

DRUMLine Live

The HBCU Experience

www.drumlivelive.com

www.creativebookingagency.com

A Teacher's Guide to

The Most Exciting Show on the Theatrical Stage

Generic Invitation/Press Release to Directors

Introduction

Dear Educator,

As you make plans for your students to attend the spectacular theatrical stage production DRUMLine Live, we invite you to prepare your students by using this guide to assure that from beginning to end; the experience is both memorable and educationally enriching.

The material in this guide is for you, the teacher, and will assist you in preparing your students before the day of the event, and extending the educational value to beyond the walls of the theatre. We provide activity and/or discussion ideas, and other resources that will help to prepare your students to better understand and enjoy what they are about to see, and to help them connect what they see on stage to their studies. We also encourage you to discuss important aspects of the artistic experience, including audience etiquette.

We hope that each of your students find their imagination come alive as lights shine, curtains open, and applause rings through with the dynamic and exciting DRUMLine Live! As importantly, we hope that this Curriculum Guide helps you to bring the arts alive in your classroom!

Thank you for helping us to make a difference in the lives of our youth!!!

Musically,

The DRUMLine Live Staff

Pre-Performance – Overview of General Music Standards

DRUMLine Live addresses and supports the **National Association for Music Education** Standards K-12.

- **Content Standard 1:** Singing, alone and with others, a varied repertoire of music. Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with varied levels of difficulty, including some songs performed from memory.
- **Content Standard 2:** Performing on instruments, alone and with others, a varied repertoire of music. Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with varied levels of difficulty.
- **Content Standard 3:** Improvising melodies, variations, and accompaniments. Students improvise stylistically appropriate harmonizing parts.
- **Content Standard 4:** Composing and arranging music within specified guidelines. Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
- **Content Standard 5:** Reading and notating music. Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.
- **Content Standard 6:** Listening to, analyzing, and describing music. Students 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.
- **Content Standard 7:** Evaluating music and music performances. Students 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.
- **Content Standard 8:** Understanding the relationships between music, the other arts, and disciplines outside the arts. Students explain how elements, artistic processes (that is, imagination, craftsmanship), and organizational principles (that is, unity and variety, repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.
- **Content Standard 9:** Understanding music in relation to history and culture. Students 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.

*Content standards adopted by the **National Association for Music Education**.*

For more information <http://www.menc.org>.

Theatre Etiquette

- **Arrive on time**
Plan for possible delays in travel and parking. Please arrive 30 minutes prior to show time.
- **Students: Leave recording devices of any kind at home or in your backpack at school**
Video or audio recording and photography, including camera phones, are often prohibited by law and may disrupt the performance. They are not permitted and are considered very rude to the others around you
- **Teachers: Turn off or silence all personal electronics**
Beeps, clicks, tones and buzzes and light pollution emanated by personal electronics such as watches, pagers, Bluetooth devices, cell phones, etc. interrupt the performance and spoil the theatre experience.
- **Observe the instructions of ushers**
The ushers are present to offer assistance, ensure rules are observed and provide guidance in the case of an emergency evacuation. Please show them consideration. You will be asked to exit to the left of the theatre at the end of the performance.
- **Be respectful**
While entering and exiting the theatre: Put your hands in your pockets or behind your back. Talk very quietly. Once seated: Do not talk. Keep your feet on the ground. Put your hands in your lap or fold your arms.
- **Abstain from eating or drinking inside the theatre**
Crackling wrappers and containers and food messes in the auditorium are unwelcome. Food, candy, gum and drinks should never be brought inside the theatre.
- **Do not exit the auditorium during the performance except in the case of emergency**
If you must leave, please wait for an appropriate break in the performance. Teachers, please arrive early enough to escort students to the restroom prior to the start of the show.
- **Do not get onto the stage or place items on the edge of the stage**
To ensure the safety and security of performers and audiences, this behavior is strictly prohibited unless expressly permitted by a performer or staff member.
- **Dispose of garbage in proper receptacles**
Plan for possible delays.
- **Extend common courtesy and respect to your fellow audience members**
Civility creates a comfortable and welcoming theatre experience for all.

