

Introduction

Music is a subject with its own unique skills and knowledge, a respected repertoire of quality literature, an advanced system of notation and literacy, and a challenging form of cognition. Scientifically, music is an auditory symbol system that the brain conceives as spatial-temporal reasoning. The brain organizes the elements of pitch, rhythm, timbre and harmony in neurological pathways that cannot be replicated in any other manner. Historically, musical expression is an innate human activity that bridges cultures and time.

In the study of music, students create meaning and expression through the use of listening, composing and improvisational skills. Students attain skill in choral and instrumental performance, as well as critical thinking and self-assessment. Understanding of musical elements and how people in different places and at different times have manipulated them is important in learning how meaning is derived from sound.

Broad experience in music is necessary if students are to make informed musical judgments. To meet the standards in this framework, students must learn vocabularies and concepts associated with various types of work in music. By understanding the contribution music makes to culture and history, students are better prepared to live and work in multicultural settings. The adult life of every student is enriched by the skills, knowledge and dispositions acquired through the study of music.

Music Standards Organization

Arizona's music standards are organized into two distinct sections:

- General Music K-8
- Performing Ensembles

The standards do not subscribe to any specific teaching methodology.

General Music, grades K-5, are grade level articulated standards. The performance objectives listed build one upon the other, and cascade upward in terms of difficulty of skill and technique.

Students may be classified as Beginning, Intermediate, or Advanced within the same grade level or class.

The following Kyrene School District K-5 General Music Curriculum was created with the K-5 Arizona Standards as the core, with additional mastery performance objectives added to further enhance student learning and meet the high level of expectation in Kyrene.

Standards Organization: Concepts

The Concepts which serve as the “chapter headings” for music’s three strands of Create, Relate and Evaluate are based on the National Standards for Music Education:

The strands/concepts are not intended to imply a developmental order.

Words in BOLD are defined in the glossary.

Italicized text is a continuation from a previous grade level.

	Strand 1 – Create	Strand 2 – Relate	Strand 3 - Evaluate
Concept #1	Singing alone & with others music from different genres and diverse cultures.	Understanding the relationships among music, the arts & other disciplines outside the arts	Listening to analyzing and describing music
Concept #2	Playing instruments alone and with others, music from different genres and diverse cultures	Understanding music in relation to history and culture	Evaluating music and music performances
Concept #3	Improvising rhythms, melodies, variations and accompaniments	Understanding music in relation to self and universal themes	
Concept #4	Composing and arranging music		
Concept #5	Reading and notating music		

MUSIC PROGRAM OUTCOMES

These outcomes are intended to describe in broad terms what students will know, be able to do, or attitudes they will hold after completing the K-5 music program in the Kyrene District.

Students will be able to:

1. Perceive and analyze the elements of music using its specialized language.
2. Respond to music physically, aesthetically, intellectually, and emotionally.
3. Improvise and compose music.
4. Recognize a wide variety of styles, genres and cultures of music through direct experience.
5. Develop technical skills as a means to perform music expressively, alone and with others.
6. Recognize that music plays a variety of roles in people's lives (careers, entertainment, leisure, and recreation).
7. Evaluate and make aesthetic judgments regarding the quality of music.

ELEMENTS OF MUSIC

The Music Curriculum Advisory Committee chose elements of music which are the necessary aspects of music understanding: *Beat, Tempo, Rhythm, Meter, Melody, Harmony, Form, Expression, Timbre, Style*. While the ten elements are each important in their own way, they do not exist alone and must be brought together through organized music experiences.

BEAT	is the steady underlying pulse which is basic to most music; the unit of time into which music is divided.
TEMPO	is the rate of speed at which a musical composition is performed.
RHYTHM	is the organization of sound and silence in music.
METER	is the grouping of beats into recurring patterns of strong and weak.
MELODY	is the linear organization of pitches.
HARMONY	is the vertical organization of pitches.
FORM	is the shape of the musical composition as defined by pitch, timbre, and rhythm.
EXPRESSION	is the dynamic, articulation, or tempo which guides the performance.
TIMBRE	is the sound which distinguishes one instrument from another.
STYLE/GENRE	is the significant characteristic(s) which distinguishes one work from another.

It is understood that some of these elements are taught/reviewed simultaneously, hence the duplication of some activities.

