

# Texas Teaching Standards

## Kindergarten

### Music Literacy

1. *The student describes and analyzes musical sound. The student is expected to:*
  - A. identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices
  - B. identify the timbre of adult and child singing voices
    - i. identify the timbre of adult singing voices
    - ii. identify the timbre of child singing voices
  - C. identify the timbre of instrument families
  - D. identify same/different in beat/rhythm, higher/lower, louder, softer, faster/slower, and simple patterns in musical performances
  - E. identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation
    - i. identify beat using iconic representation
    - ii. identify rhythm using iconic representation
    - iii. identify simple two-tone or three-tone melodies using iconic representation

### Creative Expression

2. *The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:*
  - A. sing or play classroom instruments independently or in groups
  - B. sing songs or play classroom instruments from diverse cultures and styles independently or in groups
    - i. sing songs or play classroom instruments from diverse cultures independently or in groups
    - ii. sing songs or play classroom instruments from diverse styles independently or in groups
  - C. move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement
    - i. move alone or with others to a varied repertoire of music using gross locomotor movement
    - ii. move alone or with others to a varied repertoire of music using gross non-locomotor movement
    - iii. move alone or with others to a varied repertoire of music using fine locomotor movement
    - iv. move alone or with others to a varied repertoire of music using fine non-locomotor movement
  - D. perform simple partwork, including beat versus rhythm
  - E. perform music using louder/softer and faster/slower
    - i. perform music using louder/softer
    - ii. perform music using faster/slower



## Historical & Cultural Relevance

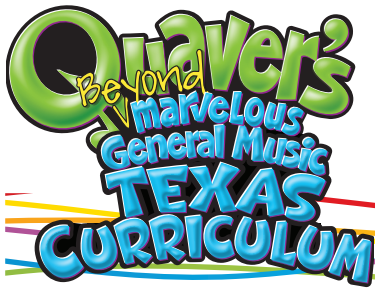
### 3. *The student examines music in relation to history and cultures. The student is expected to:*

- A.** sing songs and play musical games, including rhymes, folk music, and seasonal music
  - i.** sing songs, including rhymes
  - ii.** sing songs, including folk music
  - iii.** sing songs, including seasonal music
  - iv.** play musical games, including rhymes
  - v.** play musical games, including folk music
  - vi.** play musical games, including seasonal music
- B.** identify simple interdisciplinary concepts related to music

## Critical Evaluation & Response

### 4. *The student listens to, responds to, and evaluates music and musical performances. The student is expected to:*

- A.** identify and demonstrate appropriate audience behavior during live or recorded performances
  - i.** identify appropriate audience behavior during live or recorded performances
  - ii.** demonstrate appropriate audience behavior during live or recorded performances
- B.** identify steady beat in musical performances
- C.** compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances
  - i.** compare same/different in beat/rhythm in musical performances
  - ii.** compare same/different in higher/lower in musical performances
  - iii.** compare same/different in louder/softer in musical performances
  - iv.** compare same/different in faster/slower in musical performances
  - v.** compare same/different in simple patterns in musical performances



# Texas Teaching Standards

## 1st Grade

### Music Literacy

1. ***The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:***
  - A. identify the known five voices and adult/children singing voices
  - B. identify visually and aurally the instrument families
    - i. identify visually the instrument families
    - ii. identify aurally the instrument families
  - C. use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano
    - i. use basic music terminology in describing changes in tempo, including allegro/largo
    - ii. use basic music terminology in describing changes in dynamics, including forte/piano
  - D. identify and label repetition and contrast in simple songs such as AB, AABA, or ABAC pattern
    - i. identify repetition in simple songs
    - ii. identify contrast in simple songs
    - iii. label repetition in simple songs
    - iv. label contrast in simple songs
2. ***The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:***
  - A. read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter
    - i. read rhythmic patterns, including quarter note/paired eighth notes
    - ii. read rhythmic patterns, including quarter [rest]
    - iii. write rhythmic patterns, including quarter note/paired eighth notes
    - iv. write rhythmic patterns, including quarter [rest]
    - v. reproduce rhythmic patterns, including quarter note/paired eighth notes
    - vi. reproduce rhythmic patterns, including quarter [rest]
  - B. read, write, and reproduce melodic patterns, including three tones from the pentatonic scale
    - i. read melodic patterns, including three tones from the pentatonic scale
    - ii. write melodic patterns, including three tones from the pentatonic scale
    - iii. reproduce melodic patterns, including three tones from the pentatonic scale