What are HBCUs? (History Black Colleges and Universities)

Historically Black Colleges and Universities (HBCUs) are institutions of higher learning that were established before 1964 with the intention of serving the African American community. There are more than 100 historically black colleges

and universities in the United States, located almost exclusively in the Southeast.

HBCUs were established after the Civil War as places of dignity and hope where young people had an opportunity to become professionals in the work place. These reconstruction era schools became the backbone of higher education for African Americans. It was in these bastions of higher education that the tradition of the show style marching band was born. This tradition began more than fifty years ago at schools such as Florida A&M, Southern, Grambling, Jackson State and Tennessee State Universities, which have long been considered the nation's preeminent black college marching band schools. HBCU marching bands began, as most do, as support for the college football team. They have since grown into a sport of their own, featuring characteristic high stepping, funky dance rhythms, and exciting musical repertoire ranging from classical to Top 40.

Celebrations of HBCU marching bands culminate in competitions such as the Florida Classic, the Honda Battle of the Bands, and the Bayou Classic. These competitions, which draw audiences of roughly 60,000 fans each, are a testament to the popularity of the Historically Black College and University experience. But it is only recently, with movies such as *Drumline*, backed by a flurry of high profile marching band appearances that this tradition has begun to capture the imagination of the American public and a worldwide audience.

The Drumline

A drumline is a section of percussion instruments in a marching band. Drumlines can be found on both the high school and college level in marching bands, drum and bugle corps, and pipe bands. They also perform on their own, separately from a full band. While drumlines have always been popular on large college campuses with a strong football tradition, they gained wider fame with the 2002 20th Century Fox movie, *Drumline*, which brought worldwide attention to the great traditions of Historically Black Colleges and Universities.

There are two main components of a drumline. The battery is the section that marches on the field as a group. In the battery you'll find snare drums, bass drums, tenor drums and cymbals. The front ensemble does not move, but remains set in one place on the field. This section consists of mallet instruments such as xylophones, marimbas, and timpani. You may also see congas, claves, gongs, bongos, tambourines, and other percussion instruments.

One of the big challenges of a marching band is "keeping it all together." Unlike most other musical ensembles, marching bands perform outdoors (sometimes in bad weather) and are executing complicated choreography while they're playing. Here's where the drumline is essential; it provides the same important time-keeping function of a drum set player in a rock or jazz band. The popularity of marching band competitions has raised the standard of drumline performance. To win competitions, ensembles have to be excellent musicians and also come up with new and improved "tricks" and techniques every year.

Marching bands evolved out of military bands. Originally, instruments such as drums and bugles were used to direct the movement of troops on the battlefield or set a marching pace for soldiers. Many aspects of military bands survive today in marching bands—from the commands used to direct the formation ("About face!" "Forward march!") to the precision-drilled marching formations and military-style uniforms. As music became less important in battle, military bands were increasingly used for ceremonial occasions and public concerts. New instruments were invented, and composers such as John Philip Sousa wrote music for brass and military bands.

Field musicians, particularly the drummers, had a long history of staging drumming competitions to demonstrate their skill. Separate from the military bands, these demonstration parade units consisted of the traditional field music units and color guards bearing rifles and swords. After World War II, the drum corps (bugles, drums, and color guards) shifted from parade activity to field shows. The field, often an athletic playing field, provided the space for more

ambitious and complex demonstrations of marching maneuvers.

Today's marching bands typically include brass, percussion, and woodwinds. Some marching bands can have upwards of 300 members. The DRUMLine Live consists of about 27 band members and 4 dancers. They exemplify the best musicianship that Historically Black Colleges and Universities have to offer. Be prepared to be Amazed!!!

Marching Fundamentals

Part of the fun of a marching band performance is watching the precision drill, where the band members arrange themselves into different formations on the field. The shapes they make can be geometrical, abstract, or even the school logo. New members joining the band are given a drill book, with diagrams of where they belong in each formation. Hours of rehearsal go into creating these drills and transitioning from one formation to the next. Band members may walk, march, or even dance into their positions, but every move is very tightly choreographed. There are all kinds of special steps and maneuvers used in the drill. Here are a few of the basic ones:

High Step/Point and Drive - a style of marching often used by HBCU marching bands that involves lifting the knee very high with a pointed toe and driving style

Glide or Roll Step - stepping gently on the heel with the toe pointed up, and then rolling forward onto toes before lifting the foot

Floating - everybody moving together, without breaking up the design

Flanks - military style left, right, and to the rear turns either stationary or in motion

Marking Time - marching in place

Performance

It's Showtime!!!

