

# NORTH CAROLINA STANDARD COURSE OF STUDY K-12 ARTS EDUCATION GLOSSARIES

*Dance, Music, Theatre, Visual Arts*

## Purpose

The Glossary of Terms seeks to address critical terms and definitions essential in building content knowledge and understanding but also in promoting consistency across arts disciplines, increased student outcomes, and improved parent communication about the implementation of the NC Standard Courses of Study in Dance, Music, Theatre Arts, and Visual Arts. These standards will be implemented in all North Carolina schools beginning in the 2025-26 school year.

## Contents

This document has five sections. The first glossary contains terms which apply to all arts disciplines. Additional, discipline-specific terms are in subsequent sections. Clicking on the titles below will navigate to the appropriate section:

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## Arts Education General Glossary

Note: These glossary terms are found in multiple Standard Courses of Study and are meaningful to teachers of all Arts Education disciplines.

Glossary Terms	Definition
19th Century	A century is a period of a hundred years that is used when stating a date. For example, the 19th century was the period from 1801 to 1900. <sup>5</sup>
Accompaniment	See “Musical Accompaniment”
Adapt	To change, or to change something, to suit different conditions or uses. <sup>4</sup>
Analyze	Identifying and examining separate parts as they function independently and together in creative works and study of [the] arts. <sup>22</sup>
Appropriate	Suitable or right for a particular situation or occasion. <sup>4</sup>
Appropriation	Intentional borrowing, copying, and alteration of preexisting images and objects. <sup>17</sup>
Artist	A person who creates art (such as painting, sculpture, music, or writing) using conscious skill and creative imagination; a person skilled in any of the arts. <sup>14</sup>
Artistic Intent	The purpose, main idea, and expressive or communicative goals(s) of a composition study, work, or performance. <sup>17</sup>
Audience	A reading, viewing, or listening public. <sup>14</sup>
Characteristics	Attribute, feature, property, or essential quality (of form/structure). Terms drawn from traditional, modern, and

	contemporary sources that identify the range of attributes that can be used to describe works of art and design to aid students in experiencing and perceiving the qualities of artworks, enabling them to create their own work and to appreciate and interpret the work of others. <sup>17</sup>
Cite	To quote by way of example, authority, or proof. <sup>14</sup>
Civilization	The culture characteristic of a particular time or place. <sup>14</sup>
Collaboratively	Joining with others in attentive participation in an activity of imagining, exploring, and/or making. <sup>17</sup>
Community	A unified body of individuals: such as a group of people with a common characteristic or interest living together within a larger society; a body of persons of common and especially professional interests scattered through a larger society. <sup>14</sup>
Connect	Relationship among artistic ideas, personal meaning, and/or external context. <sup>17</sup>
Context	Interrelated conditions surrounding the creation and experiencing of an artwork, including the artist, viewer/audiences, time, culture, presentation, and location of the artwork's creation and reception. <sup>17</sup>
Copyright	Form of protection grounded in the U.S. Constitution and granted by law for original works of authorship fixed in a tangible medium of expression, covering both published and unpublished works. <sup>17</sup>
Create	Conceiving and developing new artistic ideas and work. <sup>17</sup>
Creative Commons	Copyright license templates that provide a simple, standardized way to give the public permission to share and use creative work on conditions of the maker's choice. <sup>6</sup>
Criteria	The rules or guidelines used for categorizing or judging; in arts assessment, the rules or guidelines used to judge the quality of a

	student's performance. <sup>28</sup>
Critique	Individual or collective reflective process by which artists or designers experience, analyze, and evaluate a work[s] of art or design. <sup>17</sup>
Cross-Curricular	Relating to or involving different courses offered by a school. <sup>14</sup>
Cultural Context	Ideas, beliefs, values, norms, customs, traits, practices, and characteristics shared by individuals within a group that form the circumstances surrounding the creation, presentation, preservation, and response to art. <sup>17</sup>
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. <sup>17</sup>
Customs	A usage or practice common to many or to a particular place or class or habitual with an individual; the whole body of usages, practices, or conventions that regulate social life. <sup>14</sup>
Describe	To give a written or spoken report of how something is done or of what someone or something is like. <sup>4</sup>
Develop	To (cause something to) grow or change into a more advanced, larger, or stronger form; to invent something or bring something into existence. <sup>4</sup>
Digital Tools and Media	Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device. <sup>17</sup>
Diverse	Including many different types of people or things. <sup>4</sup>
Domains	An area (or range) over (or within) which someone or something acts, exists, or has influence or significance of knowledge, influence, or activity. <sup>14</sup>

