

# **Beginning Vocal Music I-IV**

## **Fine Arts Curriculum Framework**

**Revised 2014**

## Beginning Vocal Music I-IV

Course Numbers:            BVMI: 358530            BVMII: 358530            BVMIII: 358530            BVMIV: 358530

Grades:                      5-8

Prerequisites:            There is no prerequisite for Beginning Vocal Music I. The student entering Beginning Vocal Music II, Beginning Vocal Music III, or Beginning Vocal Music IV must successfully complete the preceding year of study of the same content.

Beginning Vocal Music I-IV are two-semester courses designed for traditional and emerging ensembles. Vocal music students will demonstrate an ability to apply music fundamentals and vocal techniques in the production, performance, analysis, and critique of vocal music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Vocal music students will critique vocal music performances and deeply reflect upon the impact of vocal music on society, as well as societal influences on vocal music. Students will regularly perform vocally in a variety of settings and will demonstrate successful completion of vocal music student learning expectations.

Strand	Content Standard
Creating	
	1. Students will generate and conceptualize artistic ideas and work.
	2. Students will organize and develop artistic ideas and work.
	3. Students will refine and complete artistic work.
Performing	
	4. Students will analyze, interpret, and select artistic work for presentation.
	5. Students will develop and refine artistic work for presentation.
	6. Students will convey meaning through the presentation of artistic work.
Responding	
	7. Students will perceive and analyze artistic work.
	8. Students will interpret intent and meaning in artistic work.
	9. Students will apply criteria to evaluate artistic work.
Connecting	
	10. Students will synthesize and relate knowledge and experiences to make art.
	11. Students will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Notes:**

1. Each level continues to address earlier Student Learning Expectations (SLEs) as needed.
2. SLEs may be taught in any sequence.
3. Italicized words in this document appear in the glossary.
4. All items in a bulleted list are required to be taught.
5. The examples given (e.g.,) are suggestions to guide the instructor.
6. Common Core State Standards (CCSS) alignment key, CCRA.R.1 = College and Career Ready Anchor Standard.Reading.1

Strand: Creating

Content Standard 1: Students will generate and conceptualize artistic ideas and work.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
CR.1.BVMI.1 <i>Improvise</i> rhythmic variations on familiar melodies	CR.1.BVMII.1 <i>Improvise</i> rhythms, melodies, and/or accompaniments	CR.1.BVMIII.1 <i>Improvise</i> using a variety of traditional and/or non-traditional sound sources	CR.1.BVMIV.1 <i>Improvise</i> rhythmic and melodic variations in a given <i>style</i> and meter	

Strand: Creating

Content Standard 2: Students will organize and develop artistic ideas and work.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
CR.2.BVMI.1 Identify notes written on lines and in spaces of treble clef and bass clef	CR.2. BVMII.1 Identify notes written on lines, in spaces, and on ledger lines of treble clef and bass clef	CR.2.BVMIII.1 Identify notes written on lines and in spaces of grand staff	CR.2.BVMIV.1 Identify notes written on lines, in spaces, and on ledger lines of grand staff	CCRA.R.1, 4, 5, 7
CR.2.BVMI.2 Notate melodic or rhythmic ideas or <i>motifs</i> , using standard notation or digital recording <ul style="list-style-type: none"> <li>• 3/4 and 4/4 time signatures</li> <li>• eighth note and sixteenth note patterns</li> <li>• syncopation</li> </ul>	CR.2.BVMII.2 Notate melodic or rhythmic ideas or <i>motifs</i> , using standard notation or digital recording <ul style="list-style-type: none"> <li>• 2/4 and 6/8 time signatures</li> <li>• pattern of a dotted quarter note followed by an eighth note or eighth rest</li> </ul>	CR.2.BVMIII.2 Notate melodic or rhythmic passages, using standard notation or digital recording <ul style="list-style-type: none"> <li>• 2/2, or cut time, time signature</li> <li>• pattern of a dotted eighth note followed by a sixteenth note or sixteenth rest</li> </ul>	CR.2.BVMIV.2 Notate a variety of melodic or rhythmic passages, using standard notation or digital recording	CCRA.W.2, 4, 5, 6 CCRA.SL.5
CR.2.BVMI.3 Compose a four-measure phrase	CR.2.BVMII.3 Compose a four-measure phrase with accompaniment	CR.2.BVMIII.3 Compose an original melodic line with accompaniment	CR.2.BVMIV.3 Compose an original song using various instruments	CCRA.W.2, 4, 5, 6, 7, 8
CR.2.BVMI.4 Create movement that reflects music	CR.2.BVMII.4 Create movement that reflects musical <i>form</i>	CR.2.BVMIII.4 Create movement that reflects music to share with others	CR.2.BVMIV.4 Create choreography to songs for performance	CCRA.SL.1, 2, 3, 4, 5, 6

