GLOSSARY for

National Core Arts: Music STANDARDS

AB_____

Musical form consisting of two sections, A and B, which contrast with each other (binary form)

ABA_____

Musical form consisting of three sections, A, B, and A; two are the same, and the middle one is different (ternary form)

Ability_____

Natural aptitude in specific skills and processes; what the student is apt to do, without formal instruction

Academic vocabulary_____

words that traditionally are used in academic dialogue and text

Analog tools_____

Category of musical instruments and tools that are non-digital (i.e., do not transfer sound in or convert sound into binary code), such as acoustic instruments, microphones, monitors, and speakers

Analysis_____

(See **Analyze**)

Analyze_____
Examine in detail the structure and context of the music

Arrangement_____ Setting or adaptation of an existing musical composition

Arranger_____
Person who creates alternative settings or adaptations of existing music

Articulation_____
Characteristic way in which musical tones are connected, separated, or accented; types of articulation include legato (smooth, connected tones) and staccato (short, detached tones)

Artistic literacy_____
Knowledge and understanding required to participate authentically in the Arts

Atonality_____
Music in which no tonic or key center is apparent

Audiate_____
Hear and comprehend sounds in one's head (inner hearing), even when no sound is present

Audience etiquette_____
Social behavior observed by those attending musical performances and which can vary depending upon the type of music performed

Beat_____
Underlying steady pulse present in most music

Benchmark_____
Pre-established definition of an achievement level, designed to help measure student progress toward a goal or standard, expressed either in writing or as an example of cored student work (aka, anchor set)

Binary form_____

(See **AB**)

Body percussion_____

Use of the human body as an instrument to create percussive/rhythmic sounds such as stomping, patsching (patting thighs), clapping, clicking, snapping

Bordun_____

Accompaniment created by sounding two tones, five notes apart, continuously throughout a composition; can be performed in varying ways, such as simultaneously or alternating

Chant_____

Most commonly, the rhythmic recitation of rhymes, or poems without a sung melody; a type of singing, with a simple, unaccompanied melody line and free rhythm

Chart_____

Jazz or popular music score, often abbreviated, with a melody (including key and time signature) and a set of chord changes

Chord progression_____

Series of chords sounding in succession; certain progressions are typical in particular styles/genres of music

Collaboratively_____

Working together on a common (musical) task or goal

Collaboratively-developed criteria___

Qualities or traits for assessing achievement level that have been through a process of collective decision-making

Complex formal structure_____

Musical form in which rhythmic, melodic, harmonic, and/or other musical materials undergo significant expansion and development, and may be more distantly related across sections while remaining coherent in some way, such as sonata or other novel design with three or more sections

Composer_____
One who creates music compositions

Composition_____ Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording

Compositional devices_____
Tools used by a composer or arranger to create or organize a composition or arrangement, such as tonality, sequence, repetition, instrumentation, orchestration, harmonic/melodic structure, style, and form

Compositional procedures_____
Techniques that a composer initiates and continues in pieces to develop musical ideas, such as fragmentation, imitation, sequencing, variation, aggregate completion, registral saturation, contour inversion of gestures, and rhythmic phrasing

Compositional techniques_____
Approaches a composer uses to manipulate and refine the elements to convey meaning and intent in a composition, such as tension-release, augmentation-diminution, sound-silence, motion-stasis, in addition to compositional devices

Concepts, music_____
Understandings or generalized ideas about music that are formed after learners make connections and determine relationships among ideas

Connection_____
Relationship among artistic ideas, personal meaning, and/or external context

Context_____
Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence

Context, cultural_____
Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Context, historical_____

Conditions of the time and place in which music was created or performed that provide meaning and influence the musical experience

Context, personal_____

Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Context, social environment_____

Surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Craftsmanship_____

Degree of skill and ability exhibited by a creator or performer to manipulate the elements of music in a composition or performance

Create_____

Conceive and develop new artistic ideas, such as an improvisation, composition, or arrangement, into a work

