

DISCRIMINATION LEARNING	INFERENCE LEARNING
Aural/Oral	Generalization <i>Aural/Oral — Verbal — Symbolic</i>
Verbal Association	
Partial Synthesis	Creativity/Improvisation <i>Aural/Oral — Symbolic</i> <i>Reading — Writing</i>
Symbolic Association <i>Reading — Writing</i>	
Composite Synthesis <i>Reading — Writing</i>	Theoretical Understanding

DISCRIMINATION LEARNING	INFERENCE LEARNING
Aural/Oral	Generalization <i>Aural/Oral — Verbal — Symbolic</i>
Students develop aural and oral musical “vocabulary” through listening and performing on neutral syllables.	Students teach themselves new information by independently applying skills learned at the Aural/Oral, Verbal Association, or Symbolic Association level to unfamiliar patterns or unfamiliar songs/chants.
Verbal Association	Creativity/Improvisation <i>Aural/Oral — Symbolic</i> <i>Reading — Writing</i>
Students learn to sing tonal syllables and chant rhythm syllables and use them as a tool for naming content previously audiated and performed at the Aural/Oral level.	Students independently apply skills learned at the Aural/Oral, Verbal Association, or Symbolic Association level to create and perform new musical material.
Partial Synthesis	Theoretical Understanding
Students learn to compare and recognize tonal or rhythm contexts of familiar content (learned at Aural/Oral and Verbal Association) with the syllables removed.	Students learn theoretical information explaining how musical sounds are constructed and/or audiated (i.e. traditional music theory).
Symbolic Association <i>Reading — Writing</i>	
Students learn to read and write notation for content previously audiated and performed at the Aural/Oral and Verbal Association levels.	
Composite Synthesis <i>Reading — Writing</i>	
Students learn to read and write familiar series of patterns and name the tonality/meter.	