Strand: Creating

Content Standard 3: Students will refine and complete artistic work.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
CR.3.BVMI.1 Refine draft compositions, using teacher-generated criteria	CR.3.BVMII.1 Refine draft compositions, using collaboratively-generated criteria	CR.3.BVMIII.1 Refine draft compositions, using small group collaboratively-generated criteria	CR.3.BVMIV.1 Defend draft compositions, using independently-generated criteria	CCRA.R.1 CCRA.W.1, 2, 4, 5, 6, 7, 8, 9, 10 CCRA.SL.1, 2, 3, 4, 5, 6
CR.3.BVMI.2 Share personally-developed <i>motifs</i> that demonstrate understanding of <i>elements of music</i> as a soloist	CR.3.BVMII.2 Share personally-developed <i>motifs</i> that demonstrate understanding of <i>elements of music</i> as an ensemble	CR.3.BVMIII.2 Share personally-developed passages that demonstrate understanding of <i>elements of music</i> as a soloist	CR.3.BVMIV.2 Share personally-developed passages that demonstrate understanding of <i>elements of music</i> as an ensemble	CCRA.SL.1, 2, 3, 4, 5, 6

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
P.4.BVMI.1 Sing a variety of vocal <i>repertoire</i> in unison at an appropriate level of difficulty	P.4.BVMII.1 Explore a variety of vocal <i>repertoire</i> in two-part harmony at an appropriate level of difficulty	P.4.BVMIII.1 Refine a variety of vocal <i>repertoire</i> in two-part harmony at an appropriate level of difficulty	P.4.BVMIV.1 Explore a variety of vocal <i>repertoire</i> in three-part harmony at an appropriate level of difficulty	CCRA.R.4 CCRA.SL.1, 2, 3, 4, 5, 6
P.4.BVMI.2 Demonstrate sight-reading skills by singing with others <ul style="list-style-type: none"> <li>• 4/4 time</li> <li>• quarter notes, half notes, and whole notes</li> <li>• step-wise movement</li> </ul>	P.4. BVMII.2 Demonstrate sight-reading skills by singing with others <ul style="list-style-type: none"> <li>• 4/4 time</li> <li>• quarter notes, half notes, whole notes, and quarter rests</li> <li>• step-wise movement</li> </ul>	P.4.BVMIII.2 Demonstrate sight-reading skills by singing with others <ul style="list-style-type: none"> <li>• 4/4 time</li> <li>• interval of Major 3<sup>rd</sup></li> <li>• quarter notes, half notes, whole notes, and quarter rests</li> <li>• step-wise movement</li> </ul>	P.4.BVMIV.2 Demonstrate sight-reading skills by singing with others <ul style="list-style-type: none"> <li>• 4/4 time</li> <li>• intervals of Major 3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup></li> <li>• quarter notes, half notes, eighth notes, whole notes, dotted half notes, and half and quarter rests</li> <li>• step-wise movement</li> </ul>	CCRA.R.1, 4, 5 CCRA.SL.1, 2, 4, 5, 6
P.4.BVMI.3 Identify musical instruments by sight and sound <ul style="list-style-type: none"> <li>• brass</li> <li>• electronic</li> <li>• percussion</li> <li>• string</li> <li>• woodwind</li> </ul>	P.4.BVMII.3 Identify musical <i>timbre</i> <ul style="list-style-type: none"> <li>• brass</li> <li>• electronic</li> <li>• percussion</li> <li>• string</li> <li>• vocal</li> <li>• woodwind</li> </ul>	P.4.BVMIII.3 Identify musical sounds <ul style="list-style-type: none"> <li>• electronic</li> <li>• <i>genres</i> (e.g., women’s ensemble, men’s ensemble)</li> <li>• non-traditional</li> </ul>	P.4.BVMIV.3 Distinguish musical sounds <ul style="list-style-type: none"> <li>• cross cultural</li> <li>• traditional and non-traditional</li> <li>• western and non-western</li> </ul>	CCRA.R.4, 5, 7 CCRA.SL.1, 2, 4, 5, 6