General Music Standards Grades K-5

Strand 1: Create

Concept 1: Singing, alone and with others, music from various genres and diverse cultures.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PO 1. exhibiting singing and speaking voices.	PO 1. singing on pitch loud/soft, fast/slow, high/low.	PO 1. singing an ostinato on pitch with an appropriate tone quality.	PO 1. singing rounds on pitch with an appropriate tone quality.	PO 1. singing partner songs on pitch with an appropriate tone quality.	PO 1. singing songs with descants on pitch with an appropriate tone quality, diction and posture.
PO 2. echoing spoken rhythmic patterns.	PO 2. following a steady beat while singing.	PO 2. performing a steady beat while singing	PO 2. singing rhythmic patterns with words.	PO 2. singing unaccompanied with correct timing and intonation.	
PO 3. singing music from memory.	PO 3. echo singing using syllable names.	PO 3. singing using syllable names.	PO 3. reading and singing using syllable names or numbers	PO 3. reading and singing using pitch names.	PO 3. singing short songs from written notation .
	PO 4. responding properly to basic conducting cues . (e.g., start/stop).	<i>PO 4. responding properly to basic conducting cues. (e.g., start/stop).</i>	<i>PO 4. responding properly to basic conducting cues. (e.g., start/stop).</i>	PO 4. responding properly to formal conducting cues . (e.g., 3/4, 4/4).	PO 4. responding expressively to conducting cues (e.g., legato, dynamics).
		PO 5. respond to and demonstrate heavy and light beats			
		PO 6. respond to and demonstrate tempo – fast and slow			

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		PO 7. distinguish between loud and soft dynamics		PO 7. demonstrating gradual changes in dynamics	
			PO 8. recognizing the presence or lack of harmony		PO 8. responding to and demonstrating melodic harmony : round, canon, echo songs
				PO 9. recognizing and demonstrating that the meter of music moves in twos and threes	
				PO 10 distinguishing between the articulation of staccato and legato	PO 10 recognizing and responding to the articulation - accent
				PO 11. recognizing the tonality, major and minor , of a melody	

General Music Standards Grades K-5

Strand 1: Create

Concept 2: Playing instruments, alone and with others, music from various genres and diverse cultures.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PO 1. maintaining a steady beat .	PO 1. maintaining a steady beat with a partner.	PO 1. maintaining a steady beat in a group.	PO 1 playing music from memory.		
	PO 2. playing sounds that are loud/soft, fast/slow, high/low.	PO 2. playing short melodic patterns that are loud/soft, fast/slow, high/low.	PO 2. playing a simple ostinato accompaniment using dynamics .	PO 2. playing a short melody using appropriate dynamics .	PO 2. playing simple independent instrumental parts while other students sing or play contrasting parts.
PO 3. echoing rhythm patterns.	PO 3. Respond to and demonstrate sound and silence, and varying durations of sound and silence	PO 3. playing with correct rhythmic duration quarter notes, eighth notes and quarter rests.	PO 3. playing with correct rhythmic duration half notes, whole notes and corresponding rests.	PO 3. playing with correct rhythmic duration dotted half notes and dotted quarters.	PO 3. playing short songs from written notation .
	PO 4. responding properly to basic conducting cues . (e.g., stop/start).	<i>PO 4. responding properly to basic conducting cues. (e.g., stop/start).</i>	<i>PO 4. responding properly to basic conducting cues. (e.g., stop/start).</i>	PO 4. responding properly to formal conducting cues . (e.g., 3/4, 4/4).	PO 4. responding expressively to conducting cues (e.g., legato, dynamics).
		PO 5. respond to and demonstrate heavy and light beats	PO 5. demonstrating steady beat by using alternating single level motions		

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				PO 6. distinguishing between rhythm and beat	
			PO 7. responding to and demonstrating simple bordun	PO 7. responding to and demonstrating alternating bordun	PO 7. responding to and demonstrating level and cross-over borduns
			PO 8. recognize intervals by solfege do-re-mi-so-la, or numbers 1-2-3-5-6		
			PO 9. responding to and demonstrating repeated pitches		PO 9. responding to and demonstrating melodic direction (upward and downward)
				PO 10. responding to and demonstrating steps and skips	PO 10. recognizing and applying a pentatonic scale
				PO 11. recognizing and demonstrating that the meter of music moves in twos and threes	
				PO 12. distinguishing between the articulation of staccato and legato	
				PO 13. responding to and demonstrating chordal accompaniment : I chord	
				PO 14. responding to full and half cadence	

General Music Standards Grades K-5

Strand 1: Create

Concept 3: Improvising rhythms, melodies, variations, and accompaniments

(Teachers and students may choose from a variety of sound sources e.g., body percussion, found objects, non-pitched instruments, pitched instruments, computer generated sound sources.)

