performance

This specialization option aims to train performers in the field of music theatre who are able to combine acting, singing and dancing. Music theatre performers are multidisciplinary artists who combine a range of techniques (from the disciplines of acting, singing and dancing). In general, they work in stage shows or recordings (for television, film, advertising, video, etc.). They also interpret dramatic works (scripts) by embodying a character (the role). Their character provides the common link between their acting, singing and dancing.

The goals of the program-specific component of the *Professional Music and Song Techniques* program are based on the general goals of vocational and technical training. These goals are:

- To help students develop effectiveness in the practice of a trade or occupation, that is:
  – to teach students to perform roles, functions, tasks and activities associated with the trade or occupation upon entry into the job market
  – to prepare students to progress satisfactorily on the job (which implies having the necessary technical and technological knowledge and skills in such areas as communication, problem solving, decision making, ethics, health and safety)

- To help students integrate into the work force, that is:
  – to familiarize students with the job market in general and the context surrounding the occupation they have chosen
  – to familiarize students with their rights and responsibilities as workers

- To foster students' personal development and acquisition of occupational knowledge, skills, perceptions and attitudes, that is:
  – to help students develop their autonomy and the desire to learn, and acquire effective work methods
  – to help students understand the principles underlying the techniques and the technology used in the trade or occupation
  – to help students develop self-expression, creativity, initiative and entrepreneurial spirit
  – to help students adopt the attitudes required to successfully practise the trade or occupation, and instill in them a sense of responsibility and a concern for excellence

- To promote job mobility, that is:
  – to help students develop positive attitudes toward change
  – to help students develop the means to manage their careers by familiarizing them with entrepreneurship

Educational Aims of the Program-Specific Component

Educational aims are based on important values and concerns and serve as guidelines for interactions with students. As a general rule, educational aims focus on important aspects of the students' professional and personal development, such as attitudes, work habits and intellectual skills, which have not been explicitly formulated in the program's goals, objectives and standards.

The following is a description of the aims of the program-specific component of the *Professional Music and Song Techniques* program:

- to help students identify and give meaning to their artistic development, professional practices and role in society

- to help students develop their critical sense and desire to grow in personal and artistic terms

- to promote innovation in creation and performance

Grid of Competencies

The grid of competencies provides an overview of a technical program. It brings together all of the components of a program and shows the relationship among the competencies.

The grid of competencies includes:

- the general competencies of the program-specific component, which deal with work-related activities common to various tasks or situations

- the specific competencies, which deal with tasks directly related to the practice of the trade or occupation

The grid of competencies shows the relationship between the general competencies on the horizontal axis and the specific competencies on the vertical axis. The symbol (◯) indicates a correlation between a general and a specific competency.

The order in which the competencies are presented reflects the program's design; it does not dictate the course sequence. The grid of competencies is provided for information purposes only.

GRID OF COMPETENCIES

Composition and Arrangement

SPECIFIC COMPETENCIES

Specific Competency	Competency number	To use elements of musical language. (1)	To transcribe musical materials. (2)	To master the popular music idiom. (3)	To transcribe a piece of popular music. (4)	To perform musical works. (5)	To appreciate characteristics of musical works. (6)	To develop instrumental versatility. (7)	To develop artistic sensibility. (8)	To adapt to new technologies in music. (9)	To establish professional communications. (12)
To arrange a piece of popular music.	10	O	O	O	O	O	O	O	O	O	
To compose a piece of popular music.	11	O	O	O	O	O	O	O	O	O	
To record popular music.	13	O	O	O	O	O	O	O	O	O	O
To compose a song.	14	O	O	O	O	O	O	O	O	O	
To manage a career.	15	O	O			O			O	O	O

GENERAL COMPETENCIES

GRID OF COMPETENCIES													

Performance

SPECIFIC COMPETENCIES	Competency number	GENERAL COMPETENCIES											
		To use elements of musical language.	To transcribe musical materials	To master the popular music idiom.	To transcribe a piece of popular music.	To perform musical works.	To appreciate characteristics of musical works.	To develop instrumental versability.	To develop artistic sensibility.	To adapt to new technologies in music.	To establish professional communications.	To perfect instrumental or vocal technique.	To make expressive use of stage technics.
Competency number		1	2	3	4	5	6	7	8	9	10	11	12
To function as a professional popular music soloist.	13	O	O	O	O	O	O		O	O	O	O	O
To function as a professional performer in a small popular music ensemble.	14	O	O	O	O	O	O	O	O	O	O	O	O
To function as a popular music studio musician.	15	O	O	O	O	O	O		O	O	O	O	
To function as a popular music accompanist.	16	O	O	O	O	O	O	O	O	O	O	O	O
To produce a popular music show.	17	O	O	O	O	O	O		O	O	O	O	O
To improvise in a popular music context.	18	O	O	O	O	O	O		O	O	O	O	O
To manage a career.	19	O	O			O			O	O	O		

