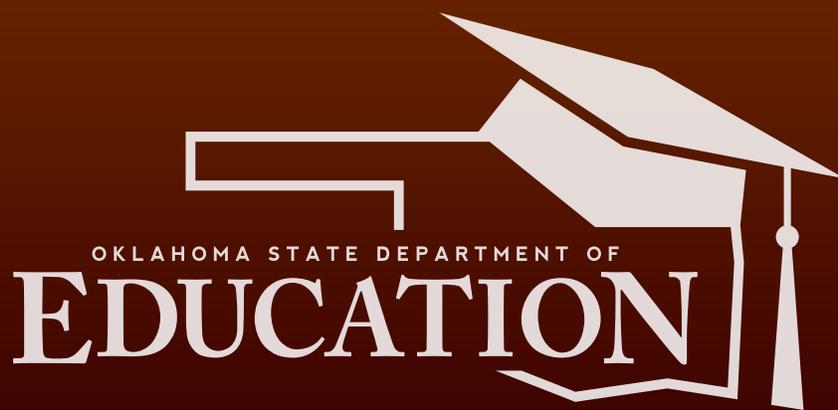




# MUSIC



OKLAHOMA  
**ACADEMIC**  
STANDARDS



JANET BARRESI  
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION

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OKLAHOMA STATE  
DEPARTMENT OF EDUCATION

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# MUSIC

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OKLAHOMA  
**ACADEMIC**  
STANDARDS





## A Message From State Superintendent Janet Barresi

Since 1990 The Arts have been part of the core curriculum in Oklahoma schools. The *Oklahoma Academic Standards for Fine Arts* represent a rigorous curriculum framework to guide instruction in the arts. A balance of instructional activities will provide students with a deeper understanding and capability to confidently express their knowledge in and about the arts. A quality arts program can also contribute greatly to the development of each student's creative thinking and problem-solving skills. Consequently, it is important to teach and assess all the *Oklahoma Academic Standards for Fine Arts* at each grade level.

Throughout the ages the arts have been used to express happiness, sorrow, love, and many other very real human emotions. The arts are often asked to express that which cannot be expressed through words. The *Oklahoma Academic Standards for Fine Arts* suggest benchmarks in the understanding of the arts for all students. Why is it important for each student to understand the significance of the arts in a historical, cultural, or aesthetic sense? Should students be encouraged to create meaningful, interpretive, original, or creative expressions? Will meaningful arts instruction give students the confidence they need to explore and create at the very highest of educational standards? Anthropologists have found evidence of the use of art for purposes of discussion as early as 70,000 years ago. The arts that are created today will one day be our contribution to this ongoing dialogue of our shared human experience.

The Oklahoma State Department of Education is committed to working toward the goal of ensuring all students are college, career and citizen ready upon graduation. I firmly believe a clear strategy for addressing the creative and academic needs of all Oklahoma students is essential for the complete education of our children. I am also excited about the in-depth learning experiences students will gain through the arts—skills which are essential to the development of a “well rounded student and 21st Century citizen.” I am confident that the *Oklahoma Academic Standards for Fine Arts* will empower Oklahoma educators to create innovative learning experiences that integrate the use of supportive technologies, inquiry- and the problem-based approaches necessary for the acquisition of higher order thinking. I thank you for your commitment to Oklahoma’s children and the arts.

Janet C. Barresi  
State Superintendent of Public Instruction  
Oklahoma State Department of Education



# ARTISTIC LITERACY

## General Music Strands

The strands define the major elements of music that are relevant across grade levels and provide unifying threads of understanding supporting the goals and objectives of the **Oklahoma Academic Standards** for General Music. **Responding**, **Connecting**, **Performing**, and **Creating** are the strands in which all aspects of music can be defined:

**Responding:** Refers to listening, analyzing, critiquing, describing, evaluating, and moving to musical works.

**Connecting:** Refers to synthesizing knowledge of music in relation to history, culture, heritage, other content areas, ideas, and life - long learning.

**Performing:** Refers to presenting or demonstrating an existing work, informally or formally; a process that calls upon the technical, expressive, and interpretive skills of the learner.

**Creating:** Refers to expressing ideas and feelings through improvising, composing, arranging, and interpreting music.

## Language of Music “Responding” Standard 1

Rationale: Learning the “Language of Music,” will enable each student to understand, appreciate, and participate in the world of music. Students at every grade level should be encouraged to listen to a variety of music and share their responses with each other. They can also note their observations verbally and/or in writing by responding to the following **Essential Questions**:

- In what ways does a student’s response to music extend and deepen their understanding of the art form?
- What are the students’ thoughts about the music they just listen to?

Active participation in and performing music is one way of interacting with music that strengthens musical understanding. Providing students with opportunities to experience higher levels of musical understanding will help them learn to organize a variety of aural qualities expressively. Repeated participation will foster the growth of their musical abilities and increase their control of the art form. Learning the language of music will provide students with a deeper understanding of the decision – making and technical skills needed to raise their level of performance. Notation may be part of this experience, which simply involves using a type of symbolic shorthand or simple signs as a reminder of the sounds to be made. Some students will want to pursue higher levels of performance by enrolling in band, orchestra, or choir classes. But, regardless of their musical aptitude, all students can participate in classroom music experiences.

The **General Music Academic Standards** support the **Enduring Understanding** that music is created for many different reasons

and a wide variety of contextual purposes. Learning the language of music will help students present and/or communicate their thoughts and ideas with precision, clarity, and at a greater depth of knowledge.

### STANDARD 1:

#### Language of Music: “Responding”

**The student meaningfully engages with the artform through reading, notating, and/or interpreting music.**

## Music History and Culture “Connecting” Standard 2

**Rationale:** Throughout history Music has inspired societies to change their perceptions of the world around them. By studying music from different periods in history, representing a variety of cultures, students will develop a greater understanding of the culture in which they live. “Music History and Culture,” can be represented by a variety of different genres; including classical styles, popular styles, or the many contributions made by different cultures throughout the world. Each of these musical genres has contributed much to rich musical heritage of the United States. Historically, music has often been valued differently by different societies, and has through time served many different purposes. It is important for students to keep an open mind when listening to different kinds of music. Making connections in music history and culture may involve asking many of the following **Essential Questions**:

- Who created the music?
- Why was the music created?
- How was the music used?
- What other cultures or musicians were influenced by the music?
- How were other cultures or musicians influenced by the music?

There is a pronounced difference between having an emotional response to music and having analytical knowledge about music. Students should understand the importance of the United States’ musical heritage and be able to make informed judgments about the quality and variety of musical genres that exist within the world of music. Classroom teachers are encouraged to emphasize the following areas of music history that lead to an **Enduring Understanding** of music and the culture(s) that created it.

- Music that is historically or culturally important because it is representative of a particular genre.
- Music that has symbolic, cultural, or historical importance.
- Music that is highly original and innovative.
- Music that represents different thematic aspects of the human experience.
- Music that reflects citizenship, and/or contributes to civil discourse.
- Music that expresses a wide range of human emotion.

## STANDARD 2:

### Music History and Culture: "Connecting"

The student recognizes the development of music from an historical and cultural perspective.