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PO 1 improvising an answer to a teacher-performed statement (to a steady beat)	PO 1. <i>improvising an answer to a teacher-performed statement (to a steady beat)</i>	PO 1. improvising simple rhythmic accompaniments .	PO 1. improvising simple melodic phrases .	PO 1. singing and/or playing short improvised melodies for a specified time frame.	PO 1. improvising a melody based on a given tonality .
		PO 2. respond to and demonstrate heavy and light beats			
		PO 3. differentiate between steady beat/no beat			
		PO 4. respond to and demonstrate high and low pitch	PO 4. responding to and demonstrating repeated pitches	PO 4. responding to and demonstrating steps and skips in pitches	PO 4. responding to and demonstrating melodic direction (upward and downward)
			PO 5. responding to and demonstrating accompaniments: simple ostinato		
				PO 6. recognizing and demonstrating that the meter of music moves in twos and threes	

General Music Standards Grades K-5
Strand 1: Create
Concept 4: Composing and arranging music.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	PO 1. Composing and noting short pieces using non-standard musical notation	PO 1. creating music to accompany or tell a story.	PO 1. creating a short song within specified guidelines choosing from a variety of sound sources (e.g., body percussion, found objects, non-pitched instruments, pitched instruments, computer generated sound sources).	PO 1. creating short songs and/or instrumental pieces within specified guidelines choosing from a variety of sound sources (e.g., body percussion, found objects, non-pitched instruments, pitched instruments, computer generated sound sources).	PO 1. composing short pieces using standard musical notation in the treble clef within specified guidelines. Dotted half note, half rest, whole rest
		PO 2. differentiate between steady beat/no beat			
		PO 3. respond to and demonstrate high and low pitch	PO 3. responding to and demonstrating repeated pitches	PO 3. responding to and demonstrating steps and skips in pitches	PO 3. responding to and demonstrating melodic direction (upward and downward)
		PO 4. recognize and distinguish environmental sounds			

General Music Standards Grades K-5
Strand 1: Create
Concept 5: Reading and notating music.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
	PO 1. recognizing melodic movement as up and down.	PO 1. recognizing steps, skips and repeated notes in music.			
PO 2. distinguishing melodic shape.	PO 2. Identifying quarter and eighth notes and quarter rests (e.g., Ta, Ti Ti).	PO 2. reading/ decoding quarter notes, eighth notes and quarter rests.	PO 2. reading/ decoding half notes, whole notes, quarter notes, eighth notes, and corresponding rests, as well as the symbol for slur	PO 2. reading/ decoding dotted half notes and dotted quarter notes.	PO 2. reading/ decoding sixteenth notes and sixteenth note patterns and simple syncopation in 2/4, 3/4 and 4/4 time signatures .
			PO 3. identifying the letter names for the lines and spaces of the treble clef .	<i>PO 3. identifying the letter names for the lines and spaces of the treble clef.</i>	<i>PO 3. identifying the letter names for the lines and spaces of the treble clef.</i>
PO 4. recognizing non-standard musical notation	PO 4. demonstrating melodic line and texture through non-standard musical notation	PO 4. reading and notating non-standard musical notation .	PO 4. reading and notating music using standard musical notation .	<i>PO 4. reading and notating music using standard musical notation.</i>	<i>PO 4. reading and notating music using standard musical notation.</i>

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		PO 5. identifying parts/symbols in a musical score : <ul style="list-style-type: none"> • <u>staves</u> • <u>clefs</u> 	PO 5. identifying parts/symbols in a musical score : <ul style="list-style-type: none"> • <u>dynamics</u> • <u>meter signatures</u> 	PO 5. identifying parts/symbols in a musical score : <ul style="list-style-type: none"> • <u>accidentals</u> • <u>phrasing marks</u> • <u>key signatures</u> 	PO 5. defining terms and symbols used in music notation as identified in previous grade levels. Bar-line and measure.
			PO 6. recognize intervals by solfege do-re-mi-so-la, or numbers 1-2-3-5-6		
				PO 7. recognizing and demonstrating that the meter of music moves in twos and threes	
				PO 9, identifying and using the upbeat in meter	PO 9. identifying and using changing meters
				PO 8. distinguishing between the articulation of staccato and legato	PO 8. recognizing and responding to the articulation - accent