During the performance watch for:

- Facial expressions and actions
- Costumes
- Props
- Music and sound effects
- Lighting
- Vivid stories and themes

You have an important role to play; it wouldn't be a performance without you! Your part is to pretend the play is real.

Part of this includes accepting certain theatre ways, or conventions:

1. The choreography tells a story with movement. Musicians tell a story with instruments and sound.
2. Musicians may play songs that tell about a story, their feelings, or a theme.
3. Dancers and Musicians may speak to each other and the audience.
4. A performer may play several different parts (doubling) by changing their voice, costume or posture.
5. Places are suggested by panels on the set, other staging cues and by props.

How to play your part:

A performance is different from television or a movie. The performers are right in front of you and can see your reactions, feel your attention, and hear your laughter and applause. Watch and listen carefully to understand the story. The story is told or the mood is set by the performers and comes to life through your imagination.

Percussion Instruments Sponsored by Yamaha

Xylophone - This instrument consists of a set of wooden keys (made of wood, plastic, or rubber) of graduating lengths. The keys are struck with mallets to produce their sound; the shorter the key, the higher the pitch.

Glockenspiel (GLOK-in- shpeel) - a set of tuned steel bars played with wooden hammers. It pitched much higher than the xylophone and has no resonators. The marching-band version of this instrument, also known as a **bell lyre**, is shaped like a lyre and held upright.

Cymbals - This modern percussion instrument consists of two metal plates that are banged together to produce a clashing sound. Cymbals are also part of the drum set used in jazz, rock, and other contemporary music; among these is the *hi-hat*, a pair of cymbals mounted on a stand and operated with a foot pedal.

Bass drum - can be anywhere from 13" to 36" in diameter; the larger the drum, the lower the pitch. In marching bands there is a "bass line" with up to 5 band members playing bass drums of different pitches.

Snare drum - a small, wooden two- headed drum with "snares"—wires made of plastic, animal gut, or metal—stretched across its lower head. When the top drumhead is struck with wooden sticks, the snares vibrate against the bottom head, making a rattling sound.

Cowbell - as its name implies, this metal instrument developed from the bell hung around a cow's neck to help the herder keep track of its whereabouts. In music, you'll hear the cowbell keeping the beat in salsa, pop, R&B, hip-hop, and other genres. Unlike its ancestor, this cowbell has no clapper. It is played by hitting with a stick, with different tones produced by striking different parts of the bell. Cowbells are also popular noisemakers at sports events.

Shakers, scrapers, and other percussion - these instruments add all kinds of interesting colors and effects to the band or orchestra. They include the anvil, castanets, chimes, claves, cowbell, güiro, maracas, ratchet, shekere, tambourine, temple blocks, triangle, washboard, whip, and wood block.

Brass and Woodwind Instruments Sponsored by Yamaha

Trumpet – the highest instrument in the brass family. It has a brighter tone than the cornet and flugelhorn, which it closely resembles. The trumpet is a versatile instrument, used in marching bands, jazz ensembles, and classical orchestras.

Cornet – a three-valve brass instrument similar to the trumpet, but with a deeper mouthpiece and a mellower tone. The cornet is used in military and brass bands, but not generally in a symphony orchestra.

Mellophone – a brass instrument used in marching bands in place of the French horn. Unlike the French horn, it has a bell that faces forward, so the sound travels in the direction the player is marching.

Trombone – a brass instrument that produces different notes using a slide instead of valves to change the length of the tubing. There is a regular (tenor) and the bass trombone. The bass version has two valves that allow it to play lower notes.

Euphonium (you-FO- nee-um) - a smaller, higher relative of the tuba. It can have three or four valves. There's a close relative to the euphonium called a baritone.

Tuba – the largest and lowest of the brass instruments, used in classical music and concert bands. They can have anywhere from three to six valves. The tuba is twice as long as the euphonium or baritone. In fact, if you uncoiled the tubing of a B-flat tuba, it would be 18 feet long!