## Music Expression "Performing" Standard 3

**Rationale:** Creating music involves organizing sounds expressively and thinking about how changes or variations in that arrangement can offer different results. It provides the opportunity to find many solutions to the same problem and helps internalize basic concepts of music. Creating and producing music enables students to organize expressive sounds, and make decisions about the music based on an overall plan or on the basis of what happens as the work unfolds. Artistic decisions that encourage learning through exploration, investigation, or discovery should be encouraged.

Music instruction is a balance of both listening and expressing. All students can respond to the expressive qualities in a musical selection. As students identify expressive details, they raise their perceptual understanding of music. Students should be encouraged to balance their understanding of the intellectual and emotional qualities within a range of music expressions. Music expression can contribute to collaboration, communication, creativity, and critical thinking among students.

New electronic technologies enable students to make or combine sounds creatively. Students are now able to save, retrieve, edit, and refine their original musical ideas, because of the explosion new technical innovations. These ideas or compositions can be played back and combined with words that are spoken or sung. Technology can also provide access to samples of different types of music as well as information about music genres, music history, and music resources that might not otherwise be available.

Students can and should be encouraged to develop **Enduring Understandings** of their own unique musical ideas. Through the process of music expression, students will increase their problem solving and decision – making skills, which are very important skills to have in today's world. Creating music can lead to **Enduring Understandings** by helping students:

- Develop a greater understanding of the creative process.
- Gain a sense of musicianship through repeated experiences making music.
- Increase their understanding of music as a language beginning at a basic knowledge level and progressing to higher levels of musical fluency.
- Extend their understanding and ability to engage creatively and in original ways that are inventive, innovative, and imaginative.

## STANDARD 3:

### Music Expression: "Performing"

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

## Music Appreciation "Creating" Standard 4

**Rationale:** Students should be afforded the opportunity to express their musicality through creating original works. The modes of musical creativity include composition improvisation, arranging, and interpreting existing works. Students may develop inspiration from information about creative processes through 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.

The Music standards and objectives detailed in this document provide students with opportunities to create music and practice active listening that will enrich each student's aesthetic perceptions, while strengthening their skills of observation, concentration, and attention to detail. Music appreciation supports **Enduring Understandings** that enable students to make informed judgments with respect to the quality of musical compositions from a variety of sources and genres of music.

Asking questions for purposes of discussion also represents an important step in learning to appreciate music. Music appreciation may involve asking many the following **Essential Questions**:

- What is music?
- How is music creative?
- What does a particular piece of music communicate to you?
- How was this music created? (technique, process)
- What is the purpose of music today? (expressive meaning, function)

## STANDARD 4:

### Music Appreciation: "Creating"

The student understands and uses musical tools, including active listening to create and evaluate original works.

## GENERAL MUSIC

### GRADE 1

#### STANDARD 1:

##### Language of Music: "Responding"

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

- 1 Explore the elements of music, including:
  - a. Melody (e.g., high and low, upward and downward, leaps, and repeats),
  - b. Rhythm (e.g., strong and weak beats, steady beat, meter in 2/4, and long and short sounds),
  - c. Harmony (e.g., sing accompanied, sing unaccompanied, and perform ostinato patterns as accompaniment),
  - d. Form (e.g., introduction, repetition/contrast, solo/chorus, and verse/refrain),
  - e. Tone Color (e.g., classroom percussion instruments, sounds from nature, machines, or the environment, and orchestra instruments from each family of instruments - trumpet, clarinet, violin, and tympani),
  - f. Pitch (high and low),
  - g. Tempo (fast and slow, getting faster or slower), and
  - h. Dynamics (loud and soft, getting louder or softer).
- 2 Identify a system of syllables, numbers, or letters to demonstrate basic notation:
  - a. Rhythmic (e.g., quarter note, quarter rest, paired eighth notes).
  - b. Melodic (e.g., sol, mi, la or 5, 3, 6).
- 3 Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting.
- 4 While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).

#### STANDARD 2:

##### Music History and Culture: "Connecting"

The student recognizes the development of music from an historical and cultural perspective.

- 1 Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures.
- 2 Recognize American music, including work songs, holiday songs, and music related to citizenship.
- 3 Identify music and instruments from different cultures.
- 4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5 Demonstrate respect for music performed by others.

#### STANDARD 3:

##### Music Expression: "Performing"

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1 Participate in music through singing and/or playing instruments.
- 2 Match pitches, sing in tune, and use appropriate tone and expression.
- 3 Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 4 Play simple pitch patterns (tones) on instruments, such as bells or xylophones.

#### STANDARD 4:

##### Music Appreciation: "Creating"

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1 Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2 Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3 Discuss likes and dislikes of music of different styles.
- 4 Recognize basic features of familiar and unfamiliar songs.

## GENERAL MUSIC

### GRADE 2

#### STANDARD 1:

##### Language of Music: "Responding"

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

- 1 Explore the elements of music, including:
  - a. Melody (e.g., steps, leaps, and repeated tones, melody patterns, high and low, upward and downward, motives, and repeated phrases),
  - b. Rhythm (e.g., strong and weak beats, steady beat, meter in 2/4 and 3/4, long and short sounds, and rhythm patterns in songs and ostinatos),
  - c. Harmony (e.g., sing accompanied, sing unaccompanied, perform ostinato patterns as accompaniment, and sing to chordal accompaniment),
  - d. Form (e.g., introduction, coda, repetition/contrast, solo/chorus, and AB),
  - e. Tone Color (e.g., classroom percussion instruments, identify trumpet, clarinet, violin, tympani, and different tone quality of an individual or group),
  - f. Pitch (e.g., high and low),
  - g. Tempo (e.g., fast and slow, gradually faster and slower, and suddenly faster and slower), and
  - h. Dynamics (e.g., loud and soft, gradually louder and softer, and suddenly louder and softer).
- 2 Identify a system of syllables, numbers, or letters to demonstrate basic notation:
  - a. Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, and whole rest).
  - b. Melodic (e.g., sol, mi, la, do or 5, 3, 6, 1).
- 3 Respond to the beat or rhythm in music by clapping, walking, running, skipping, galloping, hopping, playing classroom instruments, or chanting.
- 4 While listening to a musical piece, use directional hand movements to follow the melodic contour (sound or progression of single tones).

#### STANDARD 2:

##### Music History and Culture: "Connecting"

The student recognizes the development of music from an historical and cultural perspective.

- 1 Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures.
- 2 Recognize American music, including work songs, holiday songs, and music related to citizenship.
- 3 Identify music and instruments from different cultures. (e.g., koto, maracas, Native American flute, African talking drum, etc.).
- 4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5 Demonstrate respect for music performed by others.

#### STANDARD 3:

##### Music Expression: "Performing"

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1 Participate in music through singing (e.g., echo singing) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 2 Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
- 3 Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 4 Play simple pitch patterns (tones) on instruments, such as bells or xylophones.
- 5 Perform solos and in groups.

#### STANDARD 4:

##### Music Appreciation: "Creating"

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1 Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2 Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3 Discuss likes and dislikes of music of different styles.
- 4 Recognize basic features of familiar and unfamiliar songs.
- 5 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).