## Creative Expression

- 3. *The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:***
- A.** sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups
    - i. sing tunelessly or play classroom instruments including rhythmic patterns independently or in groups
    - ii. sing tunelessly or play classroom instruments, including melodic patterns independently or in groups
  - B.** sing songs or play classroom instruments from diverse cultures and styles, independently or in group
    - i. sing songs or play classroom instruments from diverse cultures, independently or in groups
    - ii. sing songs or play classroom instruments from diverse styles, independently or in groups
  - C.** move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement
    - i. move alone or with others to a varied repertoire of music using gross locomotor movement
    - ii. move alone or with others to a varied repertoire of music using gross non-locomotor movement
    - iii. move alone or with others to a varied repertoire of music using gross locomotor movement
    - iv. move alone or with others to a varied repertoire of music using gross non-locomotor movement
  - D.** perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration
    - i. perform simple part work including beat versus rhythm
    - ii. perform simple part work, including rhythmic ostinato
    - iii. perform simple part work, including vocal exploration
  - E.** perform music using tempo, including allegro/largo, and dynamics, including forte/piano
    - i. perform music using tempo, including allegro/largo
    - ii. perform music using dynamics, including forte/piano
- 4. *The student creates and explores new musical ideas. The student is expected to:***
- A.** create short, rhythmic patterns using known rhythms
  - B.** create short, melodic patterns using known pitches
  - C.** explore new musical ideas using singing voice and classroom instrument
    - i. explore new musical ideas using singing voice
    - ii. explore new musical ideas using classroom instruments

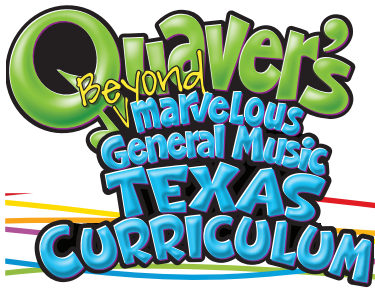
## Historical & Cultural Relevance

- 5. *The student examines music in relation to history and cultures. The student is expected to:***
- A.** sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music
    - i. sing songs, including rhymes
    - ii. sing songs, including patriotic events
    - iii. sing songs including folk music
    - iv. sing songs including seasonal music
    - v. play musical games, including rhymes
    - vi. play musical games, including patriotic events
    - vii. play musical games, including folk music
    - viii. play musical games, including seasonal music
  - B.** identify steady beat in short musical excerpts from various periods or times in history and diverse cultures
    - i. identify steady beat in short musical excerpts from various periods or times in history
    - ii. identify steady beat in short musical excerpts from diverse cultures
  - C.** identify simple interdisciplinary concepts relating to music



## Critical Evaluation & Response

- 6. *The student listens to, responds to, and evaluates music and musical performances. The student is expected to:***
- A.** identify and demonstrate appropriate audience behavior during live or recorded performance
    - i.** identify appropriate audience behavior during live or recorded performances
    - ii.** demonstrate appropriate audience behavior during live or recorded performances
  - B.** recognize known rhythmic and melodic elements in simple aural examples using known terminology
    - i.** recognize known rhythmic elements in simple aural examples using known terminology
    - ii.** recognize known melodic elements in simple aural examples using known terminology
  - C.** distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances
    - i.** distinguish same/different between beat/rhythm in musical performances
    - ii.** distinguish same/different between higher/lower in musical performances
    - iii.** distinguish same/different between louder/softer in musical performances
    - iv.** distinguish same/different between faster/slower in musical performances
    - v.** distinguish same/different between simple patterns in musical performances
  - D.** respond verbally or through movement to short musical examples



