

Music Glossary

Alla Breve	<i>A meter signature indicating the equivalent of 2/2 time.</i>
Art forms	<i>Dance, drama, visual art, music</i>
Articulation	<i>Varieties of ways sounds are initiated and released (e.g. degree of separation and attack)</i>
Appropriate clef	<i>Specified use of clef (e.g. treble clef, tenor clef, alto clef, bass clef, etc.)</i>
Balance	<i>Level of sound coordinated between sections</i>
Classroom Instruments	<i>Instruments typically used in the general music classroom, including, for example, recorder, mallet instruments, simple percussion instruments, fretted instruments, and electronic instruments</i>
Clef	<i>A symbol at the beginning of a musical staff that indicates the range of instrument or voice</i>
Coda	<i>An ending or conclusion of a piece.</i>
Compose	<i>To create literary or musical pieces that are original.</i>
Crescendo Decrescendo	<i>Gradually getting louder/gradually getting softer.</i>
Criteria	<i>A musical characteristic or standard on which a judgement is based.</i>
Descant	<i>An additional melody sung above the main melody to create harmony.</i>
Dynamics	<i>Degrees of soft and loud.</i>
Elements of music	<i>Pitch, rhythm, harmony, dynamics, timbre, texture, form.</i>
Expression	<i>With appropriate dynamics, phrasing, style, and interpretation and appropriate variations and tempo.</i>
Form	<i>The overall structural organization of a musical composition (e.g., AB, ABA, call and response, sonata-allegro) and the interrelationships of musical events within the overall structure.</i>

Fretted Instruments	<i>Instruments with frets (strips of material across the fingerboard allowing the strings to be located), such as guitar, ukulele, and sitar.</i>
Genre	<i>A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, music barbershop, Dixieland).</i>
Improvise	<i>To compose, recite, or perform spontaneously.</i>
Level of difficulty	<p><i>For purposes of these exit standards, music is classified into six levels of difficulty:</i></p> <p><i>Level I - Very easy. Easy keys, meters, and rhythms; limited ranges.</i></p> <p><i>Level II - Easy. May include changes of tempo, key, and meter; modest ranges.</i></p> <p><i>Level III - Moderately easy. Contains moderate technical demands, expanded ranges, and</i></p> <p><i>Level IV - Moderately difficult. Requires well-developed *technical skills, attention to ability</i></p> <p><i>To perform various meters and rhythms in a variety of keys.</i></p> <p><i>Level V - Difficult. Requires advanced technical and interpretive skills; contains key signatures with flats,</i></p> <p><i>Unusual meters, complex rhythms, subtle * dynamic requirements.</i></p> <p><i>Level VI - Very difficult. Suitable for musically mature students of exceptional competence.</i></p>
Meter	<i>The groupings in which a succession of rhythmic pulses or beats is organized; indicates the beginning of a work.</i>
Ostinato	<i>A short musical pattern that is repeated persistently throughout a composition.</i>
Pentatonic	<i>Five note melody using 1, 2, 3, 5, 6 scale design.</i>
Rondo	<i>A musical form which constantly returns to the A section and with contrasting alternating sections.</i>
Sight read	<i>The ability to read and perform music at first sight, without preparation.</i>
Solfege	<p><i>A series of syllables indicating pitches often accompanied by hand signals, used to indicate pitch.</i></p> <p><i>Ex: do, re, mi, fa, sol, la, ti, do</i></p>
Sound source	<i>Traditional or non-traditional sounds available in the classroom, body percussion sounds, electronic means.</i>

Staves	<i>Plural of staff (the five parallel lines on which music is written).</i>
Style	<i>The distinctive or characteristic manner in which the *elements of music are treated. In p for example, composers (the style of Copland), periods (Baroque style), media (keyboard or type of composition (fugal style, contrapuntal style), or *genre (operatic style, bluegrass</i>
Technical accuracy, technical skills	<i>The ability to perform with appropriate *timbre, intonation, and diction at pitches and rhythms.</i>
Tempo	<i>Degree of slow and fast.</i>
Timbre	<i>The character or quality of a sound that distinguishes one instrument, voice, or other sound</i>
Tonality	<i>The harmonic relationship of tones with respect to a definite center or point of rest; function from ca. 1600.</i>