GRID OF COMPETENCIES

GENERAL COMPETENCIES

Music Theatre Performance

SPECIFIC COMPETENCIES	Competency number	To use elements of musical language. (1)	To transcribe musical materials. (2)	To perfect instrumental or vocal technique (3)	To master spoken-voice techniques (4)	To master the fundamental elements of acting. (5)	To use dance techniques. (6)	To develop instrumental versatility. (7)	To appreciate characteristics of musical works. (8)	To perform musical works. (9)	To adapt to new technologies in music. (10)	To establish professional relationships (11)	To develop artistic sensibility. (12)
To assimilate a music theatre role.	13	○	○	○	○	○	○	○	○	○	○	○	○
To build up a repertoire for music theatre auditions	14	○	○	○	○	○	○		○	○	○		○
To make a studio recording of a music theatre number.	15	○	○	○	○	○				○	○	○	○
To prepare for a performance of a music theatre show.	16			○	○	○	○	○				○	○
To perform a role in a music theatre show.	17	○	○	○	○	○	○	○	○	○	○	○	○
To manage a career.	18	○	○								○	○	○

Harmonization

The Ministère de l'Éducation, du Loisir et du Sport harmonizes its vocational and technical programs by establishing similarities and continuity between secondary- and college-level programs within a particular sector or between sectors, in order to avoid overlap in program offerings, recognize prior learning and facilitate the students' progress.

Harmonization establishes consistency between training programs and is especially important in ensuring that the tasks of a trade or occupation are clearly identified and described. Harmonization makes it possible to identify tasks requiring competencies that are common to more than one program. Even if there are no common competencies, training programs are still harmonized.

Harmonization is said to be "inter-level" when it focuses on training programs at different levels, "intra-level" when it focuses on programs within the same educational level, and "inter-sector" when carried out between programs in various sectors.

An important aspect of harmonization is that it allows the common features of competencies to be identified and updated as needed. Common competencies are those that are shared by more than one program; once acquired in one program, they can be recognized as having been acquired in another. Competencies with exactly the same statement and elements are said to be identical. Common competencies that are not identical but have enough similarities to be of equal value are said to be equivalent.

Harmonization procedures carried out for the *Professional Music and Song Techniques* program (551.A0) have identified certain competencies that it shares with the *Music* (501.A0) pre-university program. Detailed information on the harmonization of this program and its results are presented in the document entitled *Tableaux d'harmonisation, Professional Music and Song Techniques.*

Code: 01FA

Objective

Standard

Statement of the Competency

To use elements of musical language.

Achievement Context

- Based on musical texts representative of popular, jazz and classical styles of music
- Based on simple works or excerpts from works

Elements of the Competency

Performance criteria

1. To use elements of musical form.

- Proper use of notation signs associated with musical forms
- Skillful use of different musical forms associated with classical music
- Skillful use of different musical forms associated with jazz and popular music

2. To use elements of melody.

- Proper use of melodic notation
- Effective use of motifs
- Skillful use of musical phrases containing cadences
- Accurate transcription of a melody
- Correctly written melodic fragments
- Effective use of ornaments and dissonance

3. To use elements of rhythm.

- Proper use of rhythmic notation
- Skillful use of rhythmic motifs in classical, jazz, and popular music

4. To use elements of harmony.

- Proper use of chord symbols
- Accurate writing of Roman numerals
- Observance of the principles of chord progressions
- Relevant choice of chords for a melody
- Correct writing of harmonic fragments
- Skillful use of harmonic, diatonic and modulating progressions

Code: 01FB

Objective

Standard

Statement of the Competency

To transcribe musical materials.

Achievement Context

- Based on jazz, classical and popular music
- Based on simple works or excerpts from works

Elements of the Competency

Performance criteria

1. To sight-read a musical score.

- Easy and accurate vocal reproduction of a tonal melody, including chromatic elements
- Precise and dynamic vocal reproduction of rhythms appropriate to the musical language

2. To transcribe musical materials upon hearing them.

- Transcription of a tonal melody including chromatic elements
- Transcription of segments of a two-part melody
- Transcription of three- and four-note chords
- Roman numeral analysis
- Transcription of the bass line and the harmonic progression
- Transcription of rhythms appropriate to different musical languages

Code: 01FE

Objective

Standard

Statement of the Competency

To perform musical works.

Achievement Context

- According to the particular musical language: classical, jazz or popular
- As a soloist accompanied or unaccompanied
- Based on pieces of different styles representative of various periods or artistic currents
- Using a musical instrument or the voice
- During public functions, master classes, concerts or performances

Elements of the Competency

Performance criteria

1. To apply sight-reading techniques.

- Effective method of sight-reading
- Development of sight-reading reflexes
- Fluency of sight-reading

2. To apply instrumental or vocal technique.

- Prevention of injuries related to singing or playing of an instrument
- Precision of tone
- Expressive sound production
- Sound projection
- Demonstration of velocity
- Accuracy
- Physical relaxation in performance

3. To express oneself in various musical styles.

- Repertoire and stylistic components suited to the instrument or the voice
- Adaptation of sound quality to the style
- Observance of score and style

4. To display a sense of artistry when performing.

- Attention to aesthetics
- Demonstration of sensitivity and expressiveness
- Dynamic expression and rhythmic sense
- Communication, interaction and timing when performing with accompaniment
- Improvisation appropriate to the style
- Use of technologies that respect:
  – the style
  – consistency on an artistic level
- Quality of stage presence
- Integration of artistic sense and technical elements