General Music Standards Grades K-5

Strand 2: Relate

Concept 1: Understanding the relationships among music, the arts, and other disciplines outside the arts.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PO 1. exploring the relationship between music and dance by responding to sounds through movement.	PO 1. using body movement to show variations in rhythm, pitch or tempo .	PO 1. showing musical pulse, pattern and phrasing through movement.	PO 1. performing a dance to a given piece of music that reflects its cultural heritage.	PO 1. identifying the use/function of music from various cultures correlating to grade level social studies curriculum.	PO 1. <i>identifying the use/function of music from various cultures correlating to grade level social studies curriculum.</i>
					PO 2. Explaining the nature of sound as vibration.
	PO 3. recognizing composers' motivations for creating music	<i>PO 3. recognizing composers' motivations for creating music</i>	<i>PO 3. recognizing composers' motivations for creating music</i>	PO 3. explaining and applying the relationship between note values and mathematics	<i>PO 3. explaining and applying the relationship between note values and mathematics</i>
PO 4. exploring and analyzing the relationship of music to language arts, visual arts, literature	<i>PO 4. exploring and analyzing the relationship of music to language arts, visual arts, literature</i>	<i>PO 4. exploring and analyzing the relationship of music to language arts, visual arts, literature</i>	<i>PO 4. exploring and analyzing the relationship of music to language arts, visual arts, literature</i>	<i>PO 4. exploring and analyzing the relationship of music to language arts, visual arts, literature</i>	<i>PO 4. exploring and analyzing the relationship of music to language arts, visual arts, literature</i>

General Music Standards Grades K-5

Strand 2: Relate

Concept 2: Understanding music in relation to history and culture.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PO 1. discovering various uses of music in daily experiences (e.g., songs of celebration, seasons).	PO 1. recognizing various uses of music in daily experiences (e.g., game songs, marches, dance music, work songs).	PO 1. classifying various uses of music in daily experiences (e.g., songs of celebration, game songs, marches, T.V. and movie sound tracks, dance music, work songs).	PO 1. identifying music from various genres and diverse cultures.	PO 1. explaining the musical characteristics that make a piece appropriate for a specific event or function.	PO 1. describing the historical context and or influence of music on daily life, culture, politics, etc.
				PO 2. applying appropriate movements to music from various cultures.	PO 2. describing the cultural context and or influence of music on daily life, culture, politics, etc.
				PO 3. identifying the origins and development of instruments	PO 3. describing the origins and development of instruments
			PO 4. identifying different musical careers	PO 4. describing different musical careers.	PO 4. classifying different musical careers.

General Music Standards Grades K-5
General Music Strand 2: Relate

Concept 3: Understanding music in relation to self and universal themes.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PO 1. describing what a piece of music makes them think of or about.	PO 1. identifying a song or other piece of music that is important to their family.	PO 1. drawing a picture that is inspired by listening to a specific piece of music.	PO 1. writing a story that is inspired by listening to a specific piece of music.	PO 1. describing the roles and impact music plays in their lives and the lives of others.	PO 1 reflecting on and discussing the roles and impact music plays in their lives and the lives of others.
PO 2. describing why they like their favorite piece of music.	PO 2. explaining music preferences (I like it because...).	<i>PO 2. explaining music preferences (I like it because...).</i>	PO 2. distinguishing music preferences (I like it because...) from music judgments (It is good because...).	PO 2. distinguishing music preferences (I like it because...) from music judgments (It is good because...) from cultural judgments (It is important because...).	<i>PO 2. distinguishing music preferences (I like it because...) from music judgments (It is good because) from cultural judgments (It is important because...).</i>
PO 3. identifying music as fast or slow (tempo) and as loud or soft (dynamics), high or low (pitch).	PO 3. demonstrating various moods heard in music through facial expression, body posture and/or movement.	PO 3. responding to various moods heard in music through facial expression, body posture and/or movement.	PO 3. describing changes in mood while listening to music.	PO 3 identifying musical examples by culture.	PO 3 identifying music examples by genre .