Creative intent_____

Shaping of the elements of music to express and convey emotions, thoughts, and ideas

Creator_____

One who originates a music composition, arrangement, or improvisation

Criteria_____

Guidelines used to judge the quality of a student's performance (See **Rubric**)

Cultural context_____

Values, beliefs, and traditions of a group of people that influence musical meaning and inform culturally authentic musical practice

Culturally authentic performance_____

Presentation that reflects practices and interpretation representative of the style and traditions of a culture

Culture_____
Values and beliefs of a particular group of people, from a specific place or time, expressed through characteristics such as tradition, social structure, religion, art, and food

Cyclical structure_____
Musical form characterized by the return or "cycling around" of significantly recognizable themes, motives, and/or patterns across movements

Demonstrate_____
Show musical understanding through observable behavior such as moving, chanting, singing, or playing instruments

Diatonic_____
Seven-tone scale consisting of five whole steps and two half steps

Digital environment_____
Simulated place made or created through the use of one or more computers, sensors, or equipment

Digital notation_____
A visual image of musical sound created by using computer software applications, intended either as a record of sound heard or imagined, or as a set of visual instructions for performers

Digital resources_____
Anything published in a format capable of being read by a computer, a web-enabled device, a digital tablet, or smartphone

Digital systems_____
Platforms that allow interaction and the conversion between and through the audio and digital domains

Digital tools_____
Category of musical instruments and tools that manipulate sound using binary code, such as electronic keyboards, digital audio interfaces, MIDI, and computer software

Dynamics_____

Level or range of loudness of a sound or sounds

Elements of music_____

Basic characteristics of sound (pitch, rhythm, harmony, dynamics, timbre, texture, form, and style/articulation) that are manipulated to create music

Enduring understanding_____

Overarching (aka, "big") ideas that are central to the core of the music discipline and may be transferred to new situations

Ensemble_____

Group of individuals organized to perform artistic work: traditional, large groups such as bands, orchestras, and choirs; chamber, smaller groups, such as duets, trios, and quartets; emerging, such as guitar, iPad, mariachi, steel drum or pan, and Taiko drumming

Essential question_____

Question that is central to the core of a discipline –in this case, music – and promotes investigation to uncover corresponding enduring understanding(s)

Established criteria_____

Traits or dimensions for making quality judgments in music of a particular style, genre, cultural context, or historical period that have gained general acceptance and application over time

Expanded form_____

Basic form (such as AB, ABA, rondo or theme and variation) expanded by the addition of an introduction, transition, and/or coda

Explore_____

Discover, investigate, and create musical ideas through singing, chanting, playing instruments, or moving to music

Expression_____

Feeling conveyed through music

Expressive aspects_____
Characteristics that convey feeling in the presentation of musical ideas
Expressive intent_____
The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music
Expressive qualities_____
Qualities such as dynamics, tempo, articulation which -- when combined with other elements of music -- give a composition its musical identity
Form_____
Element of music describing the overall organization of a piece of music, such as AB, ABA, rondo, theme and variations, and strophic form
Formal design_____
Large-scale framework for a piece of music in which the constituent parts cohere into a meaningful whole; encompasses both structural and tonal aspects of the piece
Fret_____
Thin strip of material placed across the fingerboard of some stringed Instruments, such as guitar, banjo, and mandolin; the fingers press the strings against the frets to determine pitch
Function_____
Use for which music is created, performed, or experienced, such as dance, social, recreation, music therapy, video games, and advertising
Fundamentals of music theory_____
Basic elements of music, their subsets, and how they interact: rhythm and meter; pitch and clefs; intervals; scales, keys and key signatures; triads and seventh chords
Fusion_____
Type of music created by combining contrasting styles into a new style

Genre_____

Category of music characterized by a distinctive style, form, and/or content, such as jazz, march, and country

Guidance_____

Assistance provided temporarily to enable a student to perform a musical task that would be difficult to perform unaided, best implemented in a manner that helps develop that student's capacity to eventually perform the task independently