Strand: Performing

Content Standard 4: Students will analyze, interpret, and select artistic work for presentation.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
P.4.BVMI.4 Recognize various musical <i>forms</i>	P.4.BVMII.4 Compare and contrast various musical <i>forms</i>	P.4.BVMIII.4 Analyze various musical <i>forms</i>	P.4.BVMIV.4 Interpret various musical <i>forms</i>	CCR.R.1, 2, 3, 4, 5, 7, 9, 10 CCR.W.8 CCR.SL.1, 2, 3, 4, 5, 6
P.4.BVMI.5 Recognize musical texture <ul style="list-style-type: none"> <li>• large ensemble</li> <li>• small groups</li> <li>• solo</li> </ul>	P.4.BVMII.5 Recognize musical texture <ul style="list-style-type: none"> <li>• two-part</li> <li>• unison</li> </ul>	P.4.BVMIII.5 Recognize musical texture in relation to voicing and <i>timbre</i> in an ensemble	P.4.BVMIV.5 Identify aurally musical texture in relation to voicing and <i>timbre</i> in an ensemble	CCRA.R.1, 2, 4, 5, 7 CCRA.SL.2, 5

Strand: Performing

Content Standard 5: Students will develop and refine artistic work for presentation.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
<p>P.5.BVMI.1 Sing a varied <i>repertoire</i> containing grade-level appropriate <i>elements of music</i> and <i>expressive elements</i></p> <ul style="list-style-type: none"> <li>• 3/4 and 4/4 meters</li> <li>• change in <i>dynamic</i> levels               <ul style="list-style-type: none"> <li>○ crescendo</li> <li>○ decrescendo</li> </ul> </li> <li>• <i>dynamic</i> levels               <ul style="list-style-type: none"> <li>○ forte (f)</li> <li>○ mezzo forte (mf)</li> <li>○ mezzo piano (mp)</li> <li>○ piano (p)</li> </ul> </li> <li>• eighth note and sixteenth note patterns</li> <li>• major tonalities</li> <li>• more complex melodic patterns (e.g., do-re-mi-fa-sol-la-ti-do/1-2-3-4-5-6-7-8, major scale)</li> <li>• simple musical <i>forms</i></li> <li>• syncopation</li> <li>• variety of tempi (e.g., andante, moderato)</li> </ul>	<p>P.5.BVMII.1 Sing a varied <i>repertoire</i> containing grade-level appropriate <i>elements of music</i> and <i>expressive elements</i></p> <ul style="list-style-type: none"> <li>• 2/4 and 6/8 meters</li> <li>• major and minor tonalities</li> <li>• melodic patterns that include accidentals</li> <li>• more complex <i>forms</i> or harmonies (e.g., two-part lines)</li> <li>• pattern of a dotted quarter note followed by an eighth note or eighth rest</li> <li>• variety of tempi (e.g., lento, presto)</li> <li>• various <i>dynamic</i> levels</li> </ul>	<p>P.5.BVMIII.1 Sing a varied <i>repertoire</i> containing grade-level appropriate <i>elements of music</i> and <i>expressive elements</i></p> <ul style="list-style-type: none"> <li>• 2/2, or cut time, meter</li> <li>• major and minor tonalities</li> <li>• more complex <i>forms</i> or harmonies (e.g., three-part lines)</li> <li>• pattern of a dotted eighth note followed by a sixteenth note or sixteenth rest               <ul style="list-style-type: none"> <li>○ pianissimo (pp)</li> <li>○ fortissimo (ff)</li> </ul> </li> <li>• the intervals within the staff (e.g., Major 6, Perfect 5, Perfect 4, Major 3, Major 2, octave)</li> <li>• variety of tempi (e.g., grave, vivace)</li> <li>• various <i>dynamic</i> levels</li> </ul>	<p>P.5.BVMIV.1 Sing a varied <i>repertoire</i> containing grade-level appropriate <i>elements of music</i> and <i>expressive elements</i></p> <ul style="list-style-type: none"> <li>• compound and mixed meter</li> <li>• intervals within the staff (e.g., Major 6, Perfect 5, Perfect 4, Major 3, Major 2, octave)</li> <li>• major and minor tonalities</li> <li>• more complex <i>forms</i> or harmonies</li> <li>• variety of tempi</li> <li>• various <i>dynamic</i> levels</li> </ul>	<p>CCRA.R.1, 4, 5 CCRA.SL.1, 4, 6</p>