## GENERAL MUSIC

### GRADE 3

#### STANDARD 1:

##### Language of Music: “Responding”

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

- 1 Explore the elements of music, including:
  - a. Melody (e.g., steps, wide and narrow leaps, repeated tones, melody patterns, high and low pitches, melodic contour, and same, different and similar phrases),
  - b. Rhythm (e.g., strong and weak beats, steady beat, silent beat, meter in 2/4, 3/4 and 4/4, and dotted rhythms),
  - c. Harmony (e.g., chordal harmony, chord changes, ostinato patterns, countermelody, and rounds),
  - d. Form (e.g., introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, and D.C. al fine),
  - e. Tone Color (e.g., classroom percussion instruments, identify trumpet, clarinet, violin, tympani, and different tone quality of an individual or group),
  - f. Pitch (e.g., higher and lower),
  - g. Tempo (e.g., fast and slow, faster and slower, and gradual and sudden changes in tempo), and
  - h. Dynamics (e.g., loud and soft, gradually louder and softer, and suddenly louder and softer).
- 2 Use a system of syllables, numbers or letters to demonstrate basic notation:
  - a. Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, and dotted half note).
  - b. Melodic (e.g., sol, mi, la, do, re or 5, 3, 6, 1, 2).
- 3 Recognize basic features of familiar and unfamiliar songs, including:
  - a. Dynamics (e.g., loud and soft and gradual change of louder and softer),
  - b. Tempo (e.g., fast and slow and gradual change of faster and slower), and
  - c. Form (e.g., same, different, and similar).
- 4 Identify instrument ensembles (brass, strings, woodwinds, and percussion).

#### STANDARD 2:

##### Music History and Culture: “Connecting”

The student recognizes the development of music from an historical and cultural perspective.

- 1 Sing and perform action songs, chants, rhymes, singing games, and dances from a variety of cultures.
- 2 Recognize American music, including work songs, holiday songs, and music related to citizenship.

- 3 Identify music and instruments from different cultures. (e.g., bagpipes, wooden flute, koto, and panpipes).
- 4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5 Demonstrate respect for music performed by others.

#### STANDARD 3:

##### Music Expression: “Performing”

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 2 Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
- 3 Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 4 Play simple melodies by rote on instruments, such as bells or xylophones.
- 5 Perform solos and in groups.

#### STANDARD 4:

##### Music Appreciation: “Creating”

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1 Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2 Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3 Compare students’ likes and dislikes of music of different styles.
- 4 Recognize basic features of familiar and unfamiliar songs.
- 5 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6 Use appropriate terms to explain preferences for musical works and styles.

## GENERAL MUSIC

### GRADE 4

#### STANDARD 1:

##### Language of Music: "Responding"

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

- 1 Use correct terminology to discuss the elements of music, including:
  - a. Melody (e.g., steps, wide and narrow leaps, octave leap, and repeated tones, melody patterns, melodic contour, and same, different, and similar phrases),
  - b. Rhythm (e.g., strong and weak beats, steady beat, offbeat, silent beat, and meter in 2/4, 3/4, 4/4 and 6/8),
  - c. Harmony (e.g., chordal harmony, chord changes, ostinato patterns, countermelody, rounds, and thick and thin texture),
  - d. Form (e.g., introduction, coda, repetition/contrast, solo/chorus, AB, ABA, rondo, and D.C. al fine),
  - e. Tone Color (e.g., sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, and ranges of soprano, alto, tenor, and bass),
  - f. Pitch (e.g., high and low),
  - g. Tempo [e.g., (allegro (fast), lento (slow), andante (walking), and moderato (moderate)], and
  - h. Dynamics [e.g., forte (loud), piano (soft), mezzo forte (medium loud), and mezzo piano (medium soft)].
- 2 Use a system of syllables, numbers or letters to demonstrate basic notation:
  - a. Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, syncopation, 2/4, 3/4, 4/4, and 6/8).
  - b. Melodic (e.g., sol, mi, la, do, re, high do, low la, low sol or 5, 3, 6, 1, 2, 8, low 6, low 5, and treble clef).
- 3 Experiment with variations in and demonstrate understanding of tempo (speed), timbre or tone color (sound quality), dynamics (degree of loudness), and phrasing for expressive purposes.
- 4 Identify visually and aurally:
  - a. Instrumental ensembles (e.g., marching band, orchestra, and jazz band),
  - b. Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion), and
  - c. Classification of voice ranges (e.g., soprano, alto, tenor, and bass).
- 5 Notate simple pitch and rhythm patterns presented aurally (listening).

#### STANDARD 2:

##### Music History and Culture: "Connecting"

The student recognizes the development of music from an historical and cultural perspective.

- 1 Sing or play a variety of folk, ethnic, classical, and contemporary musical pieces.

- 2 Listen and describe music from a variety of styles, periods, and cultures, including European, Native American, African American, Hispanic, and Asian.
- 3 Identify music and instruments from different cultures. (e.g., bagpipes, wooden flute, koto, and panpipes).
- 4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5 Demonstrate respect for music performed by others.
- 6 Identify and describe the various roles musicians have in various musical settings and cultures.
- 7 Identify uses of music in everyday life (e.g., film, television, background music, and commercials).

#### STANDARD 3:

##### Music Expression: "Performing"

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 2 Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
- 3 Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 4 Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 5 Play simple melodies on instruments, such as bells or xylophones.
- 6 While listening to a musical piece, use directional hand movements to follow the melodic contour (e.g., sound or progression of single tones).
- 7 Perform solos and with groups.

#### STANDARD 4:

##### Music Appreciation: "Creating"

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1 Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2 Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3 Compare students' likes and dislikes of music of different styles.
- 4 Recognize basic features of familiar and unfamiliar songs.
- 5 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6 Use appropriate terms to explain preferences for musical works and styles.

## GENERAL MUSIC

### GRADE 5

#### STANDARD 1:

##### Language of Music: "Responding"

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

- 1 Define and use correct terminology to identify and discuss the elements of music, including:
  - a. Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale (five - tone scale),
  - b. Rhythm (e.g., even and uneven rhythm patterns, syncopation, triplets, and dotted rhythms),
  - c. Harmony (e.g., partner songs, countermelody, descant, and major and minor chords),
  - d. Form (e.g., AB, ABA, round, rondo, introduction, coda, interlude, verse and refrain, and prelude),
  - e. Tone Color (e.g., sound quality of individual and group performances by voice or instrument to include duets, trios, quartets, chorus, and ranges of soprano, alto, tenor, and bass),
  - f. Pitch (e.g., high and low),
  - g. Tempo [e.g., (allegro (fast), lento (slow), andante (walking), and moderato (moderate)], and
  - h. Dynamics [e.g., forte (loud), piano (soft), mezzo forte (medium loud), and mezzo piano (medium soft)].
- 2 Use a system of syllables, numbers or letters to demonstrate basic notation:
  - a. Rhythmic (e.g., quarter note, quarter rest, paired eighth notes, half note, half rest, whole note, whole rest, dotted half note, sixteenth notes, single eighth note, single eighth rest, syncopation, 2/4, 3/4, 4/4, and 6/8).
  - b. Melodic (e.g., diatonic scale, treble clef, and bass clef).
- 3 Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness), and phrasing for expressive purpose in performing music.
- 4 Identify visually and aurally:
  - a. Instrumental ensembles (e.g., marching band, orchestra, and jazz band),
  - b. Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion), and
  - c. Classification of voice ranges (e.g., soprano, alto, tenor, and bass).
- 5 Notate simple pitch and rhythm patterns presented aurally (listening).

