

Summit Public Schools
Summit, New Jersey
Grade Level: 6-8/ Content Area: Orchestra (Strings)
Length of Course: Full Year

Overview:

Middle School String Ensembles (grades 6, 7 and 8) are full year courses designed to provide students with a continuation of musical skills developed in their primary schools. This course is a developmental performance-based group and students are expected to reach a proficiency level on their instruments conducive to playing level II-III music, and have knowledge of the technical skills applicable to their respective instrument. String Orchestra is an elective, performance class open to all string players who have completed the elementary string program, or its equivalent outside the system. It is a full year course at each grade level. * Each grade level orchestra meets five times in a three week period 49 minutes each session. In addition, small group lessons (49 minutes each) provide individualized attention for each student's personal growth. Through guided practice and performance, students successfully perform a wide variety of ensemble literature as well as works of noted composers, popular songs and contemporary works. In addition to developing the necessary skills associated with playing traditional stringed instruments, the study of Humanities exposes students to the diverse and rich cultures of our world, giving a better understanding of how different types of music developed.

Note: Music performance, as implemented in the orchestra program, is unique in its individual, continuous and progressive approach. Students enter the program at differing levels of competency and readiness; as they progress through the middle school grades, students are brought to the next level of mastery at their own pace.

Artistic Process: Creating

Big Ideas: *Course Objectives/ Content Statement(s)*

- Anchor Standard 1 (AS1) - Generating and conceptualizing ideas
- Anchor Standard 2 (AS2) - Organizing and developing ideas
- Anchor Standard 3 (AS3) - Refining and completing products

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- AS1 - How do musicians generate creative ideas?
- AS2 - How do musicians make creative decisions?
- AS3 - How do musicians improve the quality of their creative work?

Enduring Understandings

What will students understand about the big ideas?

- AS1 - The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- AS2 - Musicians' creative choices are influenced by their expertise, context and expressive intent.
- AS3 - Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will: *(Intermediate)*

- 1.3.C.12int.Cr1a: *Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.*
- 1.3C.12int.Cr2a: *Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.*
- 1.3C.12int.Cr3a: *Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.*
- 1.3C.12int.Cr3b: *Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music*

Lessons

Guiding Practices:

- Imagine
- Plan
- Make
- Evaluate
- Refine

Lesson Examples:

- Theme and (student created) variation
- Word/phrase rhythmic variation (mis-sis-sip-pi hot dog, see ya la-ter al-li-ga-tor, etc.)
- Level appropriate composition using rote notation

<p><i>texts studied in rehearsal.</i></p> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<p>(A,B,C,D, etc.)</p> <ul style="list-style-type: none"> • Words with notes (egg, bad, badge, etc.) • Student improvisation with and without backing tracks • Revision of past (rote) musical composition to formal (note) music notation.
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> • *See Addendum “Interdisciplinary Connections” <p>Technology Integration</p> <ul style="list-style-type: none"> • Video submissions • Backing tracks • Musical software programs are used for musical arranging, composition, performance and recording. An essential component to enhance student learning (Audacity, Noteflight, Smart music, Sibelius, Garage Band) • CDs, DVDs, videos, flash drives, drop box, google classroom and youtube help to demonstrate various string techniques of diverse cultures and serve as models for tone on a string instrument; the method book has listening examples of various genres and styles of violin, viola, cello and bass. 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Observation in lessons • Video submissions • Informal performance opportunities <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none"> • Sharing student created melodies, rhythms, words, etc. in both small group and large ensemble settings.

- Internet and radio serve as wonderful resources for students to explore and research different musical genres.
- Recordings reinforce that meter, rhythm, and tonality are determining factors in the categorization of musical genres.
- Video and computer recordings help students to analyze the differences among various genres of music.

Media Literacy Integration

- Analyze and compare the pros and cons of print and electronic texts that support an author or composer's opinion
- Evaluate various media messages for credibility
- Compare and contrast how the various forms of media cover composers and music genres

Global Perspectives

- Music and composers of various cultures are assessed and studied and students will be able to find similarities and differences.
- Understand and demonstrate individual, social and civic responsibility, including a global concern, tolerance, and respect for others.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support

Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		
Intervention Strategies		
Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Artistic Process: Performing

Big Ideas: *Course Objectives/ Content Statement(s)*

- Anchor Standard 4 (AS4) - Selecting, analyzing and interpreting work.
- Anchor Standard 5 (AS5) - Developing and refining techniques and models or steps needed to create products.
- Anchor Standard 6 (AS6) - Conveying meaning through art.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- AS4 - How do performers select repertoire?
- AS5 - How do musicians improve the quality of their performance?
- AS6 - When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Enduring Understandings

What will students understand about the big ideas?