Flute – a metal instrument played by blowing air against the edge (rather than into) the mouthpiece. The concert flute has 25 keys that open or closes off holes along the length of the instrument. Different pitches are produced depending on which finger-holes are opened or closed and on how the flute is blown. Flutes were originally made of wood, which explains why they're in the woodwind family. They are unlike the other members of this group in that they don't have a reed, and they're held horizontally instead of vertically.

Piccolo – a smaller version of the flute. Pitched an octave higher than the flute, it's the highest instrument in the orchestra or band. Piccolos are usually made from metal or wood.

Clarinet – a family of instruments of different sizes and ranges. Clarinets are usually made of wood, with metal

keys. On the underside of the mouthpiece is a single reed, a thin strip of plant or synthetic material that vibrates when the player blows air across it.

Saxophone – an instrument invented in the 1840s by Adolphe Sax. Because it arrived on the scene rather late compared to other instruments, you won't often find the saxophone in classical orchestras. Though it is made of brass, it's considered a woodwind because it is played the same way as most of the other woodwinds; sound is produced by an oscillating reed and the different notes are produced by opening and closing keys. The smaller, higher-pitched saxophones are straight, but the larger saxes have a U-shaped bend that makes the bell point straight up. The instrument has a distinctive tone that has made it popular in pop, big band music, rock and roll, and especially jazz.

Post-Performance

Creation of Historically Black Colleges and Universities

The overwhelming majority of HBCUs opened after 1865 in response to the need to have institutions to educate newly freed slaves who were not being admitted into the existing white institutions.

- Why were newly freed slaves unwelcome in existing white institutions?
- What do you think would have been different if the newly freed slaves had been allowed into the existing white institutions?
- What are the benefits of the creation of Historically Black Colleges and Universities?
- Why are most of the Historically Black Colleges and Universities located in the South East portion of the U.S.?

Brown v. Board of Education

A landmark decision of the United States Supreme Court that declared state laws establishing separate public schools for black and white students and denying black children equal educational opportunities unconstitutional. The decision overturned the *Plessy v. Ferguson* decision of 1896, which permitted segregation. Handed down on May 17, 1954, the Warren Court's unanimous (9–0) decision stated, "separate educational facilities are inherently unequal." As a result, de jure racial segregation was ruled a violation of the Equal Protection Clause of the Fourteenth Amendment of the United States Constitution. This victory paved the way for integration and the civil rights movement.

- How does Brown v. Board of Education play a role in the creation and progress of Historically Black Colleges and Universities?
- What is the relationship between Brown v. Board of Education and the Fourteenth Amendment?
- Who were some of the major players in the Civil Rights Movement? What was their contribution?
- Can you recall any other instances in History when Blacks were segregated or not treated as equals?

Which Instrument is your favorite?

The **percussion** family is the oldest, largest, and most diverse section of a band or orchestra. Its members include any instrument that is played by hitting, shaking, rubbing, or scraping. Some can play specific pitches (tuned percussion), while others do not (un-tuned percussion).

Instruments in the **brass** family are all made of metal tubing with a cup-shaped mouthpiece at one end and a wide opening (called the bell) at the other end. They are played by buzzing your lips against the mouthpiece to

make the air inside the tube vibrate. As with the strings and woodwinds, how high or low a sound the instrument makes is related to its size; in a brass instrument, the longer the tubing, the lower the sound. The opening inside the tubing of a brass instrument is known as the bore. The size and shape of the bore also affects the way the instrument sounds.

Most members of the **woodwind** family were originally made of wood, but these days most often are made out of brass or another metal. Like brass instruments, the woodwinds produce their sound by making air vibrate inside a hollow tube. Instead of buzzing their lips against a mouthpiece, however, woodwind players blow air against or into an opening in the instrument. With most woodwinds, the player blows against a thin piece of wood called a reed. The flute and piccolo are a bit different; they don't have a reed and the player blows against the edge of the opening rather than directly into it.

- If you could (or do) play any instrument which one would you choose and why?
- What are some of the instruments typically seen in a traditional marching band?
- How can learning to read and play music benefit you in your everyday life?
- What types of skills must a person know in order to be successful in a marching band?

Are you ready for the Drumline Challenge?

With your class, come up with a few different and interesting formations. Decide whether or not you all want to move in exactly the same way. Practice transitioning from one drill to the next.

