

Connecticut Arts Curriculum Framework

THE ARTS

By the end of 12th grade, students will create, perform and respond with understanding to all of the arts, including dance, music, theatre and the visual arts; develop in-depth skills in at least one art form; appreciate the importance of the arts in expressing human experiences; and be prepared to apply their arts knowledge and skill throughout their lifetime.

PROGRAM GOALS

As a result of education in grades K-12, students will:

1. create (imagine, experiment, plan, make, evaluate, refine and present/exhibit) artworks that express concepts, ideas and feelings in each art form.
2. perform (select, analyze, interpret, rehearse, evaluate, refine and present) diverse art works in each art form.
3. respond (select, experience, describe, analyze, interpret and evaluate) with understanding to diverse art works and performances in each art form.
4. understand and use the materials, techniques, forms (structures, styles, genres), language, notation (written symbol system) and literature/repertoire of each art form.
5. understand the importance of the arts in expressing and illuminating human experiences, beliefs and values.
6. identify representative works and recognize the characteristics of art, music, theatre and dance from different historical periods and cultures.
7. develop sufficient mastery of at least one art form to continue lifelong involvement in that art form not only as responders (audience members), but also as creators or performers.
8. develop sufficient mastery of at least one art form to be able to pursue further study, if they choose, in preparation for a career.
9. seek arts experiences and participate in the artistic life of the school and community.
10. understand the relationships between the arts, other disciplines, and daily life.

K-12 CONTENT STANDARDS

Music

- 1) Students will sing, alone and with others, a varied repertoire of songs.
- 2) Students will play, alone and with others, a varied repertoire of instrumental music.
- 3) Students will improvise melodies, variations and accompaniments.
- 4) Students will compose and arrange music.
- 5) Students will read and notate music.
- 6) Students will listen to, describe and analyze music.
- 7) Students will evaluate music and music performances.
- 8) Students will make connections between music, other disciplines and daily life.
- 9) Students will understand music in relation to history and culture.

MUSIC

K-12 CONTENT STANDARD 1

Music Performance: Vocal

Students will sing, alone and with others, a varied repertoire of songs.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo
- b. sing expressively, with appropriate dynamics, phrasing and interpretation
- c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- d. sing ostinatos, partner songs and rounds
- e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

Educational experiences in **grades 5-8** will assure that students:

- a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- b. sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory
- c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. sing music written in two and three parts.

Students who participate in a choral ensemble or class

- e. sing with expression and technical accuracy a varied repertoire of vocal literature with a level of difficulty of 3, on a scale of 1 to 6, including some songs performed from memory

Educational experiences in **grades 9-12** will assure that students:

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- b. sing ensemble music for up to four parts, with and without accompaniment
- c. demonstrate well-developed ensemble skills

K-12 CONTENT STANDARD 2
Music Performance: Instrumental

Students will play, alone and with others, a varied repertoire of instrumental music.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- b. perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments
- c. perform expressively a varied repertoire of music representing diverse genres and styles
- d. echo short rhythms and melodic patterns
- e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- f. perform independent instrumental parts while other students sing or play contrasting parts

Educational experiences in **grades 5-8** will assure that students:

- a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control
- b. perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a level of difficulty of 2, on a scale of 1 to 6
- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument.

Students who participate in an instrumental ensemble or class

- e. perform with expression and technical accuracy a varied repertoire of instrumental literature with a level of difficulty of 3, on a scale of 1 to 6, including some solos performed from memory

Educational experiences in **grades 9-12** will assure that students:

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. perform in small ensembles with one student on a part

K-12 CONTENT STANDARD 3
Music: Improvisation

Students will improvise melodies, variations and accompaniments.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. improvise "answers" in the same style to given rhythmic and melodic phrases
- b. improvise simple rhythmic and melodic ostinato accompaniments
- c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- d. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds, and sounds produced by electronic means

Educational experiences in **grades 5-8** will assure that students:

- a. improvise simple harmonic accompaniments
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality

Educational experiences in **grades 9-12** will assure that students:

- a. improvise stylistically appropriate harmonizing parts
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- c. improvise original melodies over given chord progressions, each in a consistent style, meter and tonality

K-12 CONTENT STANDARD 4
Music: Composition

Students will compose and arrange music.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. create and arrange music to accompany readings or dramatizations
- b. create and arrange short songs and instrumental pieces within specified guidelines
- c. use a variety of sound sources when composing

Educational experiences in **grades 5-8** will assure that students:

- a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- b. arrange simple pieces for voices or instruments other than those for which the pieces were written
- c. use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