General Music Standards Grades K-5

Strand 3: Evaluate

Concept 1: Listening to, analyzing, and describing music.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PO 1. identifying singing/ speaking voice.	PO 1. identifying melodic shape/ pitch direction.	PO 1. recognizing that music moves by steps, skips, leaps, and repeats.	PO 1. identifying steps, skips, leaps and repeats within a given piece of music.	PO 1 describing the melodic movement within a given piece.	PO 1. classifying scales as major, minor.
PO 2. naming classroom instruments.	PO 2. identifying a variety of band, orchestra, and classroom instruments.	PO 2. identifying the sound of a variety of band, orchestra, and classroom instruments.	PO 2. classifying instruments as band, orchestra or classroom.		PO 2. categorizing instruments as Western and non-Western.
PO 3. identifying sounds as high and low.	PO 3. recognizing patterns (e.g. rhythmic, melodic, dynamic, instrumental, tempo)	PO 3. recognizing AB and ABA forms . discriminating between same or different forms	PO 3. describing AB, ABA , and rounds.	PO 3. describing AB (verse and refrain), ABA, canon and rondo forms .	PO 3. identifying AB, ABA, canon , and round forms when presented in performed and/or recorded music.
	PO 4. recognizing and responding to sound and silence and the duration of sound and silence				
		PO 5. discriminating between beginning and ending			
		PO 6. recognizing and responding to phrases			<i>PO 6. recognizing and responding to phrases</i>

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
		PO 7. demonstrating steady beat using single motion repetition	PO 7. demonstrating steady beat using alternating single level motions	PO 7. demonstrating steady beat in multi-levels	
		PO 8. distinguishing between steady beat/no beat		PO 8. distinguishing between rhythm and beat	
		PO 9. responding to and demonstrating heavy and light beats			
		PO 10. alternating beat in two places on the body	PO 10. demonstrating steady beat using bi-level motions	PO 10. demonstrating steady beat in two place simultaneously	
		PO 11. demonstrating locomotion to a steady beat			
		PO 12. demonstrating beat using manipulatives			
			PO 13. responding to subdivision of the beat		PO 13. demonstrating two beat divisions at the same time
		PO 14. recognizing and distinguishing environmental sounds			
		PO 15. differentiate vocal sounds: man, woman, child	<i>PO 15. differentiate vocal sounds: man, woman, child</i>		
			PO 16. differentiate vocal sounds: group/solo		
			PO 17. differentiate vocal sounds: speak, whisper, shout, sing	PO 17. distinguishing between vocal and instrumental texture	

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
				PO 18. recognizing and demonstrating body percussion	
				PO 19. identifying and using traditional note value names	
				PO 20. recognizing and demonstrating that the meter of music moves in twos and threes	PO 20. identifying and using changing meters
				PO 21. identifying the use of upbeat	
				PO 22. distinguishing between the articulation of staccato and legato	PO 22. recognizing and responding to the articulation - accent
			PO 23. identifying vocal production skills: posture		

General Music Standards Grades K-5

Strand 3: Evaluate

Concept 2: Evaluating music and music performances.

Students will demonstrate proficiency by:

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
PO 1. expressing personal reactions to a music performance through drawings (I like it because...).	PO 1. expressing personal reactions to a music performance through words or drawings (I like it because...).	PO 1. expressing personal reactions to a music performance through words and drawings (I like it because...).	PO 1. discussing/explaining personal preferences for music (I like it because vs. it is good because...).	PO 1. distinguishing music preferences (I like it because...) from music judgments (It is good because) from cultural judgments (It is important because...)	PO 1. using established criteria (e.g., dynamics , pronunciation) to evaluate performances and compositions .
PO 2. listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.	PO 2. <i>listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.</i>	PO 2. <i>listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.</i>	PO 2. <i>listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.</i>	PO 2. <i>listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.</i>	PO 2. <i>listening attentively while others perform and showing appropriate audience behavior for the context and style of the music performed.</i>