- Does it look better when you walk or march into position, or if you choreograph a dance (synchronized steps and movements) to get you from place to place?

Try this exercise again in two or more groups and challenge each other the way the bands do in Drumline.

Remember: it's not just about the moves, but also about the energy and feeling you put into "selling" the drill.

- Which group moves better and why?
- Whose performance was the flashiest and most exciting? What did they do differently to stand out?

Imagine doing these drills while also playing an instrument, marching, and dancing. Consider how much hard work goes into preparing a marching band for a performance.

- Can you compare it to anything you do in your own life?
- How many hours a week do you think marching bands practice in order to prepare for a performance?

Design Your Own Halftime Show

Does your school have a marching band? After you have seen the performance of DRUMLine Live, think about elements of the production that could be used by your school's band.

- Was there a piece of music you especially liked? A costume design? Props? Choreography?

Working with several classmates, create your own production design for a marching band number that could be performed by your school ensemble at halftime. Make sure to specify as much detail as possible. Find a recording of the music you would use and decide which marching-band instruments would play.

- Sketch the costumes, scenery, and props.
- Work out some of the steps for the choreography.
- Sketch the formation changes by using a diagram or any other creative method you can think of.
- Think about the lighting design.

Present your concept to the rest of the class.

- Which of your ideas did they like most? Take notes on the ideas you liked.
- How can you improve your idea and build on it?

MUSIC GLOSSARY

TITLE	GROUP/COMPOSER	YEAR COMPOSED	ARRANGER
Africa, Ceremony and Ritual	Robert W. Smith	1994	Raymond Rolle
Africano	Earth, Wind, and Fire	1975	Raymond Rolle
Amazing Grace	John Newton	1779	Terry Jones
Amen	Spiritual	Undetermined	Terry Jones
And Love Goes On	Earth, Wind, and Fire	1981	Keven Shepherd
Baby Love	Supremes	1964	Raymond Rolle
Beat It	Michael Jackson	1982	Raymond Rolle
Beat That (Cadence)	Tovah Lovely	2008	Nicholas Thomas
Before I Let Go	Frankie Beverly and Maze	1981	Keven Shepherd
Billie Jean	Michael Jackson	1982	Raymond Rolle
Call Him Up	Keith Pringle	1981	Nicholas Thomas
Children's Story	Slick Rick	1988	Keven Shepherd
Cold Hearted Snake	Paula Abdul	1981	Raymond Rolle
Da Butt	EU	1981	Keven Shepherd
Do I Do	Stevie Wonder	1982	Keven Shepherd
Do What Cha Wanna	Undetermined	Undetermined	Raymond Rolle
Flash Light	Parliament Funkadelic	1978	Keven Shepherd
Footsteps in the Dark	Isley Brothers	2004	Keven Shepherd
Georgia On My Mind	Hoagy Carmichael	1930	Lindsey Sarjeant
Get Ready	Temptations	1966	Keven Shepherd
Go Tell It On The Mountain	John W. Work	1907	Larry Smith
I Want You Back	Jackson 5	1976	Keven Shepherd
TITLE	GROUP/COMPOSER	YEAR COMPOSED	ARRANGER
I've Got That Feeling	James Brown	1968	Raymond Rolle
In The Stone	Earth, Wind, and Fire	1979	Keven Shepherd
It Don't Mean A Thing	Duke Ellington	1931	Raymond Rolle
Jump On It	Sugar Hill Gang	1999	Keven Shepherd
Morris Brown	Outkast	2006	Nicholas Thomas
Rock of Ages	TM Youth Mass Choir/Rev. A.M. Toplady	1763	Raymond Rolle
Shout It Out/Dancing Machine	Jackson 5	1974	Nicholas Thomas
The Show	Doug E. Fresh	1985	Keven Shepherd
Shining Star	Earth, Wind, and Fire	1975	Keven Shepherd
Sing, Sing, Sing	Benny Goodman	1937	Lindsey Sarjeant
Sir Duke	Stevie Wonder	1977	Keven Shepherd
Smooth Criminal	Michael Jackson	1987	Raymond Rolle
SOS	SOS Band	1980	Raymond Rolle
Talking Out the Side of Your Neck	Cameo	1984	Raymond Rolle
Thriller	Michael Jackson	1982	Raymond Rolle
Treat'em Right	Chubb Rock	1990	Keven Shepherd
Waffle House (Cadence)	Demetrius Hubert	2002	Demetrius Hubert
When The Saints Go Marching In	Louis Armstrong	1930	Blake Gaines
You Brought The Sunshine	Clark Sisters	2002	Raymond Rolle