Educational experiences in **grades 9-12** will assure that students:

- a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources

K-12 CONTENT STANDARD 5
Music: Notation

Students will read and notate music.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4, and 4/4 meter signatures
- b. use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys
- c. identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing
- d. use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher

Educational experiences in **grades 5-8** will assure that students:

- a. read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8, and alla breve meter signatures
- b. read at sight simple melodies in both the treble and bass clefs
- c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression
- d. use standard notation to record their musical ideas and the musical ideas of others

Students who participate in a choral or instrumental ensemble or class

- e. sight-read, accurately and expressively, music with a level of difficulty of 2, on a scale of 1 to 6

Educational experiences in **grades 9-12** will assure that students:

- a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- b. sight-read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

K-12 CONTENT STANDARD 6**Music: Analysis**

Students will listen to, describe and analyze music.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. identify simple music forms when presented
- b. demonstrate perceptual skills by moving, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- c. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- d. identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- e. respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

Educational experiences in **grades 5-8** will assure that students:

- a. describe specific music events in a given aural example, using appropriate terminology
- b. analyze the uses of elements of music in aural examples representing diverse genres and cultures
- c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music

Educational experiences in **grades 9-12** will assure that students:

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- b. demonstrate extensive knowledge of the technical vocabulary of music
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

K-12 CONTENT STANDARD 7**Music: Evaluation**

Students will evaluate music and music performances.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. devise criteria for evaluating performances and compositions
- b. explain, using appropriate music terminology, their personal preferences for specific musical works and styles

Educational experiences in **grades 5-8** will assure that students:

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music, and offer constructive suggestions for improvement

Educational experiences in **grades 9-12** will assure that students:

- a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music
- b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

K-12 CONTENT STANDARD 8
Music: Connections

Students will make connections between music, other disciplines and daily life.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. identify similarities and differences in the meanings of common terms used in the various arts
- b. identify ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

Educational experiences in **grades 5-8** will assure that students:

- a. compare in two or more arts how the characteristic materials of each art (that is sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art
- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music
- c. identify a variety of music-related careers

Educational experiences in **grades 9-12** will assure that students:

- a. explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts and cite examples
- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
- c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
- d. apply music knowledge and skills to solve problems relevant to a variety of careers

K-12 CONTENT STANDARD 9
Music: History And Cultures

Students will understand music in relation to history and culture.

PERFORMANCE STANDARDS

Educational experiences in **grades K-4** will assure that students:

- a. identify by genre or style aural examples of music from various historical periods and cultures
- b. describe in simple terms how elements of music are used in music examples from various cultures of the world
- c. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- d. identify and describe roles of musicians in various music settings and cultures
- e. demonstrate audience behavior appropriate for the context and style of music performed

Educational experiences in **grades 5-8** will assure that students:

- a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- b. classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (that is, high quality and characteristic) musical works and explain the characteristics that cause each work to be considered exemplary
- c. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

Educational experiences in **grades 9-12** will assure that students:

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them
- c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and performances

Connecticut Standards for Music

Organized to Show Articulation (Sequence) Across Grade Levels

Content Standard 1: Students will sing, alone and with others, a varied repertoire of music

K — 4

Students

- a. sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo
- b. sing expressively, with appropriate dynamics, phrasing and interpretation
- c. sing from memory a varied repertoire of songs representing genres and styles from diverse cultures
- d. sing ostinatos, partner songs and rounds
- e. sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor

5 — 8

Students

- a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles
- b. sing with expression and technical accuracy a repertoire of vocal literature with a difficulty level of 2, on a scale of 1 to 6, including some songs performed from memory
- c. sing music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. sing music written in two and three parts
- e. *Students who participate in a choral ensemble or class will, in addition,* sing with expression and technical accuracy a varied repertoire of vocal literature with a difficulty level of 3, on a scale of 1 to 6, including some songs performed from memory

9 — 12

Students

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a difficulty level of 4, on a scale of 1 to 6, including some songs performed from memory
- b. sing music ensemble music for up to four parts, with and without accompaniment
- c. demonstrate well-developed ensemble skills
- d. sing in small ensembles with one student on a part

Content Standard 2: Students will perform on instruments, alone and with others, a varied repertoire of music

K — 4

Students

- a. perform on pitch, in rhythm, with appropriate dynamics and timbre, and maintain a steady tempo
- b. perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments
- c. perform expressively a varied repertoire of music representing diverse genres and styles
- d. echo short rhythms and melodic patterns
- e. perform in groups, blending instrumental timbres, matching dynamic levels, and responding to the cues of a conductor
- f. perform independent instrumental parts while other students sing or play contrasting parts