Harmonic sequences_____

Series of two or more chords commonly used to support melody(ies)

Harmonizing instruments_____

musical instruments, such as guitars, ukuleles, and keyboards, capable of producing harmonies as well as melodies, often used to provide chordal accompaniments for melodies and songs

Harmonization_____

Process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material

Harmony_____

Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions

Heterophonic_____

Musical texture in which slightly different versions of the same melody sound simultaneously

Historical context_____

Conditions of the time and place in which music was created or performed and that provide meaning and influence the musical experience

Historical periods_____
Period of years during which music that was created and/or performed shared common characteristics; historians of Western art music typically refer to the following: Medieval (ca. 500-ca. 1420), Renaissance (ca. 1420-ca. 1600), Baroque (ca. 1600-ca. 1750), Classic (ca. 1750-ca. 1820), Romantic (ca. 1820-ca. 1900), and Contemporary (ca. 1900-)

Homophonic_____
Musical texture in which all parts move in the same rhythm but use different pitches, as in hymns; also, a melody supported by chords

Iconic notation_____
Representation of sound and its treatment using lines, drawings, pictures

Imagine_____
Generate musical ideas for various purposes and contexts

Imagination_____
Ability to generate in the mind ideas, concepts, sounds, and images that
are not physically present and may not have been previously experienced (See **Audiate**)

Improvisation_____
Music created and performed spontaneously or "in-the-moment," often within a framework determined by the musical style

Improviser_____
One who creates music spontaneously or "in-the-moment"

Independently_____
Working with virtually no assistance, initiating appropriate requests for consultation, performing in a self-directed ensemble offering ideas/solutions that make such consulting collaborative rather than teacher-directed

Intent_____
Meaning or feeling of the music planned and conveyed by a creator or performer

Interpret_____
Determine and demonstrate music's expressive intent and meaning when responding and performing

Interpretation_____
Intent and meaning that a performer realizes in studying and performing a piece of music

Intervals_____
Distance between two tones, named by counting all pitch names involved; harmonic interval occurs when two pitches are sounded simultaneously, and melodic interval when two pitches are sounded successively

Intonation_____
Singing or playing the correct pitch in tune

Key signature_____
Set of sharps or flats at the beginning of the staff, following the clef sign, that indicates the primary pitch set or scale used in the music and provide clues to the resting tone and mode

Lead-sheet notation_____
System symbol used to identify chords in jazz, popular, and folk music; uppercase letters are written above the staff, specifying which chords should be used and when they should be played

Lyrics_____
Words of a song

Major scale_____
Scale in which the ascending pattern of whole and half steps is whole, whole, half, whole, whole, whole, half

Melodic contour_____
Shape of a melody created by the way its pitches repeat and move up and down in steps and skips

Melodic passage_____

Short section or series of notes within a larger work that constitutes a single coherent melodic idea

Melodic pattern_____

Grouping, generally brief, of tones or pitches

Melody_____

Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music

Meter_____

Grouping of beats and divisions of beats in music, often in sets of twos (duple meter) or threes (triple meter)

Minor scale_____

Scale in which one characteristic feature is a half step between the second and third tones; the three forms of the minor scale are natural, harmonic, and melodic

Modal_____

Music based on a mode other than major or minor

Modes_____

Seven-tone scales that include five whole steps and two half steps; the seven possible modes —Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, and Locrian— were used in the Medieval and Renaissance periods and served as the basis from which major (Ionian) and minor (Aeolian) scales emerged

Model cornerstone assessment_____

Suggested assessment process, embedded within a unit of study, that includes a series of focused tasks to measure student achievement within multiple process components

Moderately complex formal structure_

Musical form with three or more sections (such as rounded binary, rondo, or other novel design), in which section closure is somewhat nuanced or ambiguous, and the rhythmic, melodic, harmonic, and/or other musical materials across sections may be more distantly related while remaining coherent in some way

