



North Carolina Department of Public Instruction

INSTRUCTIONAL SUPPORT TOOLS

FOR ACHIEVING NEW STANDARDS

This document is designed to assist North Carolina educators in effective instruction of the new Common Core State and/or North Carolina Essential Standards (Standard Course of Study) in order to increase student achievement. NCDPI staff are continually updating and improving instructional tools to better serve teachers.

Unpacking Standards Appendix A: Glossary of Terms For Teachers

What is the purpose of this tool?

This tool provides educators with terminologies that represent the big, powerful concepts and ideas teachers need to know and understand in order to effectively teach the new Common Core State and North Carolina Essential Standards and use supporting materials. The Glossary of Terms is not meant to be exhaustive, but seeks to address critical terms and definitions essential in building content knowledge and understanding but also in promoting consistency across disciplines, increased student outcomes, and improved parent communication. This is a living document and will undergo additions in terms over time.

How do I send Feedback?

We intend the explanations and examples in this document to be helpful and specific. That said, we believe that as this document is used, educators will find ways in which the tool can be improved and made even more useful. If there are terms which are either omitted or which you feel are misrepresented in this glossary, please send feedback to us at feedback@dpi.nc.gov and we will use your input to refine our instructional tool. Thank You!

Where are the new Common Core State and North Carolina Essential Standards?

All standards are located at <http://www.ncpublicschools.org/acre/>

NCDPI

North Carolina Music Essential Standards

Terminologies

2012

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North Carolina Music Essential Standards

Terminologies

The following terms may be useful in understanding the content of the North Carolina Music Essential Standards (2010).

A Cappella: Unaccompanied vocal music.

AB: A form made up of two contrasting sections, each of which may or may not be repeated.

ABA: A three-part compositional form made up of a principal section which is repeated after the completion of a contrasting section.

Accompaniment: The musical background for principal musical part(s).

Aesthetic response: A feelingful response one may experience while listening to music because of perceptions of interacting musical elements which create unity and variety, and tensions and resolutions.

Analyze: To separate or break up anything into its specific elements or component parts.

Arranging: Resetting music for other instruments or voices or for another style of performance than that for which it was originally written.

Articulation: The characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected.

Balance: The state of equilibrium where all the component parts of the music create a unified whole.

Ballad: A strophic narrative song, often passed along through the oral tradition.

Bass Clef: Symbol placed on the five-line staff in traditional notation indicating the pitch of the notes and locating F on the fourth line from the bottom of the staff.

Beat: Unit of measurement of rhythmic pulse of music.

Blend: The combination or mixing of voices or instruments so that no singular voice is distinguishable from the group sound.

Body Percussion: Sounds produced by use of the body, e.g. clap, snap, slap, tap, stamp, etc.

Breath Control: The ability to direct the breathing mechanism to provide a well-regulated supply of air to the vocal cords or the mouthpiece of a wind instrument.

By Ear: The ability to play or sing either intuitively or analytically without the use of a printed score.

Call and Response: A song style that follows a simple question-and-answer pattern in which a soloist leads and a group responds.

Chords: Three or more pitches sounding simultaneously or functioning as if sounded simultaneously.

Classifying: Grouping entities based on their common relationships.

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.

Clef: A symbol used to determine the name and pitch of the notes on the staff to which it is prefixed.

Coda: A few measures or a section added to the end of a piece of music to make a more effective ending.

Collaboration: A social skill involving working together with two or more persons.

Comparing: Noting similarities and differences between or among entities.

Composing: The act of inventing or creating music.

Composition: The product of creating music.

Conducting: Indicating the meter, tempo, changes in tempo and dynamics, and other musical outcomes through the use of gestures of the hands and arms.

Conductor: A person who, principally by means of gestures of the hands and arms, leads the performance of a musical ensemble.

Counter Melody: An alternate melody sung along with and as a companion to the main melody.

Descant: A vocal part or parts added above the highest part and intended to be performed by treble voices along with the ensemble.

Developmentally appropriate: Activities or instruction which are appropriate to the developmental abilities of the student.

Diatonic: Referring to the tones of the major or minor scales. The diatonic scales are those of the major and minor keys, and diatonic passages, intervals, chords, and harmonies are those made up of the notes of the key prevailing at the moment.

Diction: The degree of clarity and distinctness of pronunciation and articulation in speech or singing.

Dynamics: Degrees of loudness.

Elements of music: Pitch (melody), rhythm, harmony, dynamics, timbre (tone color), texture, form, and tempo.

Embellishment: The modification of music, usually but not always through the addition of notes, to make it more meaningful, or to demonstrate the abilities of the interpreter.

Evaluating: Assessing the reasonableness and quality of music according to given criteria.