#### STANDARD 2:

##### Music History and Culture: "Connecting"

The student recognizes the development of music from an historical and cultural perspective.

- 1 Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
- 2 Recognize, describe, and listen to music from a variety of:
  - a. Styles (e.g., jazz, mariachi band, opera, musicals, call and response, and country - western),

- b. Periods (e.g., Baroque, Classical, Romantic, Impressionism, and Contemporary), and
  - c. Cultures (e.g., European, Native American, African American, Hispanic, and Asian).
- 3 Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band, and folk).
  - 4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
  - 5 Demonstrate respect for music performed by others.
  - 6 Identify and describe the various roles musicians have in various musical settings and cultures.

#### STANDARD 3:

##### Music Expression: "Performing"

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 2 Match pitches, sing in tune (C-scale range), and use appropriate tone and expression.
- 3 Play simple rhythmic patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 4 Play simple and syncopated rhythm patterns using sounds and silences on classroom percussion instruments to accompany songs and rhythm activities.
- 5 Play simple melodies on instruments, such as bells or xylophones.
- 6 While listening to a musical piece, use directional hand movements to follow the melodic contour (e.g., sound or progression of single tones).
- 7 Perform solos and with groups.
- 8 Sing two - part rounds, partner songs, and ostinatos.

#### STANDARD 4:

##### Music Appreciation: "Creating"

The student understands and uses musical tools, including active listening to create and evaluate original works.

- 1 Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2 Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3 Compare students' likes and dislikes of music of different styles.
- 4 Recognize basic features of familiar and unfamiliar songs.
- 5 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6 Use appropriate terms to explain preferences for musical works and styles.
- 7 Identify criteria for evaluating a musical composition or a musical performance.

## GENERAL MUSIC

### GRADE 6

#### STANDARD 1:

##### Language of Music: "Responding"

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

- 1 Define and use correct terminology to identify and discuss the elements of music, including:
  - a. Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, and pentatonic scale [five - tone scale]),
  - b. Rhythm (e.g., steady beat, back beat, syncopation, triplets, dotted rhythms, and 2/2 meter),
  - c. Harmony (e.g., partner songs, rounds, descants, countermelody, and major and minor chords),
  - d. Form (e.g., AB, ABA, round, rondo, theme and variations, introduction, coda, interlude, verse and refrain, and prelude),
  - e. Tone color (e.g., opera, musical theater, duet, trio, quartet, chorus, voice ranges, and instrument ranges),
  - f. Pitch (e.g., range and register),
  - g. Tempo [e.g., allegro (fast), lento (slow), andante (walking), and moderato (moderate)], and
  - h. Dynamics [e.g., forte (loud), piano (soft), mezzo forte (medium loud), and mezzo piano (medium soft)].
- 2 Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures (e.g., 2/4, 3/4, 4/4, and 6/8), and note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).
- 3 Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness), and phrasing for expressive purpose in performing music.
- 4 Identify visually and aurally:
  - a. Instrumental ensembles (e.g., marching band, orchestra, and jazz band),
  - b. Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion), and
  - c. Classification of voice ranges (e.g., soprano, alto, tenor, and bass).
- 5 Notate simple pitch and rhythm patterns presented aurally (listening).
- 6 Respond physically or using classroom instruments to basic rhythm patterns, including triplets, dotted rhythms, and syncopation.

#### STANDARD 2:

##### Music History and Culture: "Connecting"

The student recognizes the development of music from an historical and cultural perspective.

- 1 Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
- 2 Recognize, describe, and listen to music from a variety of:
  - a. Styles (e.g., jazz, mariachi band, opera, musicals, call and response, and country - western),
  - b. Periods (e.g., Baroque, Classical, Romantic, Impressionism, and Contemporary), and
  - c. Cultures (e.g., European, Native American, African American, Hispanic, and Asian).
- 3 Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band, and folk).
- 4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5 Demonstrate respect for music performed by others.
- 6 Identify and describe the various roles musicians have in various musical settings and cultures.

#### STANDARD 3:

##### Music Expression: "Performing"

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1 Perform basic tonal patterns and rhythm patterns on classroom instruments (e.g., autoharp, recorder, percussion instruments, and guitar).
- 2 Demonstrate the ability to read music from basic notation in treble or bass clef (e.g., folk songs and patriotic songs).
- 3 Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.
- 4 Compose music using a variety of sound sources, including electronic and computer.
- 5 Play simple melodies on instruments, such as bells or xylophones.
- 6 Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g., four - chord songs on autoharp).
- 7 Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements, including syncopated patterns, beats, and offbeats.

- 8 Use a system for counting beat and rhythm patterns (e.g., rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
- 9 Identify uses of music in everyday life (e.g., film, television, background music, and commercials).
- 10 Recognize and identify the appropriate ways to use the following elements of musical style:
  - a. Dynamics (piano and forte),
  - b. Tempo (Allegro, Lento, Andante, and Moderato),
  - c. Conducting patterns of simple meters (2/4, 3/4, 4/4, and 6/8), and
  - d. Articulation (staccato, legato, and accent).

**STANDARD 4:**

**Music Appreciation: "Creating"**

**The student understands and uses musical tools, including active listening to create and evaluate original works.**

- 1 Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2 Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3 Compare students' likes and dislikes of music of different styles.
- 4 Recognize basic features of familiar and unfamiliar songs.
- 5 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6 Use appropriate terms to explain preferences for musical works and styles.
- 7 Identify criteria for evaluating a musical composition or a musical performance.

## GENERAL MUSIC

### GRADE 7

#### STANDARD 1:

##### Language of Music: "Responding"

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

- 1 Define and use correct terminology to identify and discuss the elements of music, including:
  - a. Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five - tone scale], intervals, and major and minor scales),
  - b. Rhythm (e.g., steady beat, back beat, syncopation, triplets, dotted rhythms, and 2/2 meter),
  - c. Harmony (e.g., partner songs, rounds, descants, countermelody, and major and minor chords),
  - d. Form (e.g., unity and variety, AB, ABA, round, rondo, theme and variations, marching, introduction, coda, interlude, verse and refrain, and prelude),
  - e. Tone color (e.g., opera, musical theater, duet, trio, quartet, chorus, voice ranges, and instrument ranges, and a capella),
  - f. Pitch (e.g., range and register, change pitch with compositional devices, such as imitation, inversion, and transposition),
  - g. Tempo [e.g., (allegro (fast), lento (slow), andante (walking), and moderato (moderate))], and
  - h. Dynamics [e.g., (forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft), crescendo, and decrescendo)].
- 2 Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures (e.g., 2/4, 3/4, 4/4, and 6/8), and note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).
- 3 Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness), and phrasing for expressive purpose in performing music.
- 4 Identify visually and aurally:
  - a. Instrumental ensembles (e.g., marching band, orchestra, and jazz band),
  - b. Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion), and
  - c. Classification of voice ranges (e.g., soprano, alto, tenor, and bass).
- 5 Notate simple pitch and rhythm patterns presented aurally (listening).
- 6 Respond physically or using classroom instruments to basic rhythm patterns, including triplets, dotted rhythms, and syncopation.