# Texas Teaching Standards

## 2nd Grade

### Music Literacy

**1. The student describes and analyzes musical sound. The student is expected to:**

- A.** identify choral voices, including unison versus ensemble
- B.** identify instruments visually and aurally
  - i.** identify instruments visually
  - ii.** identify instruments aurally
- C.** use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo
  - i.** use known music terminology to explain musical examples of tempo, including presto
  - ii.** use known music terminology to explain musical examples of tempo, including moderato
  - iii.** use known music terminology to explain musical examples of tempo, including andante
  - iv.** use known music terminology to explain musical examples of dynamics, including fortissimo
  - v.** use known music terminology to explain musical examples of dynamics, including pianissimo
- D.** identify and label simple small forms such as AABA and ABAC
  - i.** identify simple small forms
  - ii.** label simple small forms

**2. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:**

- A.** read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest
  - i.** read rhythmic patterns using standard notation in 2/4 meter, including half note/half rest
  - ii.** write rhythmic patterns using standard notation in 2/4 meter, including half note/half rest
  - iii.** reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest
- B.** read, write, and reproduce pentatonic melodic patterns using standard staff notation
  - i.** read pentatonic melodic patterns using standard staff notation
  - ii.** write pentatonic melodic patterns using standard staff notation
  - iii.** reproduce pentatonic melodic patterns using standard staff notation
- C.** read, write, and reproduce basic music terminology including allegro/largo and forte/piano
  - i.** read basic music terminology, including allegro/largo
  - ii.** read basic music terminology, including forte/piano
  - iii.** write basic music terminology, including allegro/largo
  - iv.** write basic music terminology, including forte/piano
  - v.** reproduce basic music terminology, including allegro/largo



## Creative Expression

- 3. *The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:***
- A.** sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups
    - i. sing tunelessly or play classroom instruments, including rhythmic patterns, independently or in group
    - ii. sing tunelessly or play classroom instruments, including melodic patterns, independently or in groups
  - B.** sing songs or play classroom instruments from diverse cultures and styles, independently or in groups
    - i. sing songs or play classroom instruments from diverse cultures, independently or in groups
    - ii. sing songs or play classroom instruments from diverse styles, independently or in groups
  - C.** move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement
    - i. move alone or with others to a varied repertoire of music using gross locomotor movements
    - ii. move alone or with others to a varied repertoire of music using gross non-locomotor movements
    - iii. move alone or with others to a varied repertoire of music using fine locomotor movements
    - iv. move alone or with others to a varied repertoire of music using fine non-locomotor movements
  - D.** perform simple part work including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting
    - i. perform simple part work, including rhythmic ostinato
    - ii. perform simple part work, including vocal exploration
  - E.** perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo
    - i. perform music using tempo, including presto
    - ii. perform music using tempo, including moderato
    - iii. perform music using tempo including andante
    - iv. perform music using dynamics, including fortissimo
    - v. perform music using dynamics, including pianissimo
- 4. *The student creates and explores new musical ideas. The student is expected to:***
- A.** create rhythmic phrases using known rhythms
  - B.** create melodic phrases using known pitches
  - C.** explore new musical ideas in phrases using singing voice and classroom instruments
    - i. explore new musical ideas in phrases using singing voice
    - ii. explore new musical ideas in phrases using classroom instruments



## Historical & Cultural Relevance

### **5. *The student examines music in relation to history and cultures. The student is expected to:***

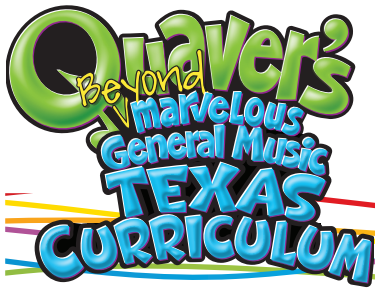
- A.** sing songs and play musical games including patriotic, folk, and seasonal musics
  - i.** sing songs, including patriotic music
  - ii.** sing songs, including folk music
  - iii.** sing songs, including seasonal music
  - iv.** play musical games, including patriotic music
  - v.** play musical games, including folk music
  - vi.** play musical games, including seasonal music
- B.** examine short musical excerpts from various periods or times in history and diverse and local cultures
  - i.** examine short musical excerpts from various periods or times in history
  - ii.** examine short musical excerpts from diverse cultures
  - ii.** examine short musical excerpts from local cultures
- C.** identify simple interdisciplinary concepts relating to music

## Critical Evaluation & Response

### **6. *The student listens to, responds to, and evaluates music and musical performances. The student is expected to:***

- A.** begin to practice appropriate audience behavior during live or recorded performance
- B.** recