

2025 Unit 5: Musical Terminology, Notation, and Instrumental/Vocal Care Copied from: Intermediate Instrumental, Copied on: 08/04/25

Content Area: **Template**

Course(s):

Time Period:

Length:

Status: **Published**

Musical Terminology, Notation, and Instrumental/Vocal Care

This unit introduces students to the language and nomenclature of music, emphasizing traditional vocabulary rooted in Italian and English that describes styles, techniques, and musical expressions in both instrumental and vocal contexts. Students will learn to accurately interpret and apply musical signs and markings related to navigation, dynamics, tempo, and articulation. Additionally, the unit covers basic knowledge of common instruments, their components, and maintenance tools. Students will apply this understanding practically in performance and care of their major instrument or voice, fostering well-rounded musicianship and instrument stewardship.

Learning Objectives

- Students will apply knowledge and skills related to their major instrument in practical performance and maintenance contexts.
- Students will become familiar with and apply in-depth knowledge of the language and nomenclature of music in both instrumental and vocal contexts
- Students will correctly identify and apply note articulations that indicate how particular notes should be played or sung in both instrumental and vocal contexts.
- Students will correctly identify and apply signs or markings in music that provide directions on where to play or sing next in both instrumental and vocal contexts.
- Students will correctly identify and apply signs or markings that indicate expected dynamic levels and changes in volume in both instrumental and vocal music contexts.
- Students will correctly identify and apply words or markings that designate specific, relative, or changing tempos in both instrumental and vocal music contexts.
- Students will identify common instruments, their parts, and tools needed for maintenance and repair in both instrumental and vocal music settings.
- Students will learn and apply the traditional vocabulary of music—primarily rooted in Italian and English—that describes various conditions, styles, techniques, and other aspects specific to musical culture in both instrumental and vocal settings.

Essential Skills

- Analyze scores for the use of performance directions and markings.
- Apply directional markings accurately during performance or rehearsal.
- Apply musical terminology correctly in oral and written discussions about music.

- Apply tempo indications accurately in performance and practice.
- Collaborate in ensembles applying knowledge of dynamics, tempo, and articulation markings.
- Compare how different musical cultures use terminology and notation.
- Demonstrate awareness of cultural context when interpreting musical styles.
- Demonstrate proper care techniques for their major instrument.
- Develop vocabulary skills to describe musical performances effectively.
- Discuss how articulation affects musical expression in different contexts.
- Execute dynamic changes in performance as indicated by notation.
- Identify and correctly define common musical terms in Italian and English. Recognize and explain terminology related to musical styles, techniques, and cultural context. Identify directional signs in music, such as D.C., D.S., coda, and segno. Apply directional markings accurately during performance or rehearsal. Identify dynamic markings (e.g., p, f, crescendo, decrescendo) and understand their expressive effects. Execute dynamic changes in performance as indicated by notation. Identify tempo markings including specific (e.g., Allegro), relative (e.g., faster), and changing (e.g., accelerando) tempos. Apply tempo indications accurately in performance and practice. Recognize and interpret various articulation markings (e.g., staccato, legato, accents). Perform notes with appropriate articulation as indicated in the score. Discuss how articulation affects musical expression in different contexts. Identify common orchestral, band, and vocal instruments by name. Recognize major parts of instruments and their functions. Understand basic maintenance needs and tools for common instruments. Demonstrate proper care techniques for their major instrument. Troubleshoot common instrument issues with appropriate maintenance actions. Apply musical terminology correctly in oral and written discussions about music. Analyze scores for the use of performance directions and markings. Compare how different musical cultures use terminology and notation. Use musical terms and symbols accurately in composition and notation. Collaborate in ensembles applying knowledge of dynamics, tempo, and articulation markings. Demonstrate awareness of cultural context when interpreting musical styles. Develop vocabulary skills to describe musical performances effectively. Use appropriate instrument care procedures to ensure performance readiness. Integrate knowledge of music language and instrument maintenance into practical performance settings.
- Identify common orchestral, band, and vocal instruments by name.
- Identify directional signs in music, such as D.C., D.S., coda, and segno.
- Identify dynamic markings (e.g., p, f, crescendo, decrescendo) and understand their expressive effects.
- Identify tempo markings including specific (e.g., Allegro), relative (e.g., faster), and changing (e.g., accelerando) tempos.
- Integrate knowledge of music language and instrument maintenance into practical performance settings.
- Perform notes with appropriate articulation as indicated in the score.
- Recognize and explain terminology related to musical styles, techniques, and cultural context.
- Recognize and interpret various articulation markings (e.g., staccato, legato, accents).
- Recognize major parts of instruments and their functions.
- Troubleshoot common instrument issues with appropriate maintenance actions.
- Understand basic maintenance needs and tools for common instruments.
- Use appropriate instrument care procedures to ensure performance readiness.
- Use musical terms and symbols accurately in composition and notation.

Standards

MU.9-12.1.3E.12acc.Cr1a	Generate melodic, rhythmic and harmonic ideas for compositions or improvisations using digital tools and resources.
MU.9-12.1.3E.12acc.Cr2a	Select melodic, rhythmic and harmonic ideas to develop into a larger work that exhibits unity and variety using digital and/or analog tools.
MU.9-12.1.3E.12acc.Cr3b	Share compositions and improvisations that demonstrate musical and technological craftsmanship as well as the use of digital and/or analog tools and resources in developing and organizing musical ideas.
MU.9-12.1.3E.12acc.Pr4c	Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences.
MU.9-12.1.3E.12acc.Pr5a	Develop and implement rehearsal strategies to improve and refine the technical and expressive aspects of prepared and improvised performances in a varied repertoire of music.
MU.9-12.1.3E.12acc.Pr6a	Using digital tools and resources, demonstrate technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
MU.9-12.1.3E.12acc.Re7a	Select and critique contrasting musical works, defending opinions based on manipulations of the elements of music, digital and electronic aspects, and the purpose and context of the works.
MU.9-12.1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3B.12acc.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Instructional Tasks/Activities

1. **Musical Terminology Flashcards:** Practice identifying and defining common Italian and English musical terms.
2. **Listening and Identification:** Listen to recordings and identify dynamic changes, tempo shifts, and articulation styles.
3. **Score Marking Exercises:** Provide scores for students to mark directional signs, dynamics, tempo, and articulation markings.
4. **Performance Practice:** Students perform pieces focusing on interpreting and applying dynamics, tempo changes, and articulations accurately.
5. **Group Discussions:** Discuss how different musical terms affect interpretation and style across various genres.
6. **Instrument Parts Labeling:** Label diagrams of common instruments and their key components.
7. **Maintenance Demonstrations:** Demonstrate basic instrument care and repair techniques for students' major instruments.
8. **Terminology Quizzes:** Assess recognition and spelling of musical terms and symbols.
9. **Dynamic and Tempo Conducting:** Practice conducting exercises emphasizing dynamic and tempo changes.
10. **Articulation Workshops:** Practice producing different articulations (e.g., staccato, legato) on

instruments or voice.

11. **Peer Teaching:** Students prepare and teach mini-lessons on specific musical terms or instrument care.
12. **Notation Software Activities:** Use digital tools to add dynamics, tempo markings, and articulations to scores.
13. **Cultural Context Research:** Research how musical terminology varies across cultures and present findings.
14. **Ensemble Rehearsals:** Apply knowledge of musical markings in group rehearsals with feedback sessions.
15. **Reflective Journals:** Write about the impact of dynamics, tempo, and articulation on personal performance and interpretation.

- Articulation Workshops
- Cultural Context Research
- Dynamic and Tempo Conducting
- Ensemble Rehearsals
- Group Discussions
- Instrument Parts Labeling
- Listening and Identification
- Maintenance Demonstrations
- Musical Terminology Flashcards
- Notation Software Activities
- Peer Teaching
- Performance Practice
- Reflective Journals
- Score Marking Exercises
- Terminology Quizzes

Assessment Procedure

- classwork/homework
- discussions
- Dynamic and Tempo Performance Evaluation
- Instrument Parts and Maintenance Test
- Listening Comprehension
- participation in performance
- Peer Feedback Reports
- peer observation
- Reflective Performance Journals

- Score Annotation Test
- Teacher observation
- Terminology Identification Quiz
- tests/quizzes
- Written Explanation Assignment

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Collaborative Composition Platforms
- Digital Score Annotation
- Ear Training Software
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Interactive Terminology Apps
- Kahoot
- Listening and Analysis Platforms
- MagicSchool AI
- Metronome and Conducting Apps
- Music Theory Games
- Notation Software Projects
- Other- Specified in Lesson
- Quiziz
- Recording and Playback
- Screencastify
- Virtual Instrument Maintenance Tutorials

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast

- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)

- other- please specify in plans
- provide desktop list/formula

Resources

- SoundTrap
- Google Classroom
- handouts
- instruments
- Music Theory texts
- MusicFirst
- Noteflight
- screen recordings
- The internet
- Tonesavvy
- virtual instruments
- whiteboard