GLOSSAR: UNTERRRICHTSAKTIVITÄTEN und SEQUENZIELLES MUSIKLERNEN

Deutscher Begriff	Englischer Originalbegriff	Englische Erklärungen von Gordon[1] bzw. deutsche Erklärungen
Audiation	**Audiation**	Hearing and comprehending in one's mind sound of music [that is] not, or may never have been, physically present. It is not imitation or memorization. There are six stages of audiation and eight types of audiation.[1]
audiieren	audiate	

Deutscher Begriff	Englischer Originalbegriff	Englische Erklärungen
Unterrichtsaktivitäten	**classroom acitivities**	Traditional activities in classroom music coordinated with learning sequence activities.[1]
singen	sing	
chanten	chant	
bewegen	move	
erfinden	create	Creativity – Spontaneous audition and use of tonal patterns and rhythm patterns without restrictions.[1]
improvisieren	improvise	Improvisation – Spontaneous audition and use of tonal patterns, rhythm patterns, and harmonic patterns and progressions with restrictions.[1]
aufführen	perform	
spielen	play	
lesen	read	
schreiben	write	

Deutscher Begriff	Englischer Originalbegriff	Englische Erklärungen
sequenzielles Musiklernen	**learning sequence activities**	Activities that include skill learning sequence, tonal and rhythm learning sequences, and pattern learning sequences. They usually take place during the first ten minutes of a class or rehearsal. Tonal and rhythm register books are used by a teacher in learning sequence activities.[1]
Unterscheidungslernen	**discrimination learning**	Lower of two generic types of skill learning. In discrimination learning, students are taught skills and patterns through imitation. Discrimination learning includes aural/oral, verbal association, partial synthesis, symbolic association- reading, symbolic association- writing, composite synthesis- reading and composite synthesis- writing. Discrimination learning is readiness for inference learning.[1]
Hören/Wiedergeben	aural/oral	Initial (most elementary) level of discrimination learning and foundation for all other levels of discrimination learning and inference learning. At this level of learning, students use a neutral syllable to imitate tonal patterns and rhythm patterns.[1]
Verbalverknüpfung	verbal association	A level of discrimination learning. At this level of learning, students learn a vocabulary of tonal patterns using tonal syllables and a vocabulary of rhythm patterns using rhythm syllables. The same patterns are taught at the aural/oral and verbal association levels. Proper names of classifications and functions are also learned at the verbal association level.[1]
Teilsynthese	partial synthesis	A level of discrimination learning. At this level of learning, students audiate the tonality of series of familiar tonal patterns and meter of a series of familiar rhythm patterns.[1]
Symbolverknüpfung	symbolic association	
Symbolverknüpfung- Lesen	*symbolic association- reading*	A level of discrimination learning. At this level of learning, students read familiar tonal patterns and rhythm patterns in familiar or unfamiliar order they have been taught at aural/oral and verbal association levels of learning.[1]
Symbolverknüpfung- Schreiben	*symbolic association- writing*	A level of discrimination learning. At this level of learning, students notate familiar tonal patterns and rhythm patterns in familiar or unfamiliar order they have been taught at aural/oral and verbal association levels of learning.[1]
Gesamtsynthese	composite synthesis	
Gesamtsynthese- Lesen	*composite*	Highest (most advanced) level of discrimination learning. At

	synthesis- reading	this level of learning, students learn to read comprehensively, using tonal syllables and rhythm syllables, series of tonal patterns, and series of rhythm patterns taught at lower levels of learning.[1]
Gesamtsynthese- Schreiben	*composite synthesis- writing*	Highest (most advanced) level of discrimination learning. At this level of learning, students learn to notate comprehensively, using tonal syllables and rhythm syllables, series of tonal patterns, and series of rhythm patterns taught at lower levels of learning.[1]
Inferenzlernen	**inference learning**	Higher of two generic types of skill learning. In inference learning students are guided by the teacher to learn skills and tonal and rhythm patterns by teaching themselves. Students are not taught by imitation in inference learning. Inference learning includes generalization- aural/oral, generalization- verbal, generalization- symbolic, creativity/improvisation- aural/oral, creativity/improvisation- symbolic, theoretical understanding- aural/oral, theoretical understanding- verbal, and theoretical understanding- symbolic.[1] Inferenz: aufbereitetes Wissen, das aufgrund von logischen Schlussfolgerungen gewonnen wurde (Duden) Inferenzlernen beinhaltet die Aspekte Transfer und Schlussfolgerung. (EEGG Arbeitsgruppe)
Generalisieren / Verallgemeinern	generalization	Für diese Stufe der Lernsequenz sind derzeit beide Begriffe (Generalisieren, Verallgemeinern) gleichwertig in Gebrauch, eine endgültige Entscheidung ist noch nicht gefallen.
Generalisieren- Hören/Wiedergeben bzw. *Verallgemeinern- Hören/Wiedergeben*	*generalization- aural/oral*	First (most elementary) level of inference learning. At this and all other levels of inference learning, students audiate familiar and unfamiliar tonal patterns and rhythm patterns in unfamiliar order. The aural/oral level of discrimination learning is direct readinesses for generalization- aural/oral inference learning.[1]
Generalisieren- Verbalverknüpfung bzw. *Verallgemeinern- Verbalverknüpfung*	*generalization- verbal*	One level of inference learning. At this level of learning, students verbally associate and synthesize familiar and unfamiliar tonal patterns and rhythm patterns in unfamiliar order. The verbal association and partial levels of discrimination learning are direct readinesses for generalization- verbal inference learning.[1]
Generalisieren- Symbolverknüpfung bzw. *Verallgemeinern- Symbolverknüpfung*	*generalization- symbolic*	One level of inference learning. At this level of learning, students read and notate familiar and unfamiliar tonal patterns and rhythm patterns in unfamiliar order. The symbolic association and composite synthesis levels of discrimination learning are direct readinesses for generalization- symbolic inference learning.[1]
Erfinden/Improvisieren	creativity/ improvisation	
Erfinden/Improvisieren- Hören/Wiedergeben	*creativity/ improvisation- aural/oral*	One level of inference learning. Creativity/improvisation takes place with verbal association (using tonal syllables to perform tonal patterns and rhythm syllables to perform rhythm patterns) or without verbal association (using a neutral syllable to perform tonal patterns and to perform rhythm patterns). At this level of learning, students create and improvise using familiar patters, those imitated in discrimination learning, and unfamiliar patterns.[1]
theoretisches Verstehen	theoretical understanding	Highest level of inference learning. Theoretical understanding includes three subparts: aural/oral, verbal and symbolic. At this level of learning, students learn theoretical information, such as pitch letter-names of lines and spaces of the staff and time-value of notes as they work with familiar and unfamiliar tonal patterns and rhythm patterns in unfamiliar order. At previous levels of learning, "what" and "when" are emphasized. "Why" is emphasized at the theoretical understanding level of learning.[1]

1[1] Edwin E. Gordon: "Learning Sequences in Music", GIA 2012, Glossar-Einträge S. 389-415

Diese Begriffe werden von der damit befassten Arbeitsgruppe empfohlen, um zukünftig eine einheitlichere deutsche MLT-Terminologie zu verwenden (Stand: 20.05.13). Das Glossar wird demnächst um weitere Themenbereiche erweitert, was – zusammen mit eventuellen Änderungen – in Kürze auf der Homepage abrufbar sein soll: www.gordon-gesellschaft.de

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