Mood_____

Over-all feeling that a section or piece of music conveys

Monophonic_____

Musical texture consisting of a single, unaccompanied melodic line

Motif/motive_____

Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element

Movement_____

Act of moving in nonlocomotor (such as clapping and finger snapping) and locomotor (such as walking and running) patterns to represent and interpret musical sounds

Music literacy_____

Knowledge and understanding required to participate authentically in the discipline of music by independently carrying out the artistic processes of creating, performing, and responding

Music theory_____

Study of how music is composed and performed; analysis of the elements of music and the framework for understanding musical works

Music vocabulary_____

Domain-specific words traditionally used in performing, studying, or describing music (See Academic vocabulary)

Musical criteria_____

Traits relevant to assessing music attributes of a work or performance

Musical idea_____

Idea expressed in music, which can range in length from the smallest meaningful level (motive or short pattern) through a phrase, a section, or an entire piece

Musical range_____

Span between the highest and lowest pitches of a melody, instrument, or voice

Musical work_____

Piece of music preserved as a notated copy or sound recording or passed through oral tradition

Non-pitched instruments_____

Instruments, such as woodblocks, whistles, electronic sounds, that do not have definite pitches or tones

Notation_____

Visual representation of musical sounds

One-part formal structure_____

Continuous form, with or without an interruption, in which a singular instance of formal closure is achieved only at or near the end of the piece; also known as through-composed

Open-ended assessment_____

Assessment that allows students to demonstrate the learning of a particular outcome in a variety of ways, such as demonstrating understanding of rhythmic notation by moving, singing, or chanting

Pentatonic scale_____

Five-tone scale often identified with the pattern of the black keys of a keyboard, although other five-tone arrangements are possible

Perform_____

Process of realizing artistic ideas and work through interpretation and presentation

Performing, performance_____

Experience of engaging in the act of presenting music in a classroom or private or public venue (See also Artistic Process of Performing)

Performance decorum_____

Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a musical performance, such as stage presence, etiquette, and appropriate attire

Performance practice_____
Performance and presentation of a work that reflect established norms for the style and social, cultural, and historical contexts of that work

Performance technique_____
Personal technical skills developed and used by a performer

Personal context_____
Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and preferences

Personally-developed criteria_____
Qualities or traits for assessing achievement level developed by students individually

Phrase_____
Musical segment with a clear beginning and ending, comparable to a simple sentence or clause in written text

Phrasing_____
Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a thought, mood, or feeling

Piece_____
General, non-technical term referring to a composition or musical work

Pitch_____
Identification of a tone or note with respect to highness or lowness (i.e., frequency)

Plan_____
Select and develop musical ideas for creating a musical work

Polyphonic_____
Musical texture in which two or more melodies sound simultaneously

Polytonal_____
Music in which two or more tonalities (keys) sound simultaneously

Present_____
Share artistic work (e.g., a composition) with others

Program_____
Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting

Purpose_____
Reason for which music is created, such as, ceremonial, recreational/social, commercial, or generalized artistic expression

Refine_____
Make changes in musical works or performances to more effectively realize intent through technical quality or expression

Repertoire_____
Body or set of musical works that can be performed

Respond_____
Understand and evaluate how the arts convey meaning

Rhythm_____
Duration or length of sounds and silences that occur in music; organization of sounds and silences in time

Rhythmic passage_____
Short section or series of notes within a larger work that constitutes a single coherent rhythmic idea

Rhythmic pattern_____
Grouping, generally brief, of long and short sounds and silences

Rondo_____
Musical form consisting of three or more contrasting sections in which one section recurs, such as ABACA

Rubric_____
Established, ordered set of criteria for judging student performance; includes descriptors of student work at various levels of achievement

Scale_____
Pattern of pitches arranged in ascending or descending order and identified by their specific arrangement of whole and half steps

Score_____
Written notation of an entire music composition

Section_____
One of a number of distinct segments that together comprise a composition; a section consists of several phrases