Musical Terms	Definition
A cappella -	One or more vocalists performing without an accompaniment.
Accelerando -	A symbol used in musical notation indicating to gradually quicken tempo.
Adagio -	A tempo having slow movement; restful at ease.
Allegro -	A direction to play lively and fast.
Beat -	The unit of musical rhythm.
Cantabile -	A style of singing which is characterized by the easy and flowing tone of the composition.
Chant -	Singing in unison, texts in a free rhythm. Similar to the rhythm of speech.
Choir -	Group of singers in a chorus.
Chord -	3 or 4 notes played simultaneously in harmony.
Chorus -	A group singing in unison.
Chromatic scale -	Includes all twelve notes of an octave.
Clef -	In sheet music, a symbol at the beginning of the staff defining the pitch of the notes found in that particular staff.
Conductor -	One who directs a group of performers. The conductor indicates the tempo, phrasing, dynamics, and style by gestures and facial expressions.
Duet -	A piece of music written for two vocalists or instrumentalists.
Dynamics -	Pertaining to the loudness or softness of a musical composition. Also the symbols in sheet music indicating volume.
Encore -	A piece of music played at the end of a recital responding to the audience's enthusiastic reaction to the performance, shown by continuous applause.
Energico -	A symbol in sheet music a direction to play energetically.
Ensemble -	The performance of either all instruments of an orchestra or voices in a chorus.
Espressivo -	A direction to play expressively.
Falsetto -	A style of male singing where by partial use of the vocal chords, the voice is able to reach the pitch of a female.
Fermata -	To hold a tone or rest held beyond the written value at the discretion of the performer.
Finale -	Movement or passage that concludes the musical composition.

Musical Terms	Definition
Flat -	A symbol indicating that the note is to be diminished by one semitone.
Forte -	A symbol indicating to play loud.
Glee -	Vocal composition written for three or more solo parts, usually without instrumental accompaniment.
Grandioso -	Word to indicate that the movement or entire composition is to be played grandly.
Harmony -	Pleasant combination of two or three tones played together in the background while a melody is being played. Harmony also refers to the study of chord progressions.
Instrumentation -	Arrangement of music for a combined number of instruments.
Interpretation -	The expression the performer brings when playing his instrument.
Interval -	The distance in pitch between two notes.
Intonation -	The manner in which tones are produced with regard to pitch.
Introduction -	The opening section of a piece of music or movement.
Key -	System of notes or tones based on and named after the key note.
Key signature -	The flats and sharps at the beginning of each staff line indicating the key of music the piece is to be played.
Legato -	Word to indicate that the movement or entire composition is to be played smoothly.
Maestro -	Refers to any great composer, conductor, or teacher of music.
March -	A form of music written for marching in two-step time. Originally the march was used for military processions.
Measure -	The unit of measure where the beats on the lines of the staff are divided up into two, three, four beats to a measure.
Medley -	Often used in overtures, a composition that uses passages from other movements of the composition in its entirety.
Modulation -	To shift to another key.
Monotone -	Repetition of a single tone.
Musicology -	The study of forms, history, science, and methods of music.