Strand: Performing

Content Standard 5: Students will develop and refine artistic techniques and work for presentation.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
<p>P.5.BVMI.2 Apply knowledge of symbols and terms in reading music</p> <ul style="list-style-type: none"> <li>• bar line</li> <li>• bass clef</li> <li>• double bar line</li> <li>• fermata</li> <li>• repeat sign</li> <li>• time signatures</li> <li>• treble clef</li> </ul>	<p>P.5.BVMII.2 Apply knowledge of symbols and terms in reading music</p> <ul style="list-style-type: none"> <li>• accidentals</li> <li>• coda</li> <li>• da capo (D.C.)</li> <li>• dal segno (D.S.)</li> <li>• first and second endings</li> <li>• simple key signatures</li> </ul>	<p>P.5.BVMIII.2 Apply knowledge of symbols and terms in reading music</p> <ul style="list-style-type: none"> <li>• additional key signatures</li> <li>• grand staff</li> </ul>	<p>P.5.BVMIV.2 Apply knowledge of symbols and terms in reading music</p> <ul style="list-style-type: none"> <li>• multiple key signatures within a composition</li> </ul>	<p>CCRA.SL.2 CCRA.R.1, 2, 4, 5, 7</p>
<p>P.5.BVMI.3 Respond to simple conducting patterns</p>	<p>P.5.BVMII.3 Demonstrate simple conducting patterns</p>	<p>P.5.BVMIII.3 Respond to <i>artistic conducting</i></p>	<p>P.5.BVMIV.3 Demonstrate <i>artistic conducting</i></p>	<p>CCRA.SL.1, 2, 3, 4, 6</p>
<p>P.5.BVMI.4 Explore the changing voice and vocal range through warm-ups and selected <i>repertoire</i></p>	<p>P.5.BVMII.4 Explore the changing voice and vocal range through warm-ups, breathing exercises, and selected <i>repertoire</i></p>	<p>P.5.BVMIII.4 Explore the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate <i>repertoire</i></p>	<p>P.5.BVMIV.4 Develop the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate <i>repertoire</i></p>	<p>CCRA.R.1, 7 CCRA.SL.1, 2, 4, 6</p>

