# Musical Vocabulary

Content Area: **Music**
Course(s): **Music in Education**
Time Period: **Generic Time Period**
Length: **Over-Arching**
Status: **Published**

## Unit Overview

The purpose of this unit is to introduce and familiarize students with basic musical vocabulary. In this unit, they will become acquainted with a variety of terms that are consistently used throughout musical levels and practices. The terms used here will help develop a foundational language for future musical learning.

## Standards

| | |
|---|---|
| 7.1.1 | Acknowledge that a language other than their own is being spoken or used (e.g., in a story, rhyme, or song). |
| 7.1.3 | Comprehend previously learned simple vocabulary in a language other than their own. |
| 1.2.6 | Recognize and name a variety of music elements using appropriate music vocabulary. |
| 1.2.7 | Describe feelings and reactions in response to diverse musical genres and styles. |
| 1.2.8 | Begin to demonstrate appropriate audience skills during recordings and music performances. |

## Essential Questions

How would you describe the different sounds you hear in music?

When you move to music, how do you know what to do?

What do you imagine music to look like?

## Application of Knowledge: Students will know that...

- Italian terms are often used to describe musical instructions and ideas (ex: Adagio, Allegro, Forte, etc.)
- music uses a symbolic language (notation).
- pitch, rhythm, and pulse (beat) are commonly used musical terms.
- pitches can be high or low and rhythms (or pulses) can be fast or slow.

## Application of Skills: Students will be able to...

- Apply basic musical terminology that describe dynamics and speed (forte - piano, Allegro - Largo) to a variety of musical examples.
- Identify differences in a variety of pitches be recognizing the differences between high and low.
- Notate original compositions and music from examples and by using their own non-traditional notation (pictorial representations)

## Assessments

- Successful identification of pitch variations.
- Completion of pictorial music representations projects.
- Successful application of musical terminologies describing dynamics and tempos of musical examples.

## Suggested Activities

- Pitch identification games
- Have students draw visual representations of musical examples
- Dynamic & tempo identification games

## Activities to Differentiate Instruction

- Provide a variety of aural examples for students.
- Use varied instructional technologies.
- Use a variety of presentational techniques such as lecture or visual examples.

## Integrated/Cross-Disciplinary Instruction

- World Languages: Italian terminologies

## Resources

www.musictogether.org

https://www.musicfirst.com/

http://www.thelittlebeethovens.com/