Musical Terms	Definition
Natural -	A symbol in sheet music that returns a note to its original pitch after it has been augmented or diminished.
Notation -	First developed in the 8th century, methods of writing music.
Octave -	Eight full tones above the key note where the scale begins and ends.
Octet -	A composition written for eight instruments.
Opera -	A drama where the words are sung instead of spoken.
Orchestra -	A large group of instrumentalists playing together.
Orchestration -	Arranging a piece of music for an orchestra. Also, the study of music.
Ostinato -	A repeated phrase.
Overture -	Introduction to an opera or other large musical work.
Pentatonic Scale -	A musical scale having five notes. For example: the five black keys of a keyboard make up a pentatonic scale.
Phrase -	A single line of music played or sung. A musical sentence.
Piano -	An instruction in sheet music to play softly. Abbreviated by a "p".
Pitch -	The frequency of a note determining how high or low it sounds.
Pizzicato -	String instruments that are picked instead of bowed.
Prelude -	A short piece originally preceded by a more substantial work, also an orchestral introduction to opera, however not lengthy enough to be considered an overture.
Presto -	A direction in sheet music indicating the tempo is to be very fast.
Quartet -	A set of four musicians who perform a composition written for four parts.
Quintet -	A set of five musicians who perform a composition written for five parts.
Reed -	The piece of cane in wind instruments. The players cause vibrations by blowing through it in order to produce sound.
Refrain -	A repeating phrase that is played at the end of each verse in the song.
Rhythm -	The element of music pertaining to time, played as a grouping of notes into accented and unaccented beats.

Musical Terms	Definition
Root -	The principal note of a triad.
Round -	A canon where the melody is sung in two or more voices. After the first voice begins, the next voice starts singing after a couple of measures are played in the preceding voice. All parts repeat continuously.
Scale -	Successive notes of a key or mode either ascending or descending.
Septet -	A set of seven musicians who perform a composition written for seven parts.
Sequence -	A successive transposition and repetition of a phrase at different pitches.
Sextet -	A set of six musicians who perform a composition written for six parts.
Sharp -	A symbol indicating the note is to be raised by one semitone.
Slur -	A curve over notes to indicate that a phrase is to be played legato.
Soprano -	The highest female voice.
Staccato -	Short detached notes, as opposed to legato.
Staff -	Made up of five horizontal parallel lines and the spaces between them on which musical notation is written.
String Quartet -	A group of 4 instruments, two violins, a viola, and cello.
Symphony -	Three to four movement orchestral piece, generally in sonata form.
Temperament -	Refers to the tuning of an instrument.
Tempo -	Indicating speed.
Theme -	A melodic or, sometimes a harmonic idea presented in a musical form.
Timbre -	Tone color, quality of sound that distinguishes one verse or instrument to another. It is determined by the harmonies of sound.
Time Signature -	A numeric symbol in sheet music determining the number of beats to a measure.
Tone -	The intonation, pitch, and modulation of a composition expressing the meaning, feeling, or attitude of the music.
Tone less -	Unmusical, without tone.
Tonic -	The first tone of a scale also known as a keynote.

Musical Terms	Definition
Treble -	The playing or singing the upper half of the vocal range. Also the highest voice in choral singing.
Triad -	Three note chords consisting of a root, third, and fifth.
Trio -	A composition written for three voices and instruments performed by three persons.
Triplet -	Three notes played in the same amount of time as one or two beats.
Tune -	A rhythmic succession of musical tones, a melody for instruments and voices.
Tuning -	The raising and lowering a pitch of an instrument to produce the correct tone of a note.
Sequence -	A successive transposition and repetition of a phrase at different pitches.
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Staccato -	Short detached notes, as opposed to legato.
Staff -	Made up of five horizontal parallel lines and the spaces between them on which musical notation is written.
String Quartet -	A group of 4 instruments, two violins, a viola, and cello.
Symphony -	Three to four movement orchestral piece, generally in sonata form.
Temperament -	Refers to the tuning of an instrument.
Tempo -	Indicating speed.
Theme -	A melodic or, sometimes a harmonic idea presented in a musical form.
Timbre -	Tone color, quality of sound that distinguishes one verse or instrument to another. It is determined by the harmonies of sound.
Time Signature -	A numeric symbol in sheet music determining the number of beats to a measure.
Tone -	The intonation, pitch, and modulation of a composition expressing the meaning, feeling, or attitude of the music.

Musical Terms	Definition
Tone less -	Unmusical, without tone.
Tonic -	The first tone of a scale also known as a keynote.
Treble -	The playing or singing the upper half of the vocal range. Also the highest voice in choral singing.
Triad -	Three note chords consisting of a root, third, and fifth.
Trio -	A composition written for three voices and instruments performed by three persons.
Triplet -	Three notes played in the same amount of time as one or two beats.
Tune -	A rhythmic succession of musical tones, a melody for instruments and voices.
Tuning -	The raising and lowering a pitch of an instrument to produce the correct tone of a note.