Select_____
Choose music for performing, rehearsing, or responding based on interest, knowledge, ability, and context

Sensitivity_____
Skill of a creator, performer, or listener in responding to and conveying the nuances of sound or expression

Set_____
Sequence of songs or pieces performed together by a singer, band, or disc jockey and constituting or forming part of a live show or recording

Setting_____
Specified or implied instrumentation, voicing, or orchestration of a musical work

Setting of the text_____
Musical treatment of text as presented in the music

Share_____
Present artistic work (e.g., a composition) to others

Sight-reading_____

First attempt to perform a notated musical work

Simple formal structure_____

Musical form with a small number of distinct or clearly delineated sections, (such as simple binary, ternary, or other novel design), using closely related rhythmic, melodic, and harmonic materials across the sections

Social context_____

Environment surrounding something or someone's creation or intended audience that reflects and influences how people use and interpret the musical experience

Sonic events_____

Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical

Sonic experience_____

Perception and understanding of the sounds and silences of a musical work and their inter-relationship

Stage presence_____

Performer's ability to convey music content to a live audience through traits such as personal knowledge of the repertoire, exhibited confidence, decorum, eye contact and facial expression

Staging_____

Environmental considerations, such as lighting, sound, seating arrangement, and visual enhancements, that contribute to the impact of a musical performance

Standard notation_____

System for visually representing musical sound that is in widespread use; such systems include traditional music staff notation, tablature notation (primarily for fretted stringed instruments), and lead-sheet notation

Storyline_____

Extra-musical narrative that inspires or explains the structure of a piece of music

Strophic form_____

Vocal music in which the music repeats with a new set of text each time

Structural_____

(See **Structure**)

Structure_____

Totality of a musical work

Style_____

Label for a type of music possessing distinguishing characteristics and often performance practices associated with its historical period, cultural context, and/or genre

Stylistic expression_____

Interpretation of expressive qualities in a manner that is authentic and appropriate to the genre, historical period, and cultural context of origin

Tablature_____

System of graphic standard notation, commonly used for fretted stringed instruments, in which a diagram visually represents both the fret board and finger placement on the fret board

Teacher-provided criteria_____

Qualities or traits for assessing achievement level that are provided to students by the teacher

Technical aspects_____

Characteristics enabling the accurate representation/presentation of musical ideas

Technical challenges_____

Requirements of a particular piece of music that stretch or exceed a performer's current level of proficiency in technical areas such as timbre, intonation, diction, range, or speed of execution

Technical accuracy, technical skill_____
Ability to perform with appropriate timbre, intonation, and diction as well as to play or sing the correct pitches and rhythms at a tempo appropriate to the musical work

Tempo_____
Rate or speed of the beat in a musical work or performance

Tension/release_____
Musical device (musical stress, instability, or intensity, followed by musical relaxation, stability, or resolution) used to create a flow of feeling

Ternary form_____
(See **ABA**)

Texture_____
Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound

Theme and variations_____
Musical form in which a melody is presented and then followed by two or more sections presenting variations of that melody

Theoretical_____
(See **Fundamentals of Music Theory**)

Timbre_____
Tone color or tone quality that distinguishes one sound source, instrument, or voice from another

Tonal pattern_____
Grouping, generally brief, of tones or pitches

Tonality_____
Tonic or key tone around which a piece of music is centered

Transfer_____
Use music knowledge and skills appropriately in a new context

Unity_____
Presence of structural coherence within a work, generally achieved through the repetition of various elements of music (See **Variety**)

Variety_____
Presence of structural contrast within a work for the purpose of creating and sustaining interest, generally achieved through utilizing variations in the treatment of the elements of music (See **Unity**)

Venue_____
Physical setting in which a musical event takes place

Vocables_____
Audible sounds and/or nonsense syllables used by vocalists to convey musical ideas or intent

Vocalizations_____
Vocal exercises that include no text and are sung to one or more vowels