#### STANDARD 2:

##### Music History and Culture: "Connecting"

The student recognizes the development of music from an historical and cultural perspective.

- 1 Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
- 2 Recognize, describe, and listen to music from a variety of:
  - a. Styles (e.g., jazz, mariachi band, opera, musicals, call and response, and country - western),
  - b. Periods (e.g., Baroque, Classical, Romantic, Impressionism, and Contemporary), and
  - c. Cultures (e.g., European, Native American, African American, Hispanic, and Asian).
- 3 Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band, and folk).
- 4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5 Demonstrate respect for music performed by others.
- 6 Identify and describe the various roles musicians have in various musical settings and cultures.

#### STANDARD 3:

##### Music Expression: "Performing"

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1 Perform basic tonal patterns and rhythm patterns on classroom instruments (e.g., autoharp, recorder, percussion instruments, and guitar).
- 2 Demonstrate the ability to read music from basic notation in treble or bass clef (e.g., folk songs and patriotic songs).
- 3 Sing with an acceptable tone quality throughout his/her singing ranges or play an instrument with an acceptable tone quality throughout an appropriate range.
- 4 Compose music using a variety of sound sources, including electronic and computer.
- 5 Play simple melodies on instruments, such as bells or xylophones.
- 6 Perform and create melodies and accompaniments in solo or group ensembles through singing and playing instruments (e.g., four - chord songs on autoharp).
- 7 Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements, including syncopated patterns, beats, and offbeats.

- 8 Use a system for counting beat and rhythm patterns (e.g., rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
- 9 Identify uses of music in everyday life (e.g., film, television, background music, and commercials).
- 10 Recognize and identify the appropriate ways to use the following elements of musical style:
  - a. Dynamics (piano and forte),
  - b. Tempo (Allegro, Lento, Andante, and Moderato),
  - c. Conducting patterns of simple meters (2/4, 3/4, 4/4, and 6/8), and
  - d. Articulation (staccato, legato, and accent).

**STANDARD 4:**

**Music Appreciation: "Creating"**

**The student understands and uses musical tools, including active listening to create and evaluate original works.**

- 1 Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2 Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3 Compare students' likes and dislikes of music of different styles.
- 4 Recognize basic features of familiar and unfamiliar songs.
- 5 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6 Use appropriate terms to explain preferences for musical works and styles.
- 7 Identify criteria for evaluating a musical composition or a musical performance.

## GENERAL MUSIC

### GRADE 8

#### STANDARD 1:

##### Language of Music: "Responding"

The student meaningfully engages with the artform through reading, notating, and/or interpreting music.

- 1 Define and use correct terminology to identify and discuss the elements of music, including:
  - a. Melody (e.g., steps, wide and narrow leaps, repeated tones, phrases, pentatonic scale [five - tone scale], intervals, and major and minor scales),
  - b. Rhythm (e.g., steady beat, back beat, syncopation, triplets, dotted rhythms, and 2/2 meter),
  - c. Harmony (e.g., partner songs, rounds, descants, countermelody, and major and minor chords),
  - d. Form (e.g., unity and variety, AB, ABA, round, rondo, theme and variations, marching, introduction, coda, interlude, verse and refrain, and prelude),
  - e. Tone color (e.g., opera, musical theater, duet, trio, quartet, chorus, voice ranges, and instrument ranges, and a capella),
  - f. Pitch (e.g., range and register, change pitch with compositional devices, such as imitation, inversion, and transposition),
  - g. Tempo [e.g., (allegro (fast), lento (slow), andante (walking), and moderato (moderate))], and
  - h. Dynamics [e.g., (forte (loud), piano (soft), mezzo forte (medium loud), mezzo piano (medium soft), crescendo, and decrescendo)].
- 2 Identify basic notational symbols (written representation of music), including: treble and bass clef, time signatures (e.g., 2/4, 3/4, 4/4, and 6/8), and note values (whole note, half note, quarter note, eighth note, dotted half note, dotted quarter note, and the corresponding rests).
- 3 Experiment with variations in and demonstrate understanding of tempo (speed), tone quality (sound quality), dynamics (degree of loudness), and phrasing for expressive purpose in performing music.
- 4 Identify visually and aurally:
  - a. Instrumental ensembles (e.g., marching band, orchestra, and jazz band),
  - b. Families of orchestral instruments (e.g., strings, woodwinds, brass, and percussion), and
  - c. Classification of voice ranges (e.g., soprano, alto, tenor, and bass).
- 5 Notate short melodies presented aurally (listening).
- 6 Respond physically or using classroom instruments to basic rhythm patterns, including triplets, dotted rhythms, and syncopation.

#### STANDARD 2:

##### Music History and Culture: "Connecting"

The student recognizes the development of music from an historical and cultural perspective.

- 1 Sing or play a variety of folk, ethnic, classical, and contemporary musical compositions.
- 2 Recognize, describe, and listen to music from a variety of:
  - a. Styles (e.g., jazz, mariachi band, opera, musicals, call and response, and country - western),
  - b. Periods (e.g., Baroque, Classical, Romantic, Impressionism, and Contemporary), and
  - c. Cultures (e.g., European, Native American, African American, Hispanic, and Asian).
- 3 Identify and differentiate the use of musical elements and instruments from other parts of the world and compare them to the use of musical elements in American music (e.g., patriotic, orchestral, band, and folk).
- 4 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.
- 5 Demonstrate respect for music performed by others.
- 6 Identify and describe the various roles musicians have in various musical settings and cultures.

#### STANDARD 3:

##### Music Expression: "Performing"

The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.

- 1 Perform basic tonal patterns and rhythm patterns on classroom instruments (e.g., autoharp, recorder, percussion instruments, and guitar).
- 2 Demonstrate the ability to read music from basic notation.
- 3 Use a variety of sound sources, including electronic and computer.
- 4 Respond physically or using classroom instruments to basic rhythm patterns.
- 5 Perform in solo or group ensembles through singing and playing instruments.
- 6 Sing or play musical compositions demonstrating knowledge of tonal and rhythmic elements.
- 7 Use a system for counting beat and rhythm patterns (e.g., rhythm syllables and body movement) to demonstrate knowledge of rhythms found in musical compositions.
- 8 Identify uses of music in everyday life (e.g., film, television, background music, and commercials).

- 9 Recognize and identify the appropriate ways to use the following elements of musical style:
  - a. Dynamics (e.g., piano and forte),
  - b. Tempo (Allegro, Lento, Andante, and Moderato),
  - c. Conducting patterns of simple meters (2/4, 3/4, 4/4, and 6/8), and
  - d. Articulation (staccato, legato, and accent).