	Code: 01FE

5. To demonstrate critical self-evaluation.	• Constant attention to the quality of sound • Critical approach to the instrument or voice • Constant correction and improvement of their playing • Demonstration of listening ability

Code: 01FF

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To appreciate characteristics of musical works.	• Based on works or excerpts from different periods of jazz, classical and popular music • Using reference material
Elements of the Competency	**Performance criteria**
1. To place the work in its context.	• Determination of the significant characteristics of the period or style • Identification of the composers and musicians* representative of the period or style • Knowledge of relationships with other art forms
2. To distinguish the main components of a work.	• Recognition of forms and stylistic elements • Recognition of details of instrumentation** • Identification of elements of musical language
3. To appreciate the aesthetic qualities of the work.	• Careful choice of criteria for musical appreciation • Use of appropriate terminology • Use of coherent arguments • Demonstration of critical sense • Demonstration of open-mindedness

4. To compare works of different periods and styles.	• Careful choice of comparison criteria:
	  – forms and stylistic elements
	  – details of instrumentation
	  – elements of language
	• Recognition of the main distinctions and similarities between the works
	• Establishment of relevant links between the works

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*   In these objectives and standards, the term "musician" refers to instrumentalists and singers.
**   In these objectives and standards, the term "instrumentation" refers to all instruments, including the voice.

Code: 01FG

Objective

Standard

Statement of the Competency

To develop instrumental* versatility.

Achievement Context

- Based on their needs and fields of interest
- Taking into account the demands of the profession
- Using one or more musical instruments or the voice

Elements of the Competency

Performance criteria

1. To assume responsibility for developing their instrumental versatility.

   - Exact determination of the labour market requirements for their instrumental or vocal competency
   - Recognition of the importance of ongoing training
   - Demonstration of open-mindedness

2. To determine methods for increasing their instrumental versatility.

   - Identification of their needs concerning acquisition of related or complementary instrumental skills
   - Determination of methods appropriate to their profile as a musician**

3. To develop skills related or complementary to their instrumental competency.

   - Reproduction of instrumental or vocal notation
   - Proficiency in instrumental or vocal technique
   - Production of an adequate sound
   - Application of measures aiming to prevent problems associated with health and safety

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* In these objectives and standards, the term "instrumental" refers to all instruments, including the voice.
** In these objectives and standards, the term "musician" refers to instrumentalists and singers.

	Code: 01FH

Objective

Standard

Statement of the Competency

To develop artistic sensibility.

Achievement Context

- According to their needs as an instrumentalist, singer or music theatre performer
- Based on personal awareness
- Using resource people

Elements of the Competency

Performance criteria

1. To study their aptitude for reacting to internal and external stimuli and for demonstrating an artistic sensibility in musical expression.

- Awareness of their artistic sensibility
- Self-criticism of expression and of their artistic sensibility

2. To determine stimuli that can affect their artistic sensibility.

- Determination of types of stimuli
- Determination of connections between stimuli and their reaction to them
- Selection of stimuli favourable for their development

3. To develop their artistic sensibility.

- Awareness of the importance of developing an artistic sensibility
- Research of sources of inspiration
- Creation of conditions conducive to the development of their artistic sensibility
- Self-criticism of personal growth

	Code: 01FJ

Objective   *Standard*

Statement of the Competency

To adapt to new technologies in music.

Achievement Context

- According to their needs and personal fields of interest
- Taking into consideration the changes in the music market
- As applied in popular music∗

Elements of the Competency

Performance criteria

1. To analyze the function of technology in music.

- Careful exploration of the technological field in question
- Careful exploration of the general processes associated with this field
- Accurate determination of specific workings of the technologies studied

2. To use technology in music.

- Correct start-up
- Correct use of technology
- Achievement of effective results

3. To operate new technology in music.

- Determination of relevant connections between new and old technologies
- Transfer of operational skills and adaptability

∗ In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

Code: 01FL

Objective   Standard

Statement of the Competency	**Achievement Context**
To manage a career.	• Taking into consideration the needs of a changing labour market • As part of career planning and development • Based on personal reflection and exchanging ideas with colleagues and resource people • Using current information about organizations and businesses in the fields of music, song and music theatre

Elements of the Competency	**Performance criteria**
1. To analyze the profession.	• Examination of the general characteristics of the profession and the conditions of its practice • Exploration of professional opportunities • Recognition of the demands and requirements of the profession
2. To plan their professional career.	• Realistic self-criticism of their professional work • Demonstration of a clear understanding of a professional career
3. To produce promotional materials.	• Production of a demo recording representative of their musical capacity • Preparation of a press kit • Design of promotional visual materials
4. To establish and maintain a professional network.	• Preparation and frequent updating of a list of resource persons • Judicious application of methods for establishing and maintaining relationships with resource people and the music industry
5. To apply management strategies for work.	• Realistic planning and efficient schedule management • Careful use of negotiation strategies for work agreements • Consideration of regulations governing the status of the artist
6. To take into consideration health and safety at work.	• Accurate estimation of risk in the work environment • Establishment of links between bad habits and their impact on productivity and health • Proper application of stress management • Proper application of preventive measures with risks associated with the work environment

Code: 01FC

Objective	Standard

Statement of the Competency

To master the popular music* idiom.