Strand: Performing

Content Standard 6: Students will convey meaning through the presentation of artistic work.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
P.6.BVMI.1 Demonstrate beginning understanding of correct vocal technique in a choral setting	P.6.BVMII.1 Sing with attention to <i>dynamics</i> and phrasing	P.6.BVMIII.1 Sing expressively with attention to blend, balance, <i>dynamics</i> , <i>articulation</i> , and phrasing	P.6.BVMIV.1 Sing expressively with attention to blend, balance, <i>dynamics</i> , <i>articulation</i> , and phrasing	CCRA.SL.1, 2, 3, 4, 6
P.6.BVMI.2 Present a varied <i>repertoire</i> of music to demonstrate technical accuracy in performance	P.6.BVMII.2 Present a varied <i>repertoire</i> of music to demonstrate technical accuracy and expressive qualities in performance	P.6.BVMIII.2 Present a varied <i>repertoire</i> of music from diverse cultures to demonstrate technical accuracy and expressive qualities in performance	P.6.BVMIV.2 Present a varied <i>repertoire</i> of music from diverse cultures, including selection(s) in another language, to demonstrate technical accuracy and expressive qualities in performance	CCRA.SL.1, 2, 3, 4, 6
P.6.BVMI.3 Demonstrate <i>etiquette</i> (e.g., stage presence, attire, behavior) as a performer and an observer appropriate for <i>context</i> , venue, <i>genre</i> , and <i>style</i>	Students will continue to demonstrate <i>etiquette</i>	Students will continue to demonstrate <i>etiquette</i>	Students will continue to demonstrate <i>etiquette</i>	CCRA.SL.1, 2, 3, 4, 6

Strand: Responding

Content Standard 7: Students will perceive and analyze artistic work.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
R.7.BVMI.1 Identify the manner in which knowledge of <i>context</i> informs musical response	R.7.BVMII.1 Identify the manner in which knowledge of <i>context</i> and use of repetition, similarities, and contrasts informs musical response	R.7.BVMIII.1 Describe the manner in which <i>context</i> can be manipulated to inform musical response	R.7.BVMIV.1 Describe the manner in which <i>elements of music</i> can be manipulated to inform musical response	CCRA.R.1, 2, 3, 4, 5, 7, 8, 10 CCRA.SL.1, 2, 3, 4, 5, 6

Strand: Responding

Content Standard 8: Students will interpret intent and meaning in artistic work.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
R.8.BVMI.1 Interpret the <i>expressive intent</i> of musical works, referencing the <i>elements of music</i>	R.8.BVMII.1 Interpret the meaning of musical works, referencing <i>context</i> and text setting	R.8.BVMIII.1 Interpret the <i>expressive intent</i> of musical works, referencing <i>context</i> and text setting	R.8.BVMIV.1 Justify, citing evidence from the selection, a personal interpretation of the meaning of a musical work	CCRA.R.1, 2, 3, 4, 5, 7, 8, 10 CCRA.SL.1, 2, 3, 4, 5, 6

Strand: Responding

Content Standard 9: Students will apply criteria to evaluate artistic work.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
R.9.BVMI.1 Evaluate musical selections using teacher-generated criteria	R.9.BVMII.1 Evaluate musical selections using collaboratively-generated criteria	R.9.BVMIII.1 Establish independently-generated criteria to evaluate musical selections	R.9.BVMIV.1 Apply independently-generated criteria to evaluate musical selections	CCRA.R.1, 2, 3, 4, 5, 7 CCRA.SL.1, 2, 4, 5, 6

Strand: Connecting

Content Standard 10: Students will synthesize and relate knowledge and personal experiences to make art.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
<p>CN.10.BVMI.1                      Discuss individual experiences and other influences that provide <i>context</i> for the musical work of others</p>	<p>CN.10.BVMII.1                      Research individual experiences and other influences that provide <i>context</i> for the musical work of others</p>	<p>CN.10.BVMIII.1                      Analyze the ways in which individual experiences and other influences provide <i>context</i> for the musical work and performance of others</p>	<p>CN.10.BVMIV.1                      Evaluate individual experiences and other influences that provide <i>context</i> for personal musical work and impacts personal musical performance</p>	<p>CCRA.R.8                      CCRA.W.2, 8                      CCRA.SL.1, 2, 3, 4</p>