**STANDARD 4:**

**Music Appreciation: "Creating"**

**The student understands and uses musical tools, including active listening to create and evaluate original works.**

- 1 Answer unfinished short melodic patterns using voice or classroom instruments (improvisation).
- 2 Improvise with or without a system of syllables, numbers, or letters to demonstrate basic notation.
- 3 Compare students' likes and dislikes of music of different styles.
- 4 Recognize basic features of familiar and unfamiliar songs.
- 5 Participate in music through singing (e.g., echo singing, rounds, and partner songs) and/or playing instruments (e.g., body percussion and melodic ostinatos).
- 6 Use appropriate terms to explain preferences for musical works and styles.
- 7 Identify criteria for evaluating a musical composition or a musical performance.

## HIGH SCHOOL GENERAL MUSIC

**Rationale:** Oklahoma students will learn about and understand that innovative connections exist between music, culture, technology, and all content areas of knowledge. Participation in general music study will help students gain musical knowledge, important life – long learning experiences, and deeper levels of cognitive discipline. The skills and work habits will help all students develop their critical thinking and problem solving abilities.

### Essential Questions:

- Why is it important to study music?
- How will learning music contribute to the ongoing pursuit of excellence throughout one’s life?
- In what ways does a student’s response to music deepen their ability to think critically?

Oklahoma students are encouraged to develop the following

### Enduring Understandings:

- Historically, music and musicians have made invaluable contributions to the development of all world cultures.
- Placing the study of music within this historical context will increase the students capacity to express their ideas and feelings more deeply and synthesize their knowledge of music in relation to history, culture, heritage, and other content areas of learning with more confidence.

### STANDARD 1:

#### Language of Music: “Responding”

**The student meaningfully engages with the artform through reading, notating, and/or interpreting music.**

- 1 Identify and define the meaning of symbols found in a musical score.
- 2 Identify musical elements and use appropriate vocabulary to discuss their use, including melody, rhythm, tonality, form, tone color, texture, pitch, tempo, dynamics, and phrasing.
- 3 Notate rhythms and melodies using appropriate notation.
- 4 Demonstrate a physical response to written or aural music through performance.
- 5 Recognize the use of musical elements in familiar and unfamiliar songs.
- 6 Use appropriate terms to explain preferences for musical works and styles.

### STANDARD 2:

#### Music History and Culture: “Connecting”

**The student recognizes the development of music from an historical and cultural perspective.**

- 1 Compare and contrast music from a variety of genres, styles, periods, and cultures.
- 2 Discuss how musical experiences can contribute to personal enrichment.
- 3 Evaluate one’s own and other musicians’ music performances, comparing them to exemplary works.
- 4 Identify and make connections between music and concepts from other content areas.
- 5 Recognize and practice appropriate audience or performer behavior appropriate for the context and style of music performed.

### STANDARD 3:

#### Music Expression: “Performing”

**The student presents or demonstrates an existing work formally or informally with appropriate expressive and technical skills.**

- 1 Perform music using a variety of sound sources, that may include electronic and computer sources.
- 2 Perform in solo or group ensembles through singing and playing instruments.
- 3 Critique a musical performance generating suggestions for improvement.
- 4 Research how advances in music technology influence traditional careers in music and produce new creative opportunities.

### STANDARD 4:

#### Music Appreciation: “Creating”

**The student understands and uses musical tools, including active listening to create and evaluate original works.**

- 1 Produce short rhythmic and melodic improvisations.
- 2 Compose with or without a system of syllables, numbers, or letters.
- 3 Compare and contrast students’ likes and dislikes of different kinds of music.
- 4 Create original music using imagination and technical skill in applying the elements of music.
- 5 Identify criteria for evaluating a musical composition, arrangement, improvisation, or performance by comparing it to an exemplary performance or musical work.

## HIGH SCHOOL

### CHORAL ENSEMBLES AND INSTRUMENTAL ENSEMBLES

Students will gain musical knowledge and skills, develop their leadership, teamwork, problem solving and goal setting abilities by participating in choral/vocal and instrumental music ensembles. The Choral Ensembles and Instrumental Ensembles standards are designed to give students and teachers greater flexibility to experience and enjoy active musical experiences at the highest levels of artistic performance. Students will learn music theory, sight singing, vocal/instrumental techniques, and music history as they expand their musicianship and learn to perform at a high level of achievement appropriate for their age/grade level.

#### CHORAL ENSEMBLES

Choral ensemble students will:

- 1 Identify compositional devices used in choral or instrumental works.
- 2 Compare characteristics of two or more styles of music.
- 3 Identify and explain the stylistic features of a given American musical work that serve to define its aesthetic tradition and its historical or cultural context.
- 4 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
- 5 Sing with expression and accuracy, including proper technique, breath control, diction, and a variety of articulations appropriate for a varied repertoire of vocal literature.
- 6 Sing music written for a variety of voicings (e.g., first soprano, second soprano, alto, tenor, baritone, and bass) with and without accompaniment (a capella) at a moderate level to a professional level of difficulty.
- 7 Perform in chamber settings and respond appropriately to other ensemble members' musical cues.
- 8 Perform in large ensembles and respond appropriately to the conductor's patterns, gestures, and cues.
- 9 Discuss how the subject matter learned in other disciplines is interrelated with and/or connected to music.

#### INSTRUMENTAL ENSEMBLES

Instrumental ensemble students will:

- 1 Identify compositional devices used in choral or instrumental works.
- 2 Compare characteristics of two or more styles of music.
- 3 Identify and explain the stylistic features of a given American musical work that serve to define its aesthetic tradition and its historical or cultural context.
- 4 Evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions.
- 5 Perform with expression, technical accuracy, and stylistic integrity a varied repertoire of instrumental literature.
- 6 Perform on an instrument with expression and accuracy, including appropriate technique specific to the instrument.
- 7 Perform in chamber settings and respond appropriately to other ensemble members' musical cues.
- 8 Perform in large ensembles and respond appropriately to the conductor's patterns, gestures, and cues.
- 9 Discuss how the subject matter learned in other disciplines is interrelated with and/or connected to music.

## MUSIC GLOSSARY

**AB form** - a musical plan that has two different parts, or sections.

**ABA form** - a musical plan that has three sections. The first and last sections are the same. The middle section is different.

**accelerando** - perform gradually faster.

**accompaniment** - Vocal or instrumental parts that accompany a melody.

**acoustic instruments** - traditional musical instruments that produce sound and amplify it by natural means (piano, guitar, trumpet, etc.), as opposed to instruments that produce and amplify sound electronically (synthesizers, sound modules, etc.).

**acoustics** - the science of sound generation.

**alto** - the lowest female voice.

**allegro** - a quick and lively tempo.

**andante** - a walking pace, a flowing tempo.

**articulation** - the degree to which notes are separated or connected such as staccato or legato.

**a tempo** - return to the previous tempo.

**atonal** - a type of music in which tones and chords are not related to a central keynote.

**augmentation** - a compositional device in which a melodic line is repeated in longer note values.

**augmented interval** - a major or perfect interval raised by a half step.

**aural** - relating to the sense of hearing, listening.

**ballad** - a narrative song.

**ballet** - a dance performance, often involving a narrative or plot sequence, usually accompanied by music. A ballet is characterized by conventional steps, poses, and graceful movements including leaps and spins.