Achievement Context

- In performance and musical writing activities
- With the support of traditional and technological tools

Elements of the Competency

Performance criteria

1. To master melodic characteristics.

- Accurate and creative use of scales and modes associated with popular music
- Accurate application of the relationship between chords, functions and modes
- Use of melodic construction
- Exact reading of bass and melody lines

2. To master rhythmic characteristics.

- Exact transcription of rhythms
- Accurate construction of binary, ternary and compound rhythmic units
- Coherence between rhythmic and other components

3. To master harmonic characteristics.

- Accurate transcription of chord symbols in popular music
- Coherent harmonic progressions
- Good voice leading

4. To master details of performance practice.

- Accurate and creative use of inflexions and intonations
- Accurate use of rhythmical inflections
- Accurate use of accents
- Observance of phrasing associated with genre and style

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* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

	Code: 01FD

Objective | ## *Standard*

Objective	**Standard**
Statement of the Competency	**Achievement Context**
To transcribe a piece of popular music.*	• A piece of medium difficulty • Based on a request • Using a musical instrument • Using traditional and technological tools
Elements of the Competency	**Performance criteria**
1. To determine the form.	• Accurate identification of different sections • Correct placement of repeat signs • Exact writing of the metre • Exact writing of the form
2. To transcribe harmonic components.	• Exact indication of the key and the modality • Identification of modulations • Accurate writing of chord symbols and harmonic rhythm • Accurate writing of harmonic detail
3. To transcribe melodic components.	• Accurate pitch notation • Accurate notation of articulation and phrasing
4. To transcribe rhythmic components.	• Exact rhythmic notation • Exact indication of genre and style • Proper use of rhythmic accents
5. To specify instrumentation.**	• Proper identification of instrumental or vocal timbre • Correct instrumental writing • Exact indication of the fusion between instruments and voice
6. To proofread the transcription.	• Complete revision of a transcription • Precise corrections • Production of a finished score

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* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.
** In these objectives and standards, the term "instrumentation" refers to all instruments, including the voice.

Code: 01FK

Objective

Standard

Statement of the Competency

To establish professional communications.

Achievement Context

- In situations particular to the careers of musical artists
- In interaction with others

Elements of the Competency

Performance criteria

1. To communicate with the audience.

- Sensitive perception of the audience
- Good communication
- Stress control

2. To communicate with the technical team.

- Good communication
- Correct use of technical terms
- Effective exchange of ideas with the team

3. To communicate with the other artists.

- Clear and respectful verbal communication
- Judicious nonverbal communication
- Good participation

4. To direct performers.

- Accurate explanations of instructions
- Clear use of body language
- Accurate musical coordination with technical support
- Demonstration of leadership

Code: 01FM

Objective

Standard

Statement of the Competency

To arrange a piece of popular music.*

Achievement Context

- Based on a commission
- For different kinds of ensembles
- Using traditional and technological tools

Elements of the Competency

Performance criteria

1. To clarify the request.

- Estimate of the length of the arrangement to be carried out
- Precise determination of the instrumentation**
- Appropriate determination of the arrangement's genre and style
- Estimate of the time necessary to carry out the arrangement

2. To structure the arrangement.

- Accurate organization of the arrangement's form
- Attention to the quality and balance of the arrangement

3. To arrange the harmonic components.

- Identification of key centres
- Accurate application of the relationship between the chords, functions and the modes
- Careful choice of chords according to the melody

4. To arrange the melodic components.

- Careful treatment of the melody according to the arrangement's style and genre
- Rhythmic variations of the melody adapted to the arrangement's genre and style

5. To arrange the rhythmic components.

- Judicious choice of rhythm according to genre and style
- Coherence of the rhythmic, melodic and harmonic components

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* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

** In these objectives and standards, the term "instrumentation" refers to all instruments, including the voice.

6. To complete the arrangement.

- Consideration of the technical details of the instruments or voice
- Application of arranging techniques suited to genre and style
- Relevant use of stylistic components
- Precise indication of interpretive signs of genre and style
- Attention to aesthetic detail
- Originality of the arrangement
- Proofreading

Code: 01FN

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To compose a piece of popular music.*	• Based on a commission or a personal project • For different kinds of ensembles • Using traditional or technological tools
Elements of the Competency	**Performance criteria**
1. To create harmonic, melodic or rhythmic motifs.	• Development of their creative possibilities • Creation of original musical ideas • Structured layout of motifs
2. To compose musical phrases on the basis of these motifs.	• Clear conception of musical phrases • Coherent layout of compositional elements • Overall integration of stylistic components • Pursuit of aesthetic qualities and expression
3. To establish the form of the piece.	• Appropriate connection between the phrases • Accurate organization of the compositional form • Attention to symmetry and balance • Critical vision of the formal organization
4. To compose a score.	• Precise musical notation • Accurate use of articulation and phrase markings

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* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

Code: 01FP

Objective	*Standard*

Statement of the Competency

To record popular music.∗

Achievement Context

- In a context requiring the participation of instrumentalists, singers and a sequencer
- Based on a commission or a personal project
- Using both analog and digital technology employed in a small studio