Embody	To physicalize a movement, concept or idea through the body. <sup>17</sup>
Emerging	Newly formed or prominent. <sup>14</sup>
Ethical	Moral guidelines and philosophical principles for determining appropriate behavior. <sup>17</sup>
Etiquette	Social behavior observed by those attending performances and which can vary depending upon the type of [performance]. <sup>17</sup>
	Performance decorum: Aspects of contextually appropriate propriety and proper behavior, conduct, and appearance for a performance [or presentation], such as stage presence, etiquette, and appropriate attire. <sup>17</sup>
Evaluate	A judgment about the worth or quality of something. In education, data from tests, tasks, or performances are used to make judgments about the success of the student or program. <sup>28</sup>
Evoke	To make someone remember something or feel an emotion. <sup>4</sup>
Exemplify	To show or illustrate by example; to be an instance of or serve as an example. <sup>14</sup>
Explain	To make something clear or easy to understand by describing or giving information about it. <sup>4</sup>
Explore	Investigate multiple possibilities to learn more about an idea. <sup>17</sup>
Fair Use	Limitation in copyright law which sets out factors to be considered in determining whether or not a particular use of one's work is "fair," such as the purpose and character of the use, the amount of the work used, and whether the use will affect the market for the work. <sup>17</sup>
Fairness	Complying with appropriate, ethical, and equitable rules and guidelines. <sup>17</sup>

Feedback	A reaction or response to a particular design problem or design solution. <sup>29</sup>
Formal	Following or according with established form, custom, or rule. <sup>14</sup>
Genre	Category of art or design identified by similarities in form, subject matter, content, or technique. <sup>17</sup>
Given	Qualities or traits for assessing achievement level that are provided to students. <sup>17</sup>
Guidance	Assistance provided temporarily to enable a student to perform a 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. <sup>17</sup>
Heritage	Something transmitted by or acquired from a predecessor; Tradition. <sup>14</sup>
Ideas	An entity (such as a thought, concept, sensation, or image) actually or potentially present to consciousness. <sup>14</sup>
Identify	To recognize someone or something and be able to say who or what they are. <sup>27</sup>
Improvise	To make, invent, or arrange offhand; to make or fabricate out of what is conveniently on hand. <sup>14</sup>
Independently	Working with virtually no assistance, initiating appropriate requests for consultation, performing in a self-directed [manner]. <sup>17</sup>
Indigenous	Of or relating to the earliest known inhabitants of a place and especially of a place that was colonized by a now-dominant group. <sup>14</sup>
Infer	A thinking skill which enables one to go beyond available information to identify what reasonably may be true. <sup>19</sup>

Informal	Not following or according with established form, custom, or rule. <sup>14</sup>
Innovations	Imagining and conceiving something new and unexpected, including fresh ideas and ways of looking at things and new approaches to old problems as well as formulating new problems. <sup>17</sup>
Interpret	<i>When Responding</i> - To explain or tell the meaning of: present in understandable terms. <sup>14</sup> <i>When Presenting</i> - To represent by means of art: bring to realization by performance or direction. <sup>14</sup>
Justify	To prove or show to be just, right, or reasonable. <sup>14</sup>
Legal	The legislated parameters and protocols of media arts systems, including user agreements, publicity releases, copyright, etc. <sup>17</sup>
Marginalized Groups	Relegated to a marginal position within a society or group; excluded from or existing outside the mainstream of society, a group, or a school of thought. <sup>14</sup>
Media	The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc. <sup>29</sup>
Musical Accompaniment	The term 'accompaniment' is used for HSC Dance as the auditory sounds that accompany a dance work may or may not be music. Accompaniment can refer to music, voice, soundscapes (both natural and manmade). <sup>1</sup>
Open Source	Computer software for which the copyright holder freely provides the right to use, study, change, and distribute the software to anyone for any purpose. <sup>26</sup>
Original Dance Original Music Original Theatre	Not secondary, derivative, or imitative; being the first instance or source from which a copy, reproduction, or translation is or can be made. <sup>14</sup>

Original Visual Artwork	
Parody	A literary or musical work in which the style of an author or work is closely imitated for comic effect or in ridicule. <sup>14</sup>
Perform	Process of realizing artistic ideas and work through interpretation and presentation. <sup>17</sup>
Performance	Experience of engaging in the act of presenting [artistic skills] in a classroom or private or public venue. <sup>17</sup>
Personal	Unique experiences and relationships that surround a single person and are influenced by personal life, family, habits, interest, and/or preferences. <sup>17</sup>
Post-Secondary	Of or relating to education beyond high school. <sup>7</sup>
Present	Share artistic work (e.g., a composition) with others. <sup>17</sup>
Presentation	An activity in which an individual or a team shows, describes, or explains a design solution to a group of people. <sup>29</sup>
Production Elements	Aspects of performance that produce theatrical effects (for example, costumes, make up, sound, lighting, props). <sup>17</sup>
Professional	Participating for gain or livelihood in an activity or field of endeavor often engaged in by amateurs, having a particular profession as a permanent career, engaged in by persons receiving financial return. <sup>14</sup>
Public Domain	A work of authorship is in the “public domain” if it is no longer under copyright protection or if it failed to meet the requirements for copyright protection. Works in the public domain may be used freely without the permission of the former copyright owner. <sup>32</sup>
Refine	Make changes in works or performances to more effectively realize intent through technical quality or expression. <sup>17</sup>



Region	Relating to or coming from a particular part of a country, such as a regional accent/dialect/newspaper. <sup>4</sup>
Relate	To show or establish logical or causal connection between. <sup>14</sup>
Respond	Understanding and evaluating how the arts convey meaning. <sup>17</sup>
Select	To choose a small number of things, or to choose by making careful decisions. <sup>4</sup>
Society Societal	An enduring and cooperating social group whose members have developed organized patterns of relationships through interaction with one another; a community, nation, or broad grouping of people having common traditions, institutions, and collective activities and interests. <sup>14</sup>
Styles	Specific movement characteristics, qualities, or principles that give it distinctive identity; style may also refer to the unique artistic choices of a particular [artist]. <sup>17</sup>
Support	See “Guidance”
Synthesize	Combining or integrating information. <sup>19</sup>
Technique	Specific skills, pedagogies, theories, or methods of investigation used by an [artist]. <sup>17</sup>
Technology	The mechanical aspects and contexts of arts production, including hardware, software, networks, code, etc. <sup>17</sup>
Theme	A subject or topic of discourse or of artistic representation. <sup>14</sup>
Traditional	Following or conforming to tradition; adhering to past practices or established conventions. <sup>14</sup>
Traditions	Pattern of practices and beliefs within a societal group. <sup>17</sup>

Values	Relative worth, utility, or importance. <sup>14</sup>
Works	Something produced by the exercise of creative talent or expenditure of creative effort: artistic production. <sup>14</sup>

# Dance Glossary

Note: These glossary terms are found *in addition* to those in the above [Arts Education General Glossary](#) in the K-12 Dance Standard Course of Study.

Glossary Terms	Definition
Abstract Movement Abstraction	To remove movement from a particular or representative context and, by manipulating it through the elements of space, time, and energy, to create a new sequence or dance that retains the essence of the original. <sup>18</sup>
Alignment	The process of adjusting the skeletal and muscular system to gravity to support effective functionality. <sup>17</sup>
Basic Choreographic Forms	The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (for example, AB, ABA, or theme and variation); often referred to as choreographic form. <sup>2</sup>
Body Awareness	Paying attention to and being aware of internal bodily sensations. <sup>13</sup>
Body Parts	Early grades focus on head, back, arms, legs, hands, and feet. As the dancer progresses more emphasis is placed on the joints: wrists, elbows, shoulders, ankles, knees, hip sockets, spine, jaw, fingers, and toes. Students can also move from the perspective of specific muscles, bones, organs, circulatory system, and so on. <sup>11</sup>
Body Shapes	The spatial contour the body makes such as curved, angular, twisted, straight, symmetrical, or asymmetrical. <sup>18</sup>
Choreographic Forms	The organization of choreography and movement to fulfill the artistic intent of a dance or dance study (for example, AB, ABA, or theme and variation); often referred to as choreographic form. <sup>2</sup>
Choreographic Intent	The purpose, main idea, and expressive or communicative goal(s) of a dance composition study, work, or performance. <sup>17</sup>
Choreographic Principles	Compositional elements in dance; factors to be considered to attain aesthetically satisfying dance composition (intent, form/design, theme, repetition). <sup>31</sup>

Choreographic Processes	Techniques that assist choreographers in developing dance works by deliberate choice making, reflection upon the work-in-progress, and exploration and planning in reference to a specific artistic intention. <sup>29</sup>
Clarity of Movement	The ability to execute each step in a dance clearly and completely. <sup>12</sup>
Coordination	The harmonious functioning of parts for effective results. <sup>14</sup>
Cue	A signal (such as a word, phrase, or bit of stage business) to a performer to begin a specific speech or action. <sup>14</sup>
Dance Elements	The key components of movement; movement of the body using space, time, and energy; often referred to as the elements of movement; see Elements of Dance Organizer by Perpich Center for Arts Education (used with permission). <sup>17</sup>
Dance Phrases	A sequence of movements that are ordered based upon a preconceived choreographic intent and contains a clear beginning, middle, and end that aligns with artistic intent. A movement phrase could be compared to a paragraph of movement and would contain two or more movement sentences. <sup>29</sup>
Dance Sequence	A brief sequence of movements that are not necessarily ordered into a formal choreographic structure that communicates artistic intent but rather demonstrates a solution to a movement problem. A movement sequence could contain as few as two or movements. <sup>29</sup>
Dance Work	A complete dance that has a beginning, middle (development), and end. <sup>17</sup>
Depict	To represent or show something. <sup>4</sup>
Directions	A movement element in dance; movement forward, backward, sideward, diagonally, circularly, up, or down. <sup>29</sup>
Duet	A dance performed by two people. <sup>3</sup>

Dynamics of Movement	The qualities or characteristics of movement which lend expression and style; also called “efforts,” or “energy” (e.g., lyrical, sustained, quick, light, or strong). <sup>23</sup>
Element of Dance	See “Dance Element”
Endurance	Used to describe sports or activities that demand the ability to make a lot of physical effort over a long period of time. <sup>4</sup>
Flexibility	Flexibility refers to the ability of muscles, joints, and soft tissues to move through an unrestricted, pain-free range of motion. It involves the capacity of these structures to stretch, lengthen, and contract without limitations, allowing for smooth and efficient movement. <sup>10</sup>
Focus	Conscious attention toward a certain point; with eyes, body parts, or the direction in which the dancer faces. Focus is not just confined to the eyes. It also involves the use of the whole body focus to communicate the intention of the dance. <sup>11</sup>
Foundational Dance Skills	Fundamental dance skills (for example, alignment, coordination, balance, core support, kinesthetic awareness). <sup>17</sup>
Historical Period	The historical period focuses on when the dance was made. The relevant developments in that era may influence the dance. <sup>11</sup>
Improvisation	Movement that is created spontaneously, occurring within free or highly structured environments, but always with an element of chance. Provides the dancer with the opportunity to bring together elements quickly, and requires focus and concentration. <sup>18</sup>
Infer	To derive as a conclusion from facts or premises. <sup>14</sup>
Kinesthetic Awareness	Pertaining to sensations and understanding of bodily movement. <sup>17</sup>
Kinesthetic Empathy	Kinesthetic empathy is the capacity to participate in somebody’s movement, or their sensory experience of movement. It makes use of mirroring of sensations and movements of the body to enhance connection and synchronicity between people. <sup>30</sup>

Levels of Movement	The altitude of a movement or shape (high, middle, low) in relationship to its distance from the floor. <sup>29</sup>
Motor Skills	A motor skill is a function that involves specific movements of the body's muscles to perform tasks such as walking, running, or swimming. <sup>15</sup>
Movement Qualities	The essential nature and quantity of energy expended in a movement; its force or strengthened feeling; the intention toward the movement; the shadings in the amount of energy, intensity, or power; subtle variations in treatment of movement contrasts. In some models, this dance element is referred to as dynamics or efforts. <sup>29</sup>
Movement Score	A written notation of a musical or dance composition, which allows the work to be performed at a later date or by another performer. <sup>16</sup>
Muscular Strength	Muscle strength is one of the accepted components of total fitness, which includes endurance, flexibility, power, and speed. <sup>9</sup>
Musical Cues	See "Cue"
Pattern	A set phrase of music or movement that can then be repeated. <sup>11</sup>
Production Element	Aspects of performance that produce theatrical effects (for example, costumes, make up, sound, lighting, props). <sup>17</sup>
Production Terminology	Words commonly used to refer to the stage, performance setting, or theatrical aspects of dance presentation. <sup>17</sup>
Projection	A confident presentation of one's body and energy to communicate movement and meaning vividly to an audience. It also refers to performance quality. <sup>29</sup>
Prop	An object or item used in a dance to complement or extend the choreography. It could be important to the dance or merely a means to create an effect. <sup>11</sup>
Proprioception	Internal sensations and awareness of body position and movement. <sup>23</sup>

Regulate	To control something, especially by making it work in a particular way. <sup>4</sup>
Roles	The characteristics and expected social behavior of an individual in a given position (e.g., mother, employer, etc.). Role portrayal is likely to be more predictable and one-dimensional than character portrayal. <sup>17</sup>
Self-Determined	Determined by oneself. <sup>14</sup>
Solo	A performance in which the performer has no partner or associate: something undertaken or done alone. <sup>14</sup>
Spatial Levels	The altitude of a movement or shape (high, middle, low) in relationship to its distance from the floor. <sup>29</sup>
Spatial Pathways	Patterns of dance movement in and through space as in straight, zigzag, curvy, or wavy. <sup>29</sup>
Spatial Relationship	Spatial relationships between dancers or between dancers and objects are the basis for design concepts such as beside, in front of, over, through, around, near or far. <sup>11</sup>
Spontaneous Movement	See "Improvisation"
Stamina	Great physical or mental strength that allows you to continue doing something for a long time. <sup>8</sup>
Symbol	An image, sign, or element, such as color, that is understood, by convention or context, to suggest some other meaning. <sup>22</sup>
Tempo of Movement	The pace or speed of a pulse or beat underlying music or movement. <sup>17</sup>
Verbal Cues	See "Cue"
Viewpoint	The position from which something or someone is observed. <sup>17</sup>
Visual Cues	See "Cue"

Vocational	The workforce aspects and contexts of media arts. <sup>17</sup>
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## Music Glossary

Note: These glossary terms are found *in addition* to those in the above [Arts Education General Glossary](#) in the K-12 General Music as well as Vocal and Instrumental Music Standard Courses of Study.

Glossary Terms	Definition
Active Listening	Active listening enables students to experience music appreciation from three perspectives: 1) Enjoyment, relaxation, or inspiration, 2) Analytical listening to discern detail and notice how various parts are organized, including the elements of music, and 3) Evaluative listening, during which consideration is given to musicianship and other technical aspects of the music making. <sup>24</sup>
Alla Breve	A tempo marking indicating a quick duple meter with the half note rather than the quarter note getting the beat ( $\frac{2}{2}$ rather than $\frac{4}{4}$ ); sometimes referred to as cut time. <sup>31</sup>
Accidentals	A note of a pitch (or pitch class) that is not a member of the scale or mode indicated by the most recently applied key signature, including the sharp (#), flat (♭), and natural (♮) symbols. <sup>29</sup>
Arrangement	Resetting music for other instruments or voices or for another style of performance than that for which it was originally written. <sup>19</sup>
Articulations	The characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected. <sup>19</sup>
Audiate	Hear and comprehend sounds in one's head (inner hearing), even when no sound is present. <sup>17</sup>
Aural	Relating to the sense of hearing, listening. <sup>24</sup>

Balance	The state of equilibrium where all the component parts of the music create a unified whole. <sup>19</sup>
Blues Scales	A major scale in which the third and seventh are lowered a halfstep. <sup>31</sup>
Canons	A musical form in which a melody is imitated exactly in one or more parts. Similar to a round. <sup>24</sup>
Chromatic	Scope of the instrument or composition in half steps. <sup>29</sup>
Classify	Grouping entities based on their common relationships. <sup>19</sup>
Classroom Instruments	Instruments typically used in the general music classroom which may include recorders, autoharps, mallet instruments, pitched and unpitched percussion instruments, keyboard, and electronic instruments. <sup>19</sup>
Commercial Marketing	The various commercial and informational channels and forums for media artworks, such as T.V., radio, internet, fine arts, non-profit, communications, etc. <sup>29</sup>
Compose	The act of inventing or creating music. <sup>19</sup>
Composition	Original piece of music that can be repeated, typically developed over time, and preserved either in notation or in a sound recording. <sup>17</sup>
Conducting Patterns and Gestures	Indicating the meter, tempo, changes in tempo and dynamics, and other musical outcomes through the use of gestures of the hands and arms. <sup>19</sup>
Counter melody	An alternate melody sung along with and as a companion to the main melody. <sup>19</sup>
Dynamics, Continuum of	Level or range of loudness of a sound or sounds. <sup>17</sup>

Elements of Music Musical Elements	Pitch (melody), rhythm, harmony, dynamics, timbre (tone color), texture, form, and tempo. <sup>19</sup>
Ensembles	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. <sup>17</sup>
Form	The overall structural organization of a music composition (e.g. AB, ABA, Call and Response, Rondo, Theme and Variations, Sonata-allegro, etc) and the interrelationships of music events within the overall structure. <sup>19</sup>
Harmony Harmonizations	Harmony: Chordal structure of a music composition in which the simultaneous sounding of pitches produces chords and their successive use produces chord progressions. <sup>17</sup>  Harmonization: Process of applying stylistically appropriate harmony, such as chords, countermelodies, and ostinato, to melodic material. <sup>17</sup>
Hemiolas	A rhythmic pattern of syncopated beats. <sup>29</sup>
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. <sup>17</sup>
Iconic Notation	Graphic representations indicating, for example, pitch or rhythm, and used in lieu of or along with traditional symbols for these elements. <sup>19</sup>
Interval	The relationship among pitches (e.g. C4 and E4 produce a Major 3rd). <sup>19</sup>
Key	The sharps or flats placed at the beginning of a composition or line of music denoting the scale on which the music is based. <sup>19</sup>

Major	A scale built on the sequence of an ascending pattern of two whole steps, one half step, three whole steps, and one half step. <sup>19</sup>
Melody Melodic Pattern Melodic Phrase	Melody: Linear succession of sounds (pitches) and silences moving through time; the horizontal structure of music. <sup>17</sup>  Melodic Pattern: Grouping, generally brief, of tones or pitches. <sup>17</sup>  Melodic Phrase: Short section or series of notes within a larger work that constitutes a single coherent melodic idea. <sup>17</sup>
Meter	The grouping in which a succession of rhythmic pulses or beats is organized, indicated by a meter signature at the beginning of a work. <sup>19</sup>
Minor	A scale built on the sequence of an ascending pattern of whole step, half step, whole, whole, half, whole, whole. <sup>19</sup>
Monophonic	Musical texture consisting of a single, unaccompanied melodic line. <sup>17</sup>
Musical Phrase	Dividing musical sentences or thoughts into melodic and/or rhythmic sections, similar to the effect of punctuation in language. <sup>19</sup>
Notate	The use of various symbols to indicate the pitch, rhythm, and expressive elements of a composition. <sup>19</sup>
Ostinato	A continually recurring rhythmic or melodic pattern. <sup>19</sup>
Partner Songs	Two or more songs that can be sung at the same time to create harmony. <sup>19</sup>
Pentatonic Melodies Pentatonic Scale	A scale consisting of five pitches. Often used as a scale omitting the fourth and seventh pitches of a major scale; or the second and sixth pitches of a minor scale. <sup>19</sup>
Phrasing	Performance of a musical phrase that uses expressive qualities such as dynamics, tempo, articulation, and timbre to convey a

	thought, mood, or feeling. <sup>17</sup>
Pitch	The highness or lowness of a tone, as determined by the frequency of vibrations per second. <sup>19</sup>
Polyphonic	Musical texture in which two or more melodies sound simultaneously. <sup>17</sup>
Program	Presentation of a sequence of musical works that can be performed by individual musicians or groups in a concert, recital, or other setting. <sup>17</sup>
Repertoire, Novice Developing Intermediate Accomplished Advanced	<p>A collection of music that a student has learned and is prepared to demonstrate. Music is generally classified into six levels of difficulty:</p> <p>Level I - Very easy. Easy keys, meters, rhythms; limited ranges. May be appropriate for Novice or Developing level repertoire.</p> <p>Level II - Easy. May include changes of tempo, key, and meter; modest ranges. May be appropriate for Developing or Intermediate level repertoire.</p> <p>Level III - Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretative requirements. May be appropriate for Developing, Intermediate, or Accomplished level repertoire.</p> <p>Level IV - 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. May be appropriate for Intermediate, Accomplished, or Advanced level repertoire.</p> <p>Level V - Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, and subtle dynamic requirements. May be appropriate for Accomplished or Advanced level repertoire.</p>

	Level VI - Very difficult. Suitable for musically mature students of exceptional competence. May be appropriate for Advanced level repertoire. <sup>19</sup>
Rhythm Rhythmic Pattern Rhythmic Phrase	<p>Rhythm: Duration or length of sounds and silences that occur in music; organization of sounds and silences in time.<sup>17</sup></p> <p>Rhythmic Pattern: Grouping, generally brief, of long and short sounds and silences.<sup>17</sup></p> <p>Rhythmic Phrase: Short section or series of notes within a larger work that constitutes a single coherent rhythmic idea.<sup>17</sup></p>
Rounds	A composition for two or more voices in which one voice enters after another in exact imitation of the first. <sup>19</sup>
Scales	A sequence of tones, usually within an octave, and used as the basis of a composition. <sup>19</sup>
Sight-Read	The reading (singing or playing) of music at first sight. <sup>19</sup>
Soundscapes	Individual sounds (or sound masses) and silences whose succession forms patterns and contrasting units that are perceived as musical. <sup>17</sup>
Standard Notation System	<p>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;<sup>17</sup></p> <p>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.<sup>17</sup></p> <p>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.<sup>17</sup></p> <p>Lead-sheet Notation: System symbol used to identify chords</p>

	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. <sup>17</sup>
Syncopation	Deliberate upsetting of the meter or pulse of a composition by means of a temporary shifting of the accent to a weak beat or an off beat. <sup>29</sup>
Tempo, Continuum of	The speed of music. <sup>19</sup>
Tension and Release	Musical device (musical stress, instability, or intensity, followed by musical relaxation, stability, or resolution) used to create a flow of feeling. <sup>17</sup>
Texture	Manner in which the harmonic (vertical) and melodic (horizontal) elements are combined to create layers of sound. <sup>17</sup>
Timbre	The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another. <sup>19</sup>
Tonalities	Tonic or key tone around which a piece of music is centered. <sup>17</sup>
Triplets	Three notes of equal length that are performed in the duration of two notes of equal length. <sup>29</sup>
Unison	Singing or playing the same notes by all singers or players, either at exactly the same pitch or in a different octave. <sup>19</sup>
Unity	Presence of structural coherence within a work, generally achieved through the repetition of various elements of music. <sup>17</sup>
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. <sup>17</sup>

## Theatre Glossary

Note: These glossary terms are found *in addition* to those in the above [Arts Education General Glossary](#) in the K-12 Theatre Arts as well as Technical Theatre Standard Courses of Study.

Glossary Terms	Definition
Actor	The people in a play or dramatic work who portray the characters. This may be done through thought, action, dialogue, costumes, and makeup. <sup>29</sup>
Aesthetics	Artistic choices which give meaning and clarity to a production. Each theatre artist makes choices to contribute to the audience's experience through collaboration with the other members of the production. <sup>29</sup>
Blocking	Where the actors move on stage. <sup>21</sup>
Characterization	The process of exploring the physical, social, and psychological aspects of a role in order to create a believable character. <sup>8</sup>
Characters	A person portrayed in a drama, novel, or other artistic piece. <sup>21</sup>
Conflict	The problem, confrontation, or struggle in a scene or play; conflict may include a character against him or herself, a character in opposition to another character, a character against nature, a character against society, or a character against the supernatural. <sup>17</sup>
Costume	Clothing worn by actors to portray specific characters. <sup>29</sup>
Designer	Responsible for creating the look and feel of a production. The team generally includes set, lighting, sound, costume, properties, and makeup designers. <sup>29</sup>
Devised Theatre	Creation of an original performance piece by an ensemble. <sup>17</sup>
Dialogue	A conversation between two or more characters. <sup>17</sup>



Director	The person who oversees the entire process of staging a production. The director is a member of the ensemble charged with interpreting the text and conveying a central concept or theme through the use of the elements of theatre. <sup>29</sup>
Dramatic Elements	See “Elements” below
Dramatic Play	Spontaneous dramatic enactment often done by children pretending or imitating while playing. <sup>21</sup>
Dramatic Presentation	Referring to the production of a play or dramatic work, or the specific acting/technical job of a production member in a play. <sup>29</sup>
Dramatic Structure	The organization of a script or story line that includes exposition, rising action, climax and falling action. <sup>21</sup>
Elements Technical Dramatic Theatrical	<p>Production Elements: Technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and makeup, as well as elements specific to the production such as puppets, masks, special effects, or other story telling devices/ concepts.<sup>29</sup></p> <p>Technical Elements: Include the set, lighting, sound, costumes, properties, and hair and makeup.<sup>29</sup></p> <p>Story Elements: Characters, setting, plot, conflict, and the resolution. Dramatic structure.<sup>29</sup></p>
Embody	To physicalize a movement, concept or idea through the body. <sup>17</sup>
Environment	Physical surroundings that establish place, time, and atmosphere/ mood; the physical conditions that reflect and affect the emotions, thoughts, and actions of characters. <sup>21</sup>
Imitate	To copy or mimic the actions, appearance, mannerisms, or speech of others. <sup>21</sup>
Lighting	The illumination of the performance dictated by the given circumstances of the play, including the source of light, the time

	of day, the mood of the play, as well as the specific requirements of the scenic design (for example, the areas to be lit). <sup>29</sup>
Monologue	A speech made by a single character. In classical plays, monologues are delivered to another character or characters. <sup>29</sup>
Pantomime	A situation where a performer relies totally on gesture, facial expression, and movement, rather than speech, for enactment of his material. <sup>21</sup>
Performance Spaces	Areas that make up the theater and performing space. Also referred to as “parts of a stage” (i.e. apron, borders, grand drape, wing space, etc.). <sup>29</sup>
Playwright	The person responsible for writing plays for performance in the theatre. <sup>29</sup>
Plot	A narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action. <sup>17</sup>
Production Process	The team of people onstage and behind the scenes that make a performance possible (example: actors, director, technical crew, producer, etc.). This team may gather periodically to discuss the production process. <sup>29</sup>
Prop	Anything that the actor uses on stage that is not scenery (i.e. a coffee cup or a cell phone). <sup>29</sup>
Scenery	The scenery constructed for a theatrical performance. <sup>21</sup>
Setting	The locale, period, time in which the action of a play takes place. The time, place, and social situation in which the action of a literary work takes place. <sup>29</sup>
Situation	A combination of circumstances at a given moment. <sup>21</sup>

Stagecraft	The technical aspect of theatrical, film, and video production. It includes set construction, loading in and striking the set, hanging and focusing of the lights, design and construction or purchase of costumes, makeup, creation or purchase of props, stage management, and recording, set up, playback, and mixing of sound. <sup>29</sup>
Staging	Patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning. <sup>17</sup>
Staging Conventions	Practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside. <sup>17</sup>
Story Elements	Are the characters, setting, plot, conflict, and the resolution. Dramatic structure. <sup>29</sup>
Technical Elements	See “Elements” above
Technical Theatre	The elements of spectacle such as sets, sound, costume, lights, music, props, and makeup used to create a unified and meaningful design for a theatrical production. <sup>17</sup>
Theatre Elements	See “Elements” above

## Visual Arts Glossary

Note: These glossary terms are found *in addition* to those in the above [Arts Education General Glossary](#) in the K-12 Visual Arts Standard Course of Study.

Glossary Terms	Definition
Abstract Art	Art derived from realism but deviating in appearance; maintaining the essentials of shape, line, color, and texture relating to the subject. <sup>2</sup>
Aesthetic	The study or theory of the beautiful, in taste or art. <sup>22</sup>
Art Exhibitions	A public showing (as of works of art, objects of manufacture, or athletic skill). <sup>14</sup>
Artist Statement	Information about context, explanations of process, descriptions of learning, related stories, reflections, or other details in a written or spoken format shared by the artist to extend and deepen understanding of his or her artwork; an artist statement can be didactic, descriptive, or reflective in nature. <sup>17</sup>
Body of Work or Art	Aggregate, Quantity. <sup>14</sup>
Ceramics	Functional and decorative objects made from clay. <sup>22</sup>
Cityscapes	An artistic representation of a city. <sup>14</sup>
Collection	Something collected especially: an accumulation of objects gathered for study, comparison, or exhibition or as a hobby. <sup>14</sup>
Commercial Art	Art applied to commercial purposes. <sup>14</sup>
Composition	The organization of the elements of art and principles of design in creating a work of art. <sup>2</sup>
Copying	An imitation, transcript, or reproduction of an original work (such as a letter, a painting, a table, or a dress). <sup>14</sup>
Creative Design Process	The logical progression in the making of [art]; choose topic, research the topic, identify important aspects of the topic, devise