Kyrene School District Standards Glossary of Terms

A-B/A-B-A Musical Forms	The organization of sections of a musical work represented by letters that depict similar and contrasting sections. A-B refers to a work with two distinct parts; A-B-A refers to a work with two distinct parts, the first of which is repeated after performing the second.
A Cappella	“In the chapel”: term for choral music sung without instrumental accompaniment.
Accent	Giving prominence to a specific musical note.
Accompaniment	A subordinate vocal and/or instrumental part or parts added to a principal part or parts.
Acoustics	The science of sound.
Aleatoric	Term applied to music in which certain choices in composition or realization are, to a greater or lesser extent, left to chance or whim.
Arpeggio	The notes of a chord played one after another instead of simultaneously.
Articulation	The separation of successive notes from one another, singly or in groups, by a performer, and the manner in which this is done; the manner in which notes are performed.
Aural	Having to do with the ear or the sense of hearing.
Beat	Unit of measure of rhythmic time.
Blues (12-bar blues)	A secular black American folk music of the 20th century, related to, but separate from, jazz. The term describes both the characteristic melancholy state of mind and the eight-, 12-, and 32- bar harmonic progressions that form the basis for blues improvisation; the most common is 12 bars long. The other characteristic is the ‘blue note’, a microtonal flattening of the 3rd, 7th and (to a lesser extent) 5th scale degrees.
Call and Response	A structure that is most often associated with African musical forms, although it is also used elsewhere. One soloist/group performs with the second soloist/group entering “in response” to the first.
Canon	A musical form in which a melody is imitated exactly in one or more parts. Similar to a round.
Chord	Three or more tones sounded simultaneously.

Chord Progression	Succession of harmonic content in time.(E.g., tonic-dominant, 12 bar blues)
Chromatic	Movement by half steps (e.g. c to c#)
Chromatic Scale	A scale of half steps with 12 tones to an octave.
Clef	A symbol written at the beginning of a musical staff indicating which notes are represented by which lines and spaces.
Col Legno	Tapping the strings with the stick of the bow.
Composer	A person who writes compositions.
Composition	Creation of original music by organizing sound. Usually written for others to perform.
Conductor	A person who directs a group in the performance of music.
Crescendo	Usual term for gradually increasing in volume.
Cues	Motions made by a conductor to assist a performing ensemble (e.g., give cut offs, entrances, dynamics, breaths)
Decrescendo	Usual term for gradually decreasing in volume.
Descant	An obbligato part that soars above the tune.
Détaché	A broad, vigorous stroke in which the notes of equal time value are bowed singly with a slight articulation owing to the rapid change of bow.
Diatonic Scale	The notes found within a major or minor scale.
Disjunct	A term applied to a melodic line that moves by leap rather than in conjunct motion (by step).
Dominant Chord	In tonal music, the chord build on the 5th degree of the scale.
Double Stops	On a string instrument, playing two notes simultaneously.
Dynamics	Varying degrees of volume in the performance of music.
Elements of Music	Melody, rhythm, harmony, pitch, dynamics, timbre, tempo, texture, form, text and/or lyrics.
Ensemble	A group of musicians.

Fermata	Pause
Flautando	A flutelike effect produced by bowing very slightly over the fingerboard.
Form	The structure, shape or organizing principal of music.
Genre	A type or kind of musical work (e.g., opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).
Harmonic	Pertaining to harmony.
Harmony	The combining of notes simultaneously; an organized sequence of notes that compliment a melody
Homophonic	Texture where voices or instruments sound together or in which all the parts move in the same rhythm.
Improvisation	Spontaneous creation of music.
Interval	The distance between two pitches.
Intonation	Singing or playing in tune.
Legato	To be played without any perceptible interruption between the notes.

Levels of Difficulty	<p>A classification system used by performing ensembles:</p> <p><i>Level 1:</i> very easy; easy keys, meters, and rhythms; limited ranges.</p> <p><i>Level 2:</i> easy; may include changes of tempo, key, and meter; modest ranges.</p> <p><i>Level 3:</i> moderately easy; contains moderate technical demands, expanded ranges, and varied interpretive requirements.</p> <p><i>Level 4:</i> moderately difficult; requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.</p> <p><i>Level 5:</i> difficult; requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, usual meters, complex rhythms, subtle dynamic requirements.</p> <p><i>Level 6:</i> very difficult; suitable for musically mature students of exceptional competence.</p> <p>(Adapted with permission from the New York State School Music Association (NYSSMA) Manual, 1991)</p>
Major Key	Tonally, a key based on a major scale; a scale that contains the following step pattern: whole, whole, half, whole, whole, whole, half.
Major scale	A scale that contains the following step patterns: whole, whole, half, whole, whole, whole, half.
Martelé	In string performance, a hammered stroke, an effect obtained by releasing each stroke forcefully and suddenly.
Melodic Minor	A minor scale that has the sixth and seventh scale degrees raised one half step while ascending, and in natural form while descending.
Melody	An organized sequence of single notes.
Meter	The grouping of rhythmic pulses or beats by which a piece of music is measured.
Meter Signature	An indicator of the meter of a musical work, usually presented in the form of a fraction; the denominator indicates the unit of measurement (note) and the numerator indicates the number of units (notes) that make up a measure.
Meters	The pattern of beats by which the time span of a piece of music is measured.
Minor Key	Tonally, a key based on a minor scale; a scale that contains the following step pattern: whole, half, whole, whole, half, whole, whole.
Minor Scale	A scale that contains the following step patterns: whole, half, whole, whole, half, whole, whole.
Mode	The selection of tones arranged in a scale that form the basic tonal substance of a composition.
Modulation	Tonally, the change from one key or tonal center to another.