Elements of the Competency

Performance criteria

1. To plan the recording.

- Determination of human resources, techniques and materials
- Establishment of a realistic production schedule
- Proper estimation of production costs
- Recruitment of instrumentalists or singers

2. To proceed with the recording.

- Good use of available technology
- Excellent sound check
- Effective and efficient direction of instrumentalists and singers
- Structured recording of musical components
- Proper use of audio-processing tools
- Judicious editing of musical components
- Mixing of musical components

3. To produce a demo.

- Efficient application of a process to create a professional demo recording
- Proper use of analog and digital audio technology
- Good quality end product

∗ In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To compose a song.	• Based on a commission or a personal project
	• Using traditional or technological tools
Elements of the Competency	**Performance criteria**
1. To write the text.	• Choice of a meaningful theme
	• Observing the theme
	• Visually inspired creation
	• Observance of prosody
2. To compose a melody adapted to the text.	• Judicious choice of genre and style
	• Observance of phrasing, genre and style
	• Harmonious fusion of melody and text
	• Catchy melody
	• Observance of the rules of musical prosody
	• Precise musical notation
3. To harmonize the melody.	• Accurate identification of key centres
	• Proper use of the relationship between chords, functions and modes
	• Careful choice of chords according to the melodic characteristics
	• Accurate notation of chord symbols
4. To establish the song form.	• Flow between the phrases
	• Detailed organization of the song form
	• Attention to song quality
	• Production of a complete score

Code: 01FR

Objective	*Standard*
Statement of the Competency	**Achievement Context**
To perfect instrumental or vocal technique.	• Based on methods, exercises, or popular music* repertoire • Using a musical instrument or the voice • Using resource people • Using traditional or technological tools
Elements of the Competency	**Performance criteria**
1. To have a plan of action.	• Exact determination of which technical skills to improve upon • Accurate identification of developmental needs • A plan adapted to their needs
2. To practise playing or singing.	• Good posture • Demonstration of a good instrumental or vocal technique • Continuous improvement of technical skills • Balanced management of exercises • Measures to prevent health and safety problems
3. To measure their progress.	• Critical listening to their own recorded performances • Self-evaluations

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* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

Code: 01FS

Objective   ## *Standard*

Statement of the Competency

To function as a professional popular music∗ soloist.

Achievement Context

- In public performances and recording sessions
- Using a musical instrument or the voice

Elements of the Competency

Performance criteria

1. To play an instrument or sing.

- Observance of stylistic components of the pieces
- Accuracy and discipline in interpretation
- Attention to a good sound
- Demonstration of initiative
- Control of performance anxiety
- Measures to prevent safety problems
- Professionalism in performance

2. To demonstrate an artistic sensibility.

- Demonstration of artistic sensibility in performance
- Demonstration of ability to express their musical creativity

3. To evaluate their instrumental or vocal performance.

- Self-evaluation of their instrumental or vocal performance
- Acceptance of constructive criticism
- Identification of ways to improve

∗ In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

	Code: 01FT

Objective	*Standard*

Statement of the Competency

To function as a professional performer in a small popular music∗ ensemble.

Achievement Context

- In public performance or recording sessions
- Using a musical instrument or the voice

Elements of the Competency

Performance criteria

1. To play an instrument or sing.

- Exact rendering of the score or piece
- Observance of the stylistic components of the pieces
- Accuracy and discipline evident in the performance
- Attention to the sound quality
- Demonstration of initiative
- Customized measures to prevent health or safety problems
- Sense of professionalism in the performance

2. To interact with the members of an ensemble.

- Demonstration of listening to others
- Adaptation of instrumental or vocal performance to that of other musicians and singers
- Good rhythmic, melodic and harmonic coordination
- Uniform phrasing
- Maintenance of a balanced sound
- Demonstration of teamwork

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* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

Code: 01FU

Objective

Standard

Statement of the Competency

To function as a popular music∗ studio musician.**

Achievement Context

- During studio or recording sessions
- Based on the producer's instructions
- Using a musical instrument or the voice
- In a limited amount of time

Elements of the Competency

Performance criteria

1. To communicate with the studio's technical team.

- Good communication
- Use of appropriate technical terms

2. To demonstrate instrumental or vocal proficiency in studio work.

- Good sight-reading
- Accurate sight-reading of the score
- Observance of stylistic components
- Accurate rhythm
- Pursuit of perfection when playing
- Musical expression
- Control of performance anxiety

3. To adapt their playing to studio work.

- Perceptive understanding of the producer's requests
- Adaptation of playing and sound quality to the producer's requests
- Creative playing
- Efficient use of retakes
- Speed of production

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*   In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.
**   In these objectives and standards, the expression "studio musician" refers to instrumentalists and singers.

	Code: 01FV

Objective *Standard*

Statement of the Competency

To function as a popular music∗ accompanist.