Strand: Connecting

Content Standard 11: The student will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Beginning Vocal Music I	Beginning Vocal Music II	Beginning Vocal Music III	Beginning Vocal Music IV	CCSS Alignment
<p>CN.11.BVMI.1 Identify connections at the appropriate level</p> <ul style="list-style-type: none"> <li>• between music and other fine arts</li> <li>• between music and disciplines outside the arts</li> </ul>	<p>CN.11.BVMII.1 Identify connections at a more complex level</p> <ul style="list-style-type: none"> <li>• between music and other fine arts</li> <li>• between music and disciplines outside the arts</li> </ul>	<p>CN.11.BVMIII.1 Identify connections at an increasingly-complex level</p> <ul style="list-style-type: none"> <li>• between music and other fine arts</li> <li>• between music and disciplines outside the arts</li> </ul>	<p>CN.11.BVMIV.1 Identify connections at an increasingly-complex level</p> <ul style="list-style-type: none"> <li>• between music and other fine arts</li> <li>• between music and disciplines outside the arts</li> </ul>	<p>CCRA.R.1, 2, 3, 4, 5, 6, 7, 8, 10 CCRA.SL.1, 2, 3, 4, 5, 6</p>
<p>CN.11.BVMI.2 Connect to music from various cultures and historical periods</p> <ul style="list-style-type: none"> <li>• <i>folk music</i></li> <li>• <i>jazz</i></li> <li>• <i>spirituals</i></li> <li>• <i>world music</i></li> </ul>	<p>CN.11.BVMII.2 Connect to music from various cultures and historical periods</p> <ul style="list-style-type: none"> <li>• <i>classical</i></li> <li>• <i>popular music</i></li> </ul>	<p>CN.11.BVMIII.2 Explore music from various cultures, historical periods, and/or events</p>	<p>CN.11.BVMIV.2 Investigate music from various cultures, historical periods, and/or events</p>	<p>CCRA.R.1, 2, 3, 4, 5, 6, 7, 8, 10 CCRA.SL.1, 2, 3, 4, 5, 6</p>
<p>CN.11.BVMI.3 Identify career opportunities in musical fields (e.g., business, education, performance <i>music therapy</i>, technology)</p>	<p>CN.11.BVMII.3 Describe career opportunities in musical fields (e.g., business, education, performance, <i>music therapy</i>, technology)</p>	<p>CN.11.BVMIII.3 Compare career opportunities in contrasting musical fields (e.g., business, education, performance, <i>music therapy</i>, technology)</p>	<p>CN.11.BVMIV.3 Research career opportunities in musical fields (e.g., business, education, performance, <i>music therapy</i>, technology) for presentation</p>	<p>CCR.R.1, 7 CCR.W.7, 8, 9 CCR.SL.1, 2, 3, 4, 5, 6</p>

## Glossary for Beginning Vocal Music I-IV

Articulation	The clear and effective utterance of vowels and consonants
Artistic conducting	The manner in which a person directs
Context	Environment that surrounds music, influences understanding, provides meaning, and connects to an event or occurrence
Dynamic	Loudness or softness of sound
Elements of music	Melody, harmony, rhythm, form
Etiquette	Protocols for behavior during a rehearsal or a performance
Expressive elements	Texture, dynamics, timbre, tempo
Expressive intent	The emotions, thoughts, and ideas that a performer or composer seeks to convey by manipulating the elements of music
Folk music	Music that is passed orally or by memorization and repetition from generation to generation
Form	The structure or shape of a musical work, based on repetition, contrast, and variation
Genre	Style, category, class, or type of music
Improvise	To create spontaneously
Motif	Brief rhythmic/melodic figure or pattern that recurs throughout a composition as a unifying element
Music therapy	Use of music to improve psychological, social, cognitive, and physical function
Repertoire	List of music pieces which a group or person has prepared or performed
Style	A characteristic of a particular period, person, or group of people that make genres of music unique (e.g., folk, symphony)
Timbre	The character or quality of a musical sound or voice as distinct from its pitch and intensity
World music	Music of indigenous peoples



## Contributors

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