- AS4 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- AS5 - To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.
- AS6 - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will: *(Intermediate)*

- 1.3C.12int.Pr4a: *Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.*
- 1.3C.12int.Pr4b: *Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.*
- 1.3C.12int.Pr4c: *Demonstrate understanding and*

Lessons

Guiding Practices:

- Select
- Analyze
- Interpret
- Rehearse
- Evaluate
- Refine
- Present

Lesson Examples:

<p><i>application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</i></p> <ul style="list-style-type: none"> ● <i>1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</i> ● <i>1.3C.12int.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</i> ● <i>1.3C.12int.Pr6b: Demonstrate an understanding of the context of the music through prepared and improvised performances.</i> <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none"> ● Concert music selection ● Concert music vote ● “What makes a good performance” project ● Self reflection on performance ● Peer feedback on performance ● Teacher feedback on performance
Differentiation	Assessments
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none"> ● *See Addendum “Interdisciplinary Connections” <p>Technology Integration</p> <ul style="list-style-type: none"> ● Audio and video recordings ● Music practice software 	<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Self assessment of performance ● Peer feedback on performance ● Teacher feedback on performance ● Video submissions ● Practice tracking

Media Literacy Integration

- Analyze and compare the pros and cons of print and electronic texts that support an author or composer's opinion
- Evaluate various media messages for credibility
- Compare and contrast how the various forms of media cover composers and music genres

Global Perspectives

- Music from a variety of cultures, time periods, and/or traditions.

Supports for English Language Learners

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations

- In class discussion

Summative Assessments, Projects, and Celebrations:

- Concert music vote
- "What makes a good performance?" project
- Concert performances

Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback	Differentiated materials	
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading	

Artistic Process: Responding

Big Ideas: *Course Objectives/ Content Statement(s)*

- Anchor Standard 7 (AS7) - Perceiving and analyzing products.
- Anchor Standard 8 (AS8) - Interpreting intent and meaning.
- Anchor Standard 9 (AS9) - Applying criteria to evaluate products.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- AS7 - How do individuals choose music to experience? How does understanding the structure and context of music inform a response?
- AS8 - How do we discern the musical creators' and performers' expressive intent?
- AS9 - How do we judge the quality of musical work(s) and performance(s)?

Enduring Understandings

What will students understand about the big ideas?

- AS7 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.
- AS8 - Through their use of elements and structures of music, creators and performers.
- AS9 - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will: *(Intermediate)*

- 1.3C.12int.Re7a: Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
- 1.3C.12int.Re7b: Describe how understanding context and the way the elements of music are manipulated inform the response to music.
- 1.3C.12int.Re8a: Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).

Lessons

Guiding Practices:

- Select
- Analyze
- Interpret
- Evaluate

Lesson Examples:

- Concert music selection
- Concert music vote
- “What makes a good performance” project

<ul style="list-style-type: none">1.3C.12int.Re9a: Explain the influence of experiences, analysis and context on interest in and evaluation of music. <p>Career-Ready Practices</p> <p>CRP1: Act as a responsible and contributing citizen and employee.</p> <p>CRP2: Apply appropriate academic and technical skills.</p> <p>CRP3: Attend to personal health and financial well-being.</p> <p>CRP4: Communicate clearly and effectively and with reason.</p> <p>CRP5: Consider the environmental, social and economic impacts of decisions.</p> <p>CRP6: Demonstrate creativity and innovation.</p> <p>CRP7: Employ valid and reliable research strategies.</p> <p>CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>CRP9: Model integrity, ethical leadership and effective management.</p> <p>CRP10: Plan education and career paths aligned to personal goals.</p> <p>CRP11: Use technology to enhance productivity.</p> <p>CRP12: Work productively in teams while using cultural global competence.</p>	<ul style="list-style-type: none">Self reflectionPeer feedbackTeacher feedback						
Differentiation	Assessments						
<p>Interdisciplinary Connections</p> <ul style="list-style-type: none">*See Addendum “Interdisciplinary Connections” <p>Technology Integration</p> <ul style="list-style-type: none">Audio and video recordings <p>Media Literacy Integration</p> <ul style="list-style-type: none"> <p>Global Perspectives</p> <ul style="list-style-type: none">Music from a variety of cultures, time periods, and/or traditions. <table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><td>Sensory Supports</td><td>Graphic Supports</td><td>Interactive Supports</td></tr></table>	Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	<p>Formative Assessments:</p> <ul style="list-style-type: none">In class discussionsSelf reflectionPeer feedbackTeacher feedback <p>Summative Assessments, Projects, and Celebrations:</p> <ul style="list-style-type: none">Concert music vote“What makes a good performance?” projectEvaluation rubricsConcert reflection
Supports for English Language Learners							
Sensory Supports	Graphic Supports	Interactive Supports					

Real-life objects	Charts	In pairs or partners
Manipulatives	Graphic Organizers	In triads or small groups
Pictures	Tables	In a whole group
Illustrations, diagrams & drawings	Graphs	Using cooperative group
Magazines & Newspapers	Timelines	Structures
Physical activities	Number lines	Internet / Software support
Videos & Film		In the home language
Broadcasts		With mentors
Models & Figures		

Intervention Strategies

Accommodations	Interventions	Modifications
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading

Artistic Process: Connecting

Big Ideas: *Course Objectives/ Content Statement(s)*

- Anchor Standard 10 (AS10) - Synthesizing and relating knowledge and personal experiences to create products.
- Anchor Standard 11 (AS11) - Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Essential Questions

What provocative questions will foster inquiry, understanding, and transfer of learning?