Achievement Context

- In the context of public performances and recording sessions
- By sight-reading or by ear
- Using a musical instrument or the voice
- For a piece of medium difficulty

Elements of the Competency

1. To support the performer.

2. To observe stylistic components.

3. To adapt their playing to the performer.

4. To interact with the performer.

Performance criteria

- Consideration of the performer's needs
- Supportive presence
- Open-mindedness

- Precise recognition of genre and style
- Correct identification of form
- Harmonious integration of stylistic components
- Exact transcription of stylistic components

- Demonstration of attentive listening
- Balanced and nuanced playing
- Uniform phrasing
- Good rhythmic coordination
- Appropriate reaction to unexpected situations

- Good rapport
- Effective verbal and nonverbal communication

∗ In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, pop, industry, ethnic, folk, world beat, etc.

Code: 01FW

Objective

Standard

Statement of the Competency

To produce a popular music∗ show.

Achievement Context

- Based on a request or a personal project
- Using a musical instrument or the voice
- For a stage show

Elements of the Competency

Performance criteria

1. To define the artistic concept.

- Careful choice of a theme
- Relevant choice of music based on an established theme
- Relevant selection of a number of pieces adapted to the genre

2. To prepare the repertoire.

- Selection of the repertoire pieces according to the theme
- Structured programming
- Proper choice of instrumentation**
- Preparation of musical scores and recordings of the program
- Effective rehearsal of the program

3. To prepare the show.

- Setup and organization of the necessary material
- Proper cooperation for setting the stage
- Programming of the performance

4. To promote the show.

- Setup of promotional tools suited to their needs
- Perceptive use of networking
- Effective use of publicity

5. To perform in the show.

- Management of stress and emotional control
- Sensitive demonstration of performance skills
- Good stage presence
- Productive exchange of ideas with the technical team
- Measures to prevent health and safety problems

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** In these objectives and standards, the term "instrumentation" refers to all instruments, including the voice.

6. To evaluate their performance.	• Self-criticism of their artistic performance, of their involvement in production teamwork, and of their participation in the physical organization of the show • Constructive consideration of criticisms • Identification of ways to improve

	Code: 01FX

Objective	**Standard**

Statement of the Competency

To improvise in a popular music* context.

Achievement Context

- In performance contexts
- Using a musical instrument or the voice
- Avoiding health and safety risks

Elements of the Competency

Performance criteria

1. To integrate stimuli.

- Listening to the performance environment
- Analysis of genre and style

2. To spontaneously create a musical idiom.

- Interesting use of ideas and phrases
- Coherent organization of idiom based on motifs and variations
- Overall integration of stylistic components
- Good coordination
- Attention to originality of personal idiom
- Stress control

3. To display musicality.

- Demonstration of musicality
- Creative expression in musical technique
- Attention to aesthetic qualities

4. To interact with other group members.

- Effective communication among the group members
- Appropriate adaptation of instrumental or vocal playing to that of the other instrumentalists or singers
- Sustained production of a balanced sound
- Creative musical exchanges

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* In these objectives and standards, the expression "popular music" refers to music and song in the following categories: rock, jazz, blues, pop, industry, ethnic, folk, world beat, etc.

Code: 01FY

Objective   *Standard*

Statement of the Competency

To make expressive use of stage technics.

Achievement Context

- In the context of public musical performances
- Avoiding health and safety risks

Elements of the Competency

Performance criteria

1. To command the stage area.

- Good poise
- Awareness of their own body in motion
- Ease of movement in a defined space
- Good coordination
- Ability to improvise

2. To have stage presence.

- Projection of their feelings and creativity into the performance of a musical number
- Ability to convey the ideas or emotions of a text
- Capacity to move the public
- Harmonious integration of different musical or theatrical elements

3. To use different modes of expression.

- Creation of impressions through movement
- Use of varied techniques of dramatic expression

Code :   048Q

Objective

Standard

Statement of the Competency

To master spoken-voice techniques.

Achievement Context

- Through a personal vocal-training program
- During exercises, workshops and performances
- Using various levels of language
- Using various text styles
- With assistance from spoken-voice coaches
- Exploring the expressive possibilities of the human voice
- Avoiding health and safety risks

Elements of the Competency

1. To apply breathing and voice placement techniques.

Performance criteria

- Application of a daily vocal warm-up routine
- Effective use of breathing techniques
- Use of varied, effective vocal techniques
- Voice placement and control throughout its range
- Appropriate voice projection for the stage space or amplification system concerned

2. To apply diction and phonetics techniques.

- Application of rules of diction and phonetics
- Use of effective articulation, pronunciation and enunciation techniques
- Application of rules of punctuation and phrasing
- Control of the vocal apparatus
- Ongoing improvement of the pitch and precision of the spoken voice

3. To adapt spoken-voice techniques to use in music theatre.

- Awareness of the specific realities of a music theatre performer
- Awareness of the need to maintain a healthy vocal apparatus
- Integration of spoken-voice techniques in performance situations

	Code :	048R

Objective   *Standard*

Statement of the Competency

Achievement Context

To master the fundamental elements of acting.