**bar line** - a vertical line dividing the music into measures.

**bass** - the lowest male singing voice.

**bass clef** - symbol placed on the five - line staff in traditional notation that tells you that the fourth line of the staff is the note F.

**beat** - the consistent pulse that occurs throughout a rhyme, song or recorded musical selection.

**body percussion** - sounds produced by the use of the body (e.g., clap, snap, pat, tap, stamp).

**bluegrass** - a type of American country music using acoustic instruments.

**blues** - a genre of African - American music often expressing suffering, hardship, and longing.

**brass family** - wind instruments made out of metal with either a cup or funnel - shaped mouthpiece, such as trumpet, cornet, bugle, trombone, tuba, euphonium, and French horn.

**cadence** - a chordal or melodic progression which occurs at the close of a phrase, section or composition which gives the feeling of a temporary or permanent ending.

**call and response** - a song style that follows a simple question and answer pattern in which a soloist leads and a group responds.

**canon** - a musical form in which a melody is imitated exactly in one or more parts. Similar to a round.

**chord** - a combination of three or more tones sounded simultaneously.

**chorus** - the repetitive part of a song that occurs between the verses; also a large group of singers.

**classroom instruments** - instruments typically used in the general music classroom, including, for example: recorder - type instruments, autoharp, mallet instruments, simple percussion, keyboard, and electronic instruments.

**clef** - symbol placed at the beginning of the staff to indicate the pitch of the notes on the staff (treble clef and bass clef).

**coda** - closing section of a composition.

**common time** - 4/4 meter.

**compound meter** - a type of meter in which the beat is divided into threes or sixes.

**composer** - a person who writes music.

**composition** - creation of original music by organizing sound. Usually written for others to perform.

**concert** - a musical performance for an audience, requiring the cooperation of several musicians.

**concerto** - a musical work for a soloist and orchestra.

**conductor** - director of an orchestra or chorus.

**contour** - the direction of a melodic line.

**countermelody** - a independent melody which complements the main melody.

**crescendo** - gradually louder.

**cue** - a signal given by the director of a performing group to begin either at the beginning of the music or after they have concluded a section at rest.

**cut time** - meter in which there are two beats in each measure and a half note receives one beat.

**dal segno, D.S. al fine** - repeat from the sign to fine (the end).

**da capo, D. C. al fine** - Repeat from the beginning to fine (the end).

**decrescendo** - gradually softer. Synonymous with diminuendo.

**diminution** - the shortening of note values.

**duet** - a composition performed by two performers.

**Duration** - how long a sound lasts.

**Dynamics** - varying degrees of loud and soft (pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, sforzando).

#### Elements of Music:

**a. melody** - a succession or pattern of musical tones or pitches.

**b. rhythm** - the duration of musical sounds and silences

**c. harmony** – two or more tones sounding together.

**d. form** – the organization of musical composition.

**e. tone color** – the quality of sound of an instrument or voice.

**f. pitch** – the highness or lowness of a particular note.

**g. tempo** – the speed or pace of music.

**h. dynamics** – varying degree of loud and soft.

**i. texture** – number of sounds occurring simultaneously.

#### Four Sections of an Orchestra:

**woodwind instruments** – include the flute, piccolo, oboe, English horn, clarinet, bassoon, contrabassoon, and saxophone. Many of these instruments are pipes perforated by holes in their sides, which produce musical sound when the columns of air within them vibrate by blowing on a mouthpiece.

**string instruments** – include the violin, viola, cello s (or cello), and double bass. All of these have strings that produce sound when stroked with a bow or plucked.

**brass instruments** – include the French horn, trumpet, trombone, and tuba, all of which have metal instrument bodies and mouthpieces.

**percussion instruments** – musical instruments that are struck or shaken to produce a sound, and include tympani, bass drum, snare drum, cymbals, triangle, gongs, glockenspiel, xylophone and marimba.

**flat** – b - a symbol that lowers the pitch of a note one - half step.

**folk music** - music of a particular people, nation or region, originally transmitted orally, sometimes as a rhythmic accompaniment to manual work or to mark a specific ritual.

**form** - the organization of a musical composition according to its sections of repetition, contrast, variation or development.

**Forte** - f - loud (dynamic).

**fortissimo** - ff – very loud (dynamic).

**fugue** - composition in which three or more voices enter one after the other and imitate the main melody in various ways according to a set pattern.

**genre** - a category of musical composition, such as symphony, opera, string quartet, cantata, concerto, etc.

**harpsichord** - a keyboard instrument of European origin, resembling a piano and having horizontal strings plucked by leather or quill points connected to the keys.

**harmony** – two or more tones sounding together.

**improvisation** - spontaneous creation of music.

**instrument groupings or instrument families** – classification of instruments by the way or material by which sound is made (e.g., strings, brass, percussion, and wind).

**interval** – the distance between two tones.

**intonation** – the degree to which pitch is accurately produced in performance by musicians in an ensemble.

**jazz** – a popular style of music characterized by strong, prominent meter, improvisation, and dotted or syncopated patterns.

**key signature** – the sharps and flats placed at the beginning of a composition or line of music denoting the scale on which the music is based.

**major key** – tonally, a key based on a major scale; a scale that contains the following step pattern: whole, whole, half, whole, whole, whole, half; or uses the sol - fa tones of do, re, mi, fa, so, la, ti, do.

**major scale** – a scale built on the pattern of two whole steps, one half step, three whole steps, and one half step.

**measure** – a group of beats in written music, set off by vertical lines; the notes and rests comprised between two vertical bar lines.

**melody** – a succession or pattern of musical tones or pitches. Arranging these pitches creates a specific tonal and rhythmic succession of sounds that makes each piece recognizable and expresses a musical idea or tune.

**meter** – the grouping of accented and unaccented beats in a pattern of two (ONE, two, ONE, two) or three (ONE, two, three, ONE, two, three) or combinations of two and three, which gives internal organization, consistency, and flow to the music.

**meter signature** – an indication at the beginning of a musical work, the lower number indicates the unit of measurement and the upper number of which indicates the number of units that make up a measure (see also “time signature”).

**mezzo forte** – mf - medium loud.

**mezzo piano** – mp - medium soft.

**MIDI** – an acronym for Musical Instrument Digital Interface. The standard specifications that enable electronic instruments to communicate with one another and with computers.

**minor key** – tonally, a key based on a minor scale; a scale that contains the following step pattern: whole, half, whole, whole, half, whole, whole; or uses the sol - fa tones of la, ti, do, re, me, fa, so, la.

**minor scale** – a scale built on the pattern of one whole step, one half step, two whole steps, one half step, and two whole steps.

**motive** - a short melodic or rhythmic pattern.

**movement** – the principal division or section of a musical composition.

**mixed meter** – a mixture of duple and triple meters.

**mode** – a type of scale with a specific arrangement of intervals (e.g., Aeolian, Dorian, Ionian, Locrian, Lydian, Mixolydian, and Phrygian).