5 — 8

Students

- a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position, and good breath, bow or stick control
- b. perform with expression and technical accuracy on at least one string, wind, percussion or classroom instrument a repertoire of instrumental literature with a difficulty level of 2, on a scale of 1 to 6
- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed
- d. play by ear simple melodies on a melodic instrument and simple accompaniments on a harmonic instrument
- e. *Students who participate in an instrumental ensemble or class will, in addition,* perform with expression and technical accuracy a varied repertoire of instrumental literature with a difficulty level of 3, on a scale of 1 to 6, including some solos performed from memory

9 — 12

Students

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a difficulty level of 4, on a scale of 1 to 6
- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. perform in small ensembles with one student on a part

Content Standard 3: Students will improvise melodies, variations and accompaniments

K — 4

Students

- a. improvise "answers" in the same style to given rhythmic and melodic phrases
- b. improvise simple rhythmic and melodic ostinato accompaniments
- c. improvise simple rhythmic variations and simple melodic embellishments on familiar melodies
- d. improvise short songs and instrumental pieces, using a variety of sound sources, including traditional sounds, nontraditional sounds available in the classroom, body sounds and sounds produced by electronic means

5 — 8

Students

- a. improvise simple harmonic accompaniments
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys
- c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter and tonality

9 — 12

Students

- a. improvise stylistically appropriate harmonizing parts
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- c. improvise original melodies over given chord progressions, each in a consistent style, meter and tonality

Content Standard 4: Students will compose and arrange music

K — 4

Students

- a. create and arrange music to accompany readings or dramatizations
- b. create and arrange short songs and instrumental pieces within specified guidelines
- c. use a variety of sound sources when composing

5 — 8

Students

- a. compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance
- b. arrange simple pieces for voices or instruments other than those for which the pieces were written
- c. use a variety of traditional and nontraditional sound sources and electronic media when composing and arranging

9 — 12

Students

- a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Content Standard 5: Students will read and notate music

K — 4

Students

- a. read whole, half, dotted half, quarter and eighth notes and rests in 2/4, 3/4 and 4/4 meter signatures
- b. use a system (that is, syllables, numbers or letters) to read simple pitch notation in the treble clef in major keys
- c. identify symbols and traditional terms referring to dynamics, tempo and articulation and interpret them correctly when performing
- d. use standard symbols to notate meter, rhythm, pitch and dynamics in simple patterns presented by the teacher

5 — 8

Students

- a. read whole, half, quarter, eighth, sixteenth and dotted notes and rests in 2/4, 3/4, 4/4, 6/8, 3/8 and alla breve (2/2) meter signatures
- b. read at sight simple melodies in both the treble and bass clefs
- c. identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression and interpret them correctly when performing
- d. use standard notation to record their musical ideas and the musical ideas of others
- e. *students in a performing ensemble or class will, in addition,* sightread, accurately and expressively, music with a difficulty level of 2, on a scale of 1 to 6

9 — 12

Students

- a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- b. sightread, accurately and expressively, music with a difficulty level of 3, on a scale of 1 to 6
- c. use standard and other appropriate notational systems to record their musical ideas and the musical ideas of others

Content Standard 6: Students will listen to, analyze and describe music

K — 4

Students

- a. identify simple music forms when presented aurally
- b. demonstrate perceptual skills by moving in response to, by answering questions about, and by describing aural examples of music of various styles representing diverse cultures
- c. use appropriate terminology in explaining music, music notation, music instruments and voices, and music performances
- d. identify the sounds of a variety of instruments, including many orchestra and band instruments, and instruments from various cultures, as well as children's voices and male and female adult voices
- e. respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music

5 — 8

Students

- a. describe specific music events in a given aural example, using appropriate terminology
- b. analyze the uses of elements of music in aural examples representing diverse genres and cultures
- c. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords and harmonic progressions in their analyses of music

9 — 12

Students

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices
- b. demonstrate extensive knowledge of the technical vocabulary of music
- c. identify and explain compositional devices and techniques used to provide unit and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Content Standard 7: Students will evaluate music and music performances

K — 4

Students

- a. devise criteria for evaluating performances and compositions

- b. explain, using appropriate music terminology, their personal preferences for specific musical works and styles

5 — 8

Students

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing

- b. evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

9 — 12

Students

- a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements and improvisations and apply the criteria in their personal participation in music