	problems to be solved, ask questions, solve problems and produce material, design artwork, self-evaluate, revise, get and use feedback from performance (concept, investigation, exploration, selection, development, refinement, exhibition). <sup>12</sup>
Curate	Collect, sort, and organize objects, artworks, and artifacts; preserve and maintain historical records and catalogue exhibits. <sup>2</sup>
Derivative	Having parts that originate from another source. <sup>14</sup>
Digital Media (Format)	Anything in electronic form including photos, images, video, audio files, or artwork created or presented through electronic means; a gallery of artwork viewed electronically through any device. <sup>17</sup>
Drawing	The art or technique of representing an object or outlining a figure, plan, or sketch by means of lines. <sup>14</sup>
Elements of Art	The “visual tools” artists use to create works of art. These include form, shape, line, texture, color, space, and value. <sup>2</sup>
Fibers	Any of the thread-like parts that form plant or artificial material and can be made into cloth. <sup>4</sup>
Formative	A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. Short-interval and usually classroom-based assessments that have immediate information for teachers and students to inform the instructional process and determine what comes next in the learning process. <sup>28</sup>
Forms	A shape having three dimensions—height, width, and depth. <sup>2</sup>
Imaginary Sources of Information	A mental picture of something that is unlike things one has seen. <sup>22</sup>
Imaginative Play	Experimentation by children in defining identities and points of view by developing skills in conceiving, planning, making art, and communicating. <sup>17</sup>
Landscapes	A picture representing a view of natural inland scenery. <sup>14</sup>

Materials	Substances out of which art is made or composed, ranging from the traditional to “nonart” material and virtual, cybernetic, and simulated materials. <sup>17</sup>
Media/Medium	Mode(s) of artistic expression or communication; material or other resources used for creating art. <sup>17</sup>
Movements	The path the viewer’s eye takes through the work of art, often to focal areas. The arrangement of elements in an artwork organized to create a sense of motion. Such movement can be directed along lines, edges, shape, and color within the work of art. <sup>2</sup>
Non-objective Art	Representing or intended to represent no natural or actual object, figure, or scene. <sup>14</sup>
Painting/Paint	To produce in lines and colors on a surface by applying pigments. <sup>14</sup>
Periods	Of, relating to, or representing a particular historical period. <sup>14</sup>
Personal Identity	Distinguishing character of personality of an individual; An individual’s sense of self defined by (a) a set of physical, psychological, and interpersonal characteristics that is not wholly shared with any other person and (b) a range of affiliations (e.g., ethnicity) and social roles. Identity involves a sense of continuity, or the feeling that one is the same person today that one was yesterday or last year (despite physical or other changes). Such a sense is derived from one’s body sensations; one’s body image; and the feeling that one’s memories, goals, values, expectations, and beliefs belong to the self. <sup>20</sup>
Portfolio	Actual or virtual collection of artworks and documentation demonstrating art and design knowledge and skills organized to reflect an individual’s creative growth and artistic literacy. <sup>17</sup>
Portraits	Artwork that shows the face or figure of a person. <sup>22</sup>
Principles of Design	The way the elements of art such as balance, movement, pattern/repetition, unity/variety and emphasis are used to create a composition. <sup>22</sup>

Printmaking	The art of using a printing plate or stamp to create one or a series of multiple originals called prints. <sup>22</sup>
Qualities	The characteristics, constraints and limitations of a particular medium. For example, the formal qualities of painting are the canvas texture, colour, and brush texture. <sup>25</sup>
Sculpture	Carved, cut, hewn, cast, molded, welded or assembled into three dimensional representations, forms, or figures. <sup>22</sup>
Seascapes	A picture representing a scene at sea. <sup>14</sup>
Still Life	An arrangement of inanimate objects. <sup>22</sup>
Summative	The effort to summarize student learning at a particular point in time such as the end of a chapter, unit, grading period, semester, year, or end of course. <sup>28</sup>
Symbol/Symbolism	An image, sign, or element, such as color, that is understood, by convention or context, to suggest some other meaning. <sup>22</sup>
Tracing (traced)	To copy (something, such as a drawing) by following the lines or letters as seen through a transparent superimposed sheet. <sup>14</sup>
Viewpoints	The position from which something or someone is observed. <sup>17</sup>
Visual Arts	As defined by the National Art Education Association, include the traditional fine arts, such as, drawing , painting, printmaking, photography, and sculpture; media arts, such as, animation, video and emerging digital technologies; design, such as, communication, product, and interactive; environmental, such as, architecture, landscape architecture, interior and urban planning; conceptual, performance, participatory, street, and folk arts and works of art in clay, glass, metal, wood, fiber, paper and other materials. (Revised March 2017). <sup>17</sup>

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