Expression: The quality in a composition or performance which appeals to judgment, taste, or feelings, and which portrays the emotional intent of the composer.

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.

Genre: A type or category of music (e.g. Sonata, Opera, Oratorio, Art Song, etc).

Harmony: Two or more tones sounding together.

Head tone: Classification of vocal register which is associated with resonance and tone placement as well as functions within the laryngeal mechanism itself; so called "head tone" or "head voice" because the singer experiences a sensation of vibrating in the head. May also be referred to as "light register."

Icons: Graphic representations indicating, for example, pitch or rhythm, and used in lieu of or along with traditional symbols for these elements.

Improvise: To create music spontaneously.

Inferring: A thinking skill which enables one to go beyond available information to identify what reasonably may be true.

Informance: A sharing or showing of music that demonstrates the process for how students arrive at the product or performance as a result of instruction, rather than focusing solely on the end result. An informance may include explanation or discussion.

Integrating: Connecting or combining information into understanding of a greater whole.

Intervals: The relationship among pitches (e.g. C4 and E4 produce a Major 3rd).

Introduction: A preliminary section of a musical composition.

Key Signature: The sharps or flats placed at the beginning of a composition or line of music denoting the scale on which the music is based.

Key: The basic scale and tonality of a composition.

Level of Difficulty: Music is generally classified into six levels of difficulty:

Level I - Very easy. Easy keys, meters, rhythms; limited ranges.

Level II - Easy. May include changes of tempo, key, and meter; modest ranges.

Level III - Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretative requirements.

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.

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.

Level VI - Very difficult. Suitable for musically mature students of exceptional competence.

Major scale: A scale built on the sequence of an ascending pattern of two whole steps, one half step, three whole steps, and one half step.

Meter signature: An indication of the meter of a musical composition, usually presented in the form of a fraction; the lower number indicates the unit of measurement, and the upper number indicates the number of units that make up a measure.

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.

Minor scale: A scale built on the sequence of an ascending pattern of whole step, half step, whole, whole, half, whole, whole.

Notation: The use of various symbols to indicate the pitch, rhythm, and expressive elements of a composition.

Ostinato: A continually recurring rhythmic or melodic pattern.

Partner songs: Two or more songs that can be sung at the same time to create harmony.

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 fifth pitches of a minor scale.

Phrasing: Dividing musical sentences or thoughts into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

Pitch: The highness or lowness of a tone, as determined by the frequency of vibrations per second.

Portfolio: A collection of student work. The teacher, students, or both may select samples of student work placed in the portfolio. Portfolios may include written, audio, electronic, and/or video formats of a student's work.

Questions and Answer: A formal structure where each successive phrase or section is formed as a response to the preceding one.

Recalling: Activating prior stored knowledge or memory for use in a given situation.

Repertoire: A collection of music that a student has learned and is prepared to demonstrate.

Rhythm: The organization of sounds and silences across time; the temporal quality of sound.

Rondo: A form based on alternation between a repeated section (A) and contrasting episodes (B) and/or (C); for example, ABACABA.

Round: A composition for two or more voices in which one voice enters after another in exact imitation of the first.

Scale: A sequence of tones, usually within an octave, and used as the basis of a composition.

Score: A notation showing all the parts of a musical composition.

Sightread: The reading (singing or playing) of music at first sight.

Staff: Five parallel lines on which music is traditionally written.

Standard or Traditional Notation: Music written on one or more staves, using traditional note symbols and clefs to indicate pitch locations and durations.

Style: The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (e.g. the style of Copland), periods (e.g. Baroque style), media (e.g. keyboard style), nations (e.g. French style), form or type of composition (e.g. Fugal style), or genre (e.g. operative style).

Synthesizing: Combining or integrating information.

Technical accuracy: The ability to play or sing with the appropriate timbre, intonation, diction, with correct pitches and rhythms.

Technology: Electronic media that can be used in music such as video and tape recorders, CD players, sound modules, MIDI instruments, computer software and hardware.

Tempo: The speed of music.

Texture: The number of simultaneous sounding lines. The manner in which horizontal pitch sequences are organized.

Theme and Variations: A compositional form where an initial theme is stated and each section thereafter is a modification of that theme.

Timbre: The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

Tone production: The manner of producing musical tones. In vocal music, it involves the coordination of breath support, resonance of the tone and vowel and consonant sounds. In wind instruments, it involves the coordination of breath support, tonguing, and embouchure. In stringed instruments, it involves the varied uses of the bow and finger movement, such as vibrato.

Transpose: Changing a phrase or composition to a key other than the one in which the piece is written.

Two-part Songs: Songs written for performance by two distinct voices.

Unison: Singing or playing the same notes by all singers or players, either at exactly the same pitch or in a different octave.

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