**notation** – method in which music is written down, usually on a staff, indicating specific pitches and the duration of each pitch. In Western culture, this system works just like fractions (e.g., whole notes, half notes, quarter notes, eighth notes, sixteenth notes).

**note** – a musical symbol that denotes both pitch and duration.

**opera** - a theatrical performance involving a drama, the text of which is sung to the accompaniment of an orchestra.

**opera glasses** - small decorative low - powered binoculars for use by people in the audience at theatrical, operatic, or ballet performances.

**orchestra** - group of musicians playing together on instruments. In Western music, the orchestra typically includes string, wind, brass, and percussion instrument groupings.

**ostinato** - a rhythmic or melodic accompaniment figure repeated continuously.

**overture** - an extended orchestral introduction to an opera, ballet, or similar type of musical presentation.

**pentatonic scale** - a scale having five tones to the octave and containing no half steps: do, re, mi, so, la.

**percussion family** - instruments that produce sounds of definite or indefinite pitch when shaken or struck including tympani, bass drum, snare drum, xylophone, marimba, cymbal, triangle, chimes.

**percussive sounds** - sounds made by striking, shaking, and/or scraping.

**phrase** - a relatively short portion of a melodic line which expresses a musical idea, comparable to a line or sentence in poetry.

**phrasing** – dividing musical sentences into melodic and/or rhythmic sections, similar to the effect of punctuation in language.

**pianissimo** - very soft.

**piano** - a large musical instrument consisting of a wooden case with wires stretched inside it and a row of white and black keys.

**piano** – p - soft; pianissimo –pp – very soft (dynamic). Italian for “soft.”

**pitch** - the highness or lowness of a particular note.

**polyphony** - the simultaneous combination for different melodies and rhythms.

**prelude** - an introductory movement of a piece.

**presto** - very fast.

**prima donna** - the principal female singer in an opera.

**quartet** - a composition for four instruments or voices.

**range** - pitches from low to high which a singer or instrumentalist may perform.

**refrain** - a short section of repeated music which occurs at the end of each stanza.

**reggae** - Jamaican dance music, mixing African and Caribbean rhythms.

**repertoire** - a variety of musical pieces.

**repetition** - music that is the same, or almost the same, as music that was heard earlier.

**rests** - symbols used to represent silence between notes.

**rhythm** - the combinations of long and short, even or uneven sounds that convey a sense of movement in time. The term also denotes the organization of sound in time or the proportion or duration of notes. Beats per measure.

**rhythm pattern** - a group of long and short sounds/silences.

**ritardando** - gradually slower.

**round** - a song imitated at the same pitch by a second (or third) group of singers who begin at a designated time during the song (e.g., "Row, row, row your boat").

**rondo** - a composition consisting of a recurring theme alternating with contrasting sections.

**rondo form** - a musical form in which a section is repeated, with contrasting sections in between, such as ABACA.

**scale** - an organization of pitches in ascending or descending sequence.

**score** - the written depiction of all the parts of a musical ensemble with the parts layered vertically and rhythmically aligned.

**sequence** - the repetition of a melodic ensemble with the parts layered vertically and rhythmically aligned.

**sharp** - # - A symbol which raises the pitch of a note one - half step.

**solo** - playing or singing alone. A solo performer is called a soloist.

**sonata** - an instrumental piece in several movements.

**sonata** - allegro form - a return form consisting of three sections: exposition, development, and recapitulation.

**soprano** - the highest female voice.

**soul music** - a form of rhythm and blues.

**staccato** - playing notes in a distinct, detached, separated manner. Staccato is represented by dots placed directly above or below the notehead.

**staff** - the musical ladder made up of a set of five parallel lines and four spaces on which music is written and makes it easy for you to tell how high or low a sound is. The lines are counted from the bottom up.

**staves** - the plural of staff. The five parallel lines on which music is written.

**string instrument family** - instruments with strings that produce sound when plucked, bowed, or struck including violin, viola, cello, and bass.

**string quartet** - an ensemble of four stringed instruments including two violins, a viola, and a cello, also music performed by the ensemble.

**style** - the distinctive or characteristic manner in which the elements of music are treated.

**swing era** - a period of music from 1935 to 1945.

**symphony** - a musical work for a large orchestra usually in four movements (e.g., Symphony No. 5 by Beethoven).

**syncopation** - deliberate shifting of the pattern of strong and weak beats.

**synthesizer** - a machine that produces sound electronically.

**tempo** - The speed or pace of music. Musical tempos are expressed in Italian and include *lento* (very slow); *adagio* (slow); *moderato* (moderate); *allegro* (lively); *presto* (fast); and *vivace* (very fast).

**tenor** - the highest male voice.

**texture** - the way individual parts of music are layered or the number of sounds occurring simultaneously.

**theme** - a melody that assumes importance in a composition because of its central and continued use.

**theme and variation** - A theme is an important melody that is heard and repeated several times throughout a musical composition. Variations occur when the theme is stated and then altered in successive statements. (e.g., key changes, tempo, melodic elaborations, etc.).

**timbre** - quality of sound of an instrument or voice.

**time signature** - the meter (e.g., number of beats per measure and kind of note getting one beat, 2/4 or 3/4, or 4/4 meter). See "meter signature."

**tonality** - the key or tonal center of a piece of music.

**tone poem** - programmatic work for a symphony.

**transposition** - the process of changing the key of a composition.

**treble** - high in pitch.

**treble clef** - symbol placed on the five - line staff in traditional notation indicating the pitch of the notes and locating G on the second line from the bottom.

**triad** - a three - note chord consisting of root, third, and fifth.

**triple meter** - beats grouped into a set of three.

**twelve - bar blues** - a chord pattern often used in blues music based on the I, IV, and V chords and the blues scale in specific order within 12 bars.

**twelve - tone scale** - a scale constructed of all twelve half steps within an octave and organized in a specific order called a tone row.

**two - part songs** - songs written for performance by two distinct voices.

**vibrato** - a slight wavering or pulsating of tone.

**virtuoso** - a performer with brilliant, flawless technique.

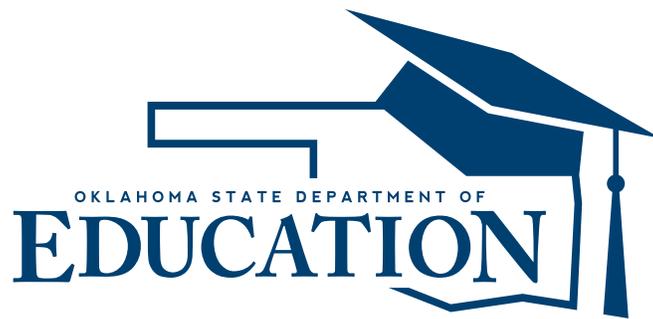
**unison** - two or more parts performing the same pitches or melody simultaneously.

**waltz** - a dance in triple meter, made famous in Vienna in the late 1800s.

**woodwind instrument family** - instruments originally made of wood, in which sound is produced by the vibration of air including piccolo, flute, clarinet, oboe, English horn, saxophone, bassoon, and contrabassoon.







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