



National Coalition for **CORE ARTS** Standards

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