- b. evaluate a performance, composition, arrangement or improvisation by comparing it to similar or exemplary models

Content Standard 8: Students will make connections between music, other disciplines and daily life

K — 4

Students

- a. identify similarities and differences in the meanings of common terms used in the various arts

- b. identify ways in which the principles and subject matter of music and other disciplines taught in the school are interrelated

5 — 8

Students

- a. compare in two or more arts how the characteristic materials of each art (that is, sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions or ideas into works of art

- b. describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music

- c. identify a variety of music-related careers

9 — 12

Students

- a. explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples

- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

- c. explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated

- d. apply music skills and understandings to solve problems relevant to a variety of careers

Content Standard 9: Students will understand music in relation to history and culture

K — 4

Students

- a. identify by genre or style aural examples of music from various historical periods and cultures
- b. describe in simple terms how elements of music are used in music examples from various cultures of the world
- c. identify various uses of music in their daily experiences and describe characteristics that make certain music suitable for each use
- d. identify and describe roles of musicians in various music settings and cultures
- e. demonstrate audience behavior appropriate for the context and style of music performed

5 — 8

Students

- a. describe distinguishing characteristics of representative music genres and styles from a variety of cultures
- b. classify by genre and style (and, if applicable, by historical period, composer and title) a varied body of exemplary (that is, high-quality and characteristic) musical works, and explain the characteristics that cause each work to be considered exemplary
- c. compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed

9 — 12

Students

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them
- c. identify various roles musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Glossary for Music Standards

Alla breve. The *meter signature C (with a vertical slash through the C) indicating the equivalent of 2/2 time.

Articulation. In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected (such as legato, staccato, and marcato).

Classroom instruments. Instruments typically used in the general music classroom, including, for example, recorder-type instruments, chorded zithers, mallet instruments, simple percussion instruments, *fretted instruments, keyboard instruments, and electronic instruments.

Diction. The *articulation or pronunciation of words when singing, including both vowel and consonant sounds.

Dynamic levels, dynamics. Degrees of loudness.

Elements of music. Pitch, *rhythm, *harmony, *dynamics, *timbre, *texture, *form.

Expression, expressive, expressively. With appropriate *dynamics, phrasing, *style, and interpretation and appropriate variations in dynamics and tempo.

Form. The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.

Fretted instruments. Instruments with frets (strips of material across the fingerboard allowing the strings to be stopped at predetermined locations), such as guitar, ukulele, mountain dulcimer, and sitar.

Genre. A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).

Harmony. The chordal or vertical combination of pitches.

Intonation. The degree to which pitch is accurately produced in performance, such as among the players in an ensemble.

Level of difficulty. For purposes of these standards, music is classified into six levels of difficulty:

Level 1—Very easy. Easy keys, *meters, and rhythms; limited ranges.

Level 2—Easy. May include changes of tempo, key, and meter; modest ranges.

Level 3—Moderately easy. Contains moderate technical demands, expanded ranges, and varied interpretive requirements.

Level 4—Moderately difficult. Requires well-developed *technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys.

Level 5—Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle *dynamic requirements.

Level 6—Very difficult. Suitable for musically mature students of exceptional competence.

(Adapted with permission from NYSSMA Manual, Edition XXIII, published by the New York State School Music Association, 1991.)

Meter. The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a *meter signature at the beginning of a musical work or section.

Meter signature. An indicator of the *meter of a musical work, usually presented in the form of a fraction, the denominator of which indicates the unit of measurement and the numerator of which indicates the number of units that make up a measure.

MIDI (Musical Instrument Digital Interface). Standard specifications that enable electronic instruments such as the synthesizer, sampler, sequencer, and drum machine from any manufacturer to communicate with one another and with computers.

Ostinato. A short musical pattern (rhythm, melodic phrase, or bass line) that is repeated consistently throughout a composition.

Rhythm. The durations in time of a series of musical notes.

Staves. Plural of staff (the five parallel lines on which music is written).

Style. The distinctive or characteristic manner in which the *elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), *forms or types of composition (fugal style, contrapuntal style), or *genres (operatic style, bluegrass style).

Technical accuracy, technical skills. The ability to perform with appropriate *timbre, *intonation, and *diction/*articulation, and correct pitches and *rhythms.

Texture. The manner in which musical lines or notes are interwoven in a section or work.

Timbre. The character or quality of a sound that distinguishes one sound source (such as instrument or voice) from another.

Tonality. The harmonic relationship of tones with respect to a definite center or point of rest; fundamental to much of Western music from ca. 1600.