Motives	A short figure of characteristic design that recurs throughout a composition or section as a unifying element.
Natural Harmonic	String term describing high tones of a flute-like timbre that are produced by lightly touching the string at one of its nodes instead of pressing it down while bowing
Notation	Method or methods used for writing down music.
Octave	A musical interval of 8 degrees or steps. Musical notes 8 steps apart carry the same letter name and sound similar due to their acoustical properties.
Ostinato	A rhythmic or melodic accompaniment figure repeated continuously.
Pentatonic Scale	Tonally, a scale having five tones and containing no half steps. Most commonly: whole, whole, minor third, whole.
Phrase	A musical idea comparable to a sentence or a clause in language
Phrasing	The clear and meaningful rendition of musical phrases.
Pitch	The location of a note related to its highness or lowness.
Pizzicato	Indication that the string is to be plucked with the finger
Polyphonic	Music arranged for several voices or instruments in which parts enter individually at different times.
Ponticello	The bridge of a string instrument.
Position	String term describing the places on the fingerboard to which the left hand shifts in order to obtain higher or lower tones.
Range	The compass of an instrument or voice, or of a piece of music, from the lowest note to the highest; the interval between those notes.
Repertoire	A body or selection of musical works/pieces.
Resonance	The creation by a vibrating body of vibrations in another body. May refer to human singing and/or instrumental playing.
Rhythm	The combinations of long and short, even and uneven sounds that convey a sense of movement in time.
Ricochet	Throwing the bow on the string in the upper third of the bow so it will produce a rapid series of notes.

Ritardando	A gradual slowing of tempo.
Rondo Form	A musical form in which a section is repeated, with contrasting sections in between, such as ABACA. Musical example: Spring from Vivaldi's The Four Seasons.
Rote	Performing a written piece of music by memory.
Round	Common name for a circle canon in which each musician returns from the conclusion of the melody to its beginning repeating it ad libitum.
Scale	The arrangement of notes in a specific order of intervals, normally whole or half steps.
Score	The organized notation of all of the instrumental and/or vocal parts of a composition. A score is normally vertically aligned so as to represent visually the musical coordination desired in performance.
Slur	A curved line placed above or below a group of notes to indicate that they are to be played legato.
Solfège	A system of designating verbal syllables for the degrees (steps or intervals) of a scale.
Staccato	A manner of performance indicated by a dot placed over a note calling for a reduction of its written duration
Staff (Staves)	A set of lines, on, between, above and below which notes are written. In Western music, a five-line staff has been the most widely used type since early 13th century.
Style	The style of a composition is its manner of treating form, melody, rhythm, counterpoint, harmony and tone color.
Sub-dominant Chord	In tonal music, the chord build on the 4th degree of the scale.
Syncopation	The placement of rhythmic accents on weak beats or weak portions of beats.
Tempo (Tempi)	The pace at which music moves according to the speed of the underlying beat
Tenuto	Held; sustained
Texture	The musical element representing the different layers of horizontal and vertical sounds, usually with regard to the way individual parts or voices are put together (e.g., polyphonic, homophonic).
Timbre	Term describing the tonal quality of a sound;
Time Signature	The meter indicated at the beginning of a piece by two numbers.

Tonality (key)	The tonal center of a composition.
Tonic/Tonic Chord	In tonal music, the chord built on the 1st note of the scale (the tonal center).
Transcribe	The writing down of music.
Transpose	To write or perform music in a different key.
Triad	A chord of three notes consisting of a root, a third and fifth above it.
Vibrato	A slight fluctuation of pitch.
Whole tone scale	A scale that divides the scale into six equal, tempered whole tones.