

<b>Musical Term:</b>	<b>Definition:</b>	<b>What it should look like:</b>	<b>Example:</b>
<b>Melody</b>	Main tune or theme	Melodies should be simple, with step wise motion, in a comfortable range to allow students to fully participate and feel successful. Melody should end with dominant to tonic motion to provide appropriate closure. All melodies should be based on a diatonic scale.	A teacher may “piggyback” a cleanup song by using lyrics that provide direction on where students should put their papers and pencils after a test while using the simplicity and familiarity of the melody line of “Row, Row, Row Your Boat.”
<b>Tempo</b>	Speed of a song	Tempo should appropriately correspond with the student’s current state of arousal, using the iso-principle, or with the student’s desired behavior.	One may use a slower tempo to imitate a calm, relaxed state as the student’s take their seats at the beginning of the day, or a fast tempo to imitate quick movement towards the line at recess.
<b>Rhythm</b>	A strong, regular, repeated pattern of movement or sound	All rhythms should be contained within a simple 4/4 or 3/4 meter. Rhythms during any activity should be simple and predictable.	When reading a book that uses chant, one should speak in a consistent rhythmic pattern that provides a steady and predictable beat.
<b>Dynamics</b>	The degree of volume (softness/ loudness) in music	Dynamics indicate intention and emotion of a musical passage. Music dynamics parallel human dynamics in terms of moods, levels of excitability, and physical and psychological states. Therefore, the dynamics used in each activity should mimic the desired outcome or behavior. (Thaut, 2005)	When singing or playing a song about transitioning quietly in the hallway, one would use very soft dynamics to model appropriate “silent feet and voices” throughout the halls.
<b>Form</b>	Overall structure or plan of a song	The form of each song should provide clear structure and end with a perfect authentic cadence; giving closure to one section before beginning a new section. The melody should support the form by clearly outlining how a tune begins, where it goes, and how it will conclude. Predictability and familiarity are key.	Using call and response, the teacher may create the form of a song to allow for the “A section” to be teacher’s questions and the “B section” to be the student’s answer to the problem.
<b>Timbre</b>	Quality of sound that distinguishes one instrument, voice, or other sound source from another	Understanding the students’ tolerance of timbres is very important. A change in timbre may be used to grab attention or spark interest in a certain word or specified direction.	Teachers may use the timbre of an instrument to signal students when change is happening. For example, one might say “when you hear the triangle it’s time to push in your chairs and line up with your lunch box.
<b>Lyrics</b>	Words of a song	Lyrics should provide direction for desired behavior or task.	When writing words of a song or chant about taking turns with your neighbor during stations, one might use specific words like: ask, pass, wait, and/or share.