- AS10 - How do musicians make meaningful connections to creating, performing, and responding?
- AS11 - How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Enduring Understandings

What will students understand about the big ideas?

- AS10 & AS11 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Areas of Focus: Proficiencies (New Jersey Student Learning Standards)

Students will: *(Intermediate)*

- 1.3C.12int.Cn10a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**This Performance Expectation is embedded in the following Artistic Processes: 1.3A.12int.Cr2a, 1.3A.12int.Cr3b, 1.3A.12int.Pr5b, 1.3A.12int.Re7a*

Career-Ready Practices

- CRP1:** Act as a responsible and contributing citizen and employee.
- CRP2:** Apply appropriate academic and technical skills.
- CRP3:** Attend to personal health and financial well-being.
- CRP4:** Communicate clearly and effectively and with reason.
- CRP5:** Consider the environmental, social and economic impacts of decisions.
- CRP6:** Demonstrate creativity and innovation.
- CRP7:** Employ valid and reliable research strategies.
- CRP8:** Utilize critical thinking to make sense of problems

Lessons

Guiding Practices:

- Interconnection

Lesson Examples:

- Music practice like sports practice
- Orchestra “team”
- Practice v. Game (concert)
- Film, videogame, and other cultural musics
- Music as a science (soundwaves, vibration, etc.)
- Music as math (rhythms, time signatures, etc.)
- Music as language (notation, alphabet, etc.)

and persevere in solving them. CRP9: Model integrity, ethical leadership and effective management. CRP10: Plan education and career paths aligned to personal goals. CRP11: Use technology to enhance productivity. CRP12: Work productively in teams while using cultural global competence.													
Differentiation	Assessments												
Interdisciplinary Connections <ul style="list-style-type: none">*See Addendum “Interdisciplinary Connections” Technology Integration <ul style="list-style-type: none">Audio and video recordingsMusic practice software Media Literacy Integration <ul style="list-style-type: none">Analyze and compare the pros and cons of print and electronic texts that support an author or composer’s opinionEvaluate various media messages for credibilityCompare and contrast how the various forms of media cover composers and music genresLive vs. recorded musicImplications of copyright laws/fair use Global Perspectives <ul style="list-style-type: none">Music and composers of various cultures are assessed and studied and students will be able to find similarities and differences.Understand and demonstrate individual, social and civic responsibility, including a global concern, tolerance, and respect for others.	Formative Assessments: <ul style="list-style-type: none">In class discussionsVideo submissions Summative Assessments, Projects, and Celebrations: <ul style="list-style-type: none">Identifying students place in the orchestraFluency with written music notationMusic matching activity (match music to a scene)												
<table><tr><th colspan="3">Supports for English Language Learners</th></tr><tr><th>Sensory Supports</th><th>Graphic Supports</th><th>Interactive Supports</th></tr><tr><td>Real-life objects</td><td>Charts</td><td>In pairs or partners</td></tr><tr><td>Manipulatives</td><td>Graphic Organizers</td><td>In triands or small</td></tr></table>		Supports for English Language Learners			Sensory Supports	Graphic Supports	Interactive Supports	Real-life objects	Charts	In pairs or partners	Manipulatives	Graphic Organizers	In triands or small
Supports for English Language Learners													
Sensory Supports	Graphic Supports	Interactive Supports											
Real-life objects	Charts	In pairs or partners											
Manipulatives	Graphic Organizers	In triands or small											