- During training classes, improvisation workshops, exploratory workshops, music theatre performance workshops and song performance workshops
- Using various approaches to acting
- With help from resource persons specializing in stage acting, using dramatic texts or outlines, songs and a lexicon of acting and stage terms
- Avoiding health and safety risks

Elements of the Competency

Performance criteria

1. To prepare to act.

- Ongoing state of physical and mental readiness
- Ongoing state of relaxation
- Ongoing state of concentration
- Willingness to act
- Ability to abandon themselves to acting
- Ability to listen and remain receptive

2. To observe the actions of human beings.

- Demonstration of ability to observe and note the behaviour patterns and everyday habits of contemporary people, and to listen to them
- Use of relevant methods to observe human behaviour and relationships between human beings
- Demonstration of willingness and desire to discover more about human beings

3. To observe their own behaviours

- Demonstration of introspective ability
- Perception of their behaviour in various life situations

4. To control on-stage body movements

- Awareness, precision and economy of movement in relation to posture and gesture, gaze and facial expression, and in dynamic movements
- Smooth control of on-stage body movements as a tool to express character
- Awareness of spatial dynamics
- Establishment of a significant, sensitive relationship between their body and partners, between their body and objects and between their body and the performance environment
- Harmonization of movements and words
- Sense of rhythm
- Creativity

5. To transpose the actions of human beings into theatrical actions.

- Demonstration of authenticity
- Establishment of links between human behaviour patterns and the main types of character found in drama
- Distinction between personal emotions and theatrical emotions
- Smooth transposition of human actions into a theatrical dynamic
- Judicious use of observations of human behaviour to deal with dramatic themes
- Use of personal sensitivity and imagination to increase expressive possibilities
- Sense of rhythm
- Creativity

Code :   048S

Objective   *Standard*

Statement of the Competency   **Achievement Context**

To use dance techniques.

- Through a personal dance-training program
- During training, improvisation periods, rehearsals and public performances
- In solo, duo and group formations
- Based on choreographies in a range of styles, and instructions from a choreographer
- Using music or rhythms and a lexicon of dance terms
- Avoiding health and safety risks

Elements of the Competency   **Performance criteria**

1. To demonstrate confident control of the body.

- Constant, confident placing and alignment of the body and its components
- Overall and segmented coordination in the execution of dance movements
- Control of balance and actions affected by gravity
- Precise reproduction of dance movements and sequences
- Integration of breathing with the dynamics and quality of each movement
- Demonstration of a sense of rhythm
- Accurate allocation and use of energy

2. To execute a range of dance movements.

- Openness to a range of approaches and styles of movement
- Varied use of gestures based on a range of rhythms and paces
- Confident use of a variety of dance steps
- Correct execution of dance steps in various directions, using various rhythms and paces
- Confident use of a variety of leaps from various supports, in various directions and in various rhythms
- Use of a variety of turns from various supports and directions
- Use of a variety of upward and downward actions from various supports and directions
- Reproduction of a variety of steps, leaps, actions, turns, falls and gestures used simultaneously

Code :   048S

Objective

Standard

3. To perform sequences of dance movements.

- Determination of intentions of the character being played and how these motivate dance sequences
- Accurate and sensitive rendition of the movements and links in the sequences concerned, based on the character being played
- Accurate and sensitive rendition reflecting the musicality, dynamics and rhythms of the sequences concerned, based on the character being played
- Judicious use of space
- Search for authenticity

Code :   048T

Objective   *Standard*

Statement of the Competency   **Achievement Context**

To establish professional relationships.

- In a variety of work situations
- With other performers and the technical team
- With other people involved in the production
- Adopting attitudes conducive to communication: courtesy, patience and respect

Elements of the Competency   **Performance criteria**

1. To exchange ideas with colleagues.

- Demonstration of attitudes likely to establish and maintain constructive dialogue
- Clear expression of their ideas and emotions
- Awareness of their nonverbal messages
- Accurate interpretation of verbal and nonverbal messages
- Openness to other people

2. To discuss an artistic project.

- Active participation in discussions
- Sensitive articulation of their ideas
- Ability to summarize information and provide feedback
- Use of appropriate music theatre terminology

3. To work in a team.

- Active participation in team activities
- Ongoing willingness to provide assistance for team activities
- Appropriate management of interpersonal conflicts
- Respect for specialized fields
- Compliance with established rules

Code :   048U

Objective   *Standard*

Statement of the Competency

To assimilate a music theatre role.

Achievement Context

- During rehearsals, workshops and public performances of music theatre works
- In various styles and forms of music theatre
- Using music theatre works (scripts, scores and choreographies); instructions from the people responsible for artistic direction, staging, musical direction and choreography; reflection, personal and documentary research, observations of human behaviour and discussions with colleagues
- Avoiding health and safety risks
- Applying stress management strategies

Elements of the Competency

Performance criteria

1. To analyze the work.

- Accurate interpretation of the characteristics of the work
- Appropriate understanding of the social, political and cultural context for the work
- Accurate identification of the major dramatic issues of the work

2. To understand the role to be performed.

- Clear perception of the physical, psychological and sociological characteristics of the role
- Accurate identification of the dramatic issues and power relationships with the other characters
- Integration of the character's development in response to the dramatic issues of the work

	Code :	048U

Objective	*Standard*
3. To assimilate the character.	• Assimilation and compliance with the requirements of the artistic directors • Adaptation to the acting style • Memorization of the text, song or songs, blocking, and dance or dances involved in the work • Demonstration of an ability to discuss a personal vision of the character with the artistic directors • Use of artistic sensitivity to explore ways to perform the role • Awareness of the approach chosen by the artistic directors when exploring ways to perform the role • Harmonious combination of different techniques (acting, singing and dancing) in a trial interpretation of the role • Adaptation of performance to various aspects of the production: space, props, scenery, costumes, lighting, musical accompaniment and music technologies
4. To refine their performance.	• Appropriate critical examination of their exploration of ways to perform the role • Improvements to the performance of the role

Code :   048Y

Objective   *Standard*

Statement of the Competency   **Achievement Context**

To build up a repertoire for music theatre auditions.