		groups																		
Pictures	Tables	In a whole group																		
Illustrations, diagrams & drawings	Graphs	Using cooperative group																		
Magazines & Newspapers	Timelines	Structures																		
Physical activities	Number lines	Internet / Software support																		
Videos & Film		In the home language																		
Broadcasts		With mentors																		
Models & Figures																				
<table border="1"> <tr> <th colspan="3">Intervention Strategies</th></tr> <tr> <th>Accommodations</th><th>Interventions</th><th>Modifications</th></tr> <tr> <td>Allow for verbal responses</td><td>Multi-sensory techniques</td><td>Modified tasks/expectations</td></tr> <tr> <td>Repeat/confirm directions</td><td>Increase task structure (e.g. directions, checks for understanding, feedback)</td><td>Differentiated materials</td></tr> <tr> <td>Permit response provided via computer or electronic device</td><td>Increase opportunities to engage in active academic responding</td><td>Individualized assessment tools based on student need</td></tr> <tr> <td>Audio Books</td><td>Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping</td><td>Modified assessment grading</td></tr> </table>			Intervention Strategies			Accommodations	Interventions	Modifications	Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations	Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials	Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need	Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading
Intervention Strategies																				
Accommodations	Interventions	Modifications																		
Allow for verbal responses	Multi-sensory techniques	Modified tasks/expectations																		
Repeat/confirm directions	Increase task structure (e.g. directions, checks for understanding, feedback)	Differentiated materials																		
Permit response provided via computer or electronic device	Increase opportunities to engage in active academic responding	Individualized assessment tools based on student need																		
Audio Books	Utilize pre-reading strategies and activities previews, anticipatory guides, and semantic mapping	Modified assessment grading																		

Recommended Texts to Support:

- Essential Elements for Strings Bk.2
- Essential Technique for Strings Bk.3
- Advanced Technique for Strings Bk.4
- New Directions for Strings Bk.2
- Suzuki Method Books Vol. 1+
- Various Etude Collections (Wohlfahrt, Schradiek, Preparing for Kreutzer, Introducing the Positions, Melodious Double Stops, etc.)
- CDs and DVDs which accompany methods books
- Fiddlers Philharmonic
- Various and varied orchestral pieces and arrangements ranging from Grade 1-3.5 (on a 6 point scale)

Curricular Addendum

Interdisciplinary Connections:

MATH IN RHYTHM & TIME

Horizontal / X-axis – represents time Measure – the distance between two things; the amount of something

Ruler – used to measure distances and amounts

Fraction – note names, values/durations

Percent – note names, values/durations

Ratio – relative note values

Add – ties

Multiply – dotted notes (x1.5)

Numerator – top number of a time signature

MATH IN PITCH & HARMONY

Graph – used to plot points or specific pitches

Vertical / Y-axis – represents specific pitches

Distance – vertical distances are intervals

Odd / Even – scale degrees make a tertian chord; on violin & viola, odd numbered fingers are line notes and even numbered fingers are space notes

PATTERNS & FORM

Pattern – repeated rhythms or pitches

Sequence – pattern starting in a different place

Inversion – pattern turned upside-down

Reverse – backwards patter, or retrograde

Multiply note values creates elongation

Divide note values creates diminution

GEOGRAPHY

Map – visual representation of a complex thing

Symbols – visual representation of individual things

Coordinates – horizontal and vertical markers

Legend – list of symbols to know and understand

HISTORY

Timeline – represents time horizontally

Biography – information about a person

Context – where, when, and why

Purpose – the author or composer's message Influence – the effect of the work

READING

Following – eyes move left to right / top to bottom

Decoding – know that symbols represent sounds
Fluency – perform symbols accurately in time

LANGUAGE

Root-word – part of a word with meaning across disciplines (ex: uni, duo, tri, and oct)

COMPOSITION & LITERATURE

Vocabulary – interpret meaning
Rhythm & Rhyme – small patterns uniting a work
Phrases / Sentences – small section or idea
Punctuation – separates small sections
Form – organizes ideas
Beginning, Middle, End – form of a work
Theme & Variation – form of a work
Development – an in-depth section of a work
Meaning – composer or author's message
Language – lyrics as poetry

SCIENCE OF SOUND

Aerophone – vibrating air (woodwind & brass)
Chordophone – vibrating string Idiophone – vibrating instrument (cymbals)
Membranophone – vibrating membrane (drums)
Electrophone – electronically created sound
Amplitude – measures volume
Frequency – measures pitch
High / Low Frequency – small / large instruments
Overtone / Partial / Harmonic – frequencies proportional to a fundamental frequency
Timbre – quality of the sound that makes it distinct
Waveform – visual representation of timbre

ART CONCEPTS IN MUSIC

Up / Down – pitch as height; woodwind and piano fingerings mimic melodic height exactly
Line / Contour / Shape – connecting the dots (note heads) represents the melodic contour
Smooth / Jagged – using intervals of steps / skips
Flowing / Interrupted – non / continuous melody
Foreground / Background – relative importance
Form – organized sections
Colors / Shades – sound described as color
Affect – the mood or emotions the work induces

MOVEMENT IN MUSIC

Time – length of time, and speed of pulse
Movement – sound as horizontal/vertical, forward/backward, smooth/jagged, large/small
Space – music notation represents sounds in space

Energy – volume and forward movement in line
Muscle Memory – repetitive motion becomes automatic
Gross Motor Skills – for marching and percussion
Fine Motor Skills – for piano, winds, strings