- Independently
- With help from resource persons
- With a constant focus on new repertoire
- With or without keyboard accompaniment

Elements of the Competency   **Performance criteria**

1. To select audition material.
   - Accurate identification of their strengths and repertoire suitable for their voice
   - Selection of scenes and songs appropriate for role types, taking into account the characteristics of their voice
   - Careful choice of numbers, scenes and songs

2. To rehearse the numbers selected.
   - Accurate reading of scores
   - Precise analysis of the dramatic text
   - Structured rehearsal of numbers
   - Accurate vision of character
   - Memorization of numbers
   - Active search for feedback from professionals in the field

3. To maintain an audition repertoire.
   - Regular rehearsal of audition repertoire
   - Maintenance of physical and vocal ability to meet the requirements of the repertoire selected

4. To enrich their audition repertoire.
   - Collection of information on trends in the profession
   - Search for new materials
   - Open approach to new repertoire
   - Ongoing updating of repertoire

Code :   048V

Objective

Standard

Statement of the Competency

To make a studio recording of a music theatre number.*

Achievement Context

- In a sound recording studio
- Using scores
- Following instructions from the people responsible for the recording, the musical direction and the staging
- In a limited period of time
- Adjusting the performance to suit the requirements of a studio recording
- Adopting attitudes conducive to communication: courtesy, patience and respect
- Applying stress management strategies

Elements of the Competency

Performance criteria

1. To prepare for a recording.

- Adequate vocal warm-up
- Punctuality
- Appropriate mental preparation

2. To communicate with the technical team.

- Clear formulation of needs
- Use of precise terminology

3. To exchange points of view with the people responsible for artistic direction.

- Attentiveness to requests
- Contribution of artistic ideas
- Adaptation of performance to requests from the people responsible for artistic direction

4. To perform a number.

- Accurate reading of score
- Compliance with stylistic requirements
- Precise execution
- Demonstration of sensitivity and expression

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* The term "number" is used for each segment of a show.

Code : 048W

Objective	*Standard*

Statement of the Competency

To prepare for a performance of a music theatre show.

Achievement Context

- In the wings of a performance venue
- In the hours leading up to the dress rehearsal and performance
- In compliance with the requirements of the house manager
- In compliance with the instructions of the people responsible for artistic direction and with personal and group techniques and rituals connected with preparation
- Avoiding health and safety risks
- Applying stress management strategies

Elements of the Competency

Performance criteria

1. To comply with calls.

- Punctuality
- Adequate mental and physical preparation

2. To warm up.

- Correct application of physical and vocal warm-up techniques

3. To prepare.

- Mental and physical review of main movements
- Appropriate check of stage materials, costumes and props
- Check of various technical or mechanical elements
- Personal preparation of hair and makeup according to specifications
- Appropriate review of sequences requiring special techniques: fights, stunts and complex dance movements

4. To concentrate.

- Appropriate mental preparation for a public performance of a music theatre work
- Establishment of best possible conditions for performing the role and conveying the meaning of the work

5. To contribute to the performance of the show.

- Active participation in sound check
- Individual and group preparation
- Mutual support

Objective

Standard

Statement of the Competency

To perform a role in a music theatre show.

Achievement Context

- During public performances of a music theatre work
- During rehearsals and workshops
- On a stage set up for the performance
- Covering various styles and forms of music theatre
- In compliance with instructions from the person responsible for artistic direction
- With assistance from artistic and technical collaborators
- Using all the technical material specified for the show
- Avoiding health and safety risks
- Applying stress management strategies

Elements of the Competency

1. To embody a character.

Performance criteria

- Effective communication of the dramatic content of the work to the audience
- Precise communication of the character and the character's dramatic actions
- Authentic performance
- Harmonious combination of various acting, singing and dancing techniques
- Accuracy and precision of acting, singing and dancing
- Contribution to the emotion instilled in the audience by a truthful portrayal of the character
- Compliance with the general approach to the show

2. To interact with fellow performers.

- Dynamic and harmonious contribution to the performance style of the ensemble
- Respect for fellow performers
- Performance of role that takes fellow performers into account
- Demonstration of the ability to listen
- Adaptation to unexpected events

	Code :	048X

Objective   *Standard*

3. To assess their artistic performance.

- Accurate identification of the strengths and weaknesses of their performance
- Accurate identification of steps to take to improve their performance
- Self-regulation of self-confidence
- Perceptive analysis of audience response to the show

4. To renew their artistic commitment from one performance to the next.

- Self-regulation of motivation
- Refining of their performance at each show
- Refining of techniques
- Adjustment of the performance to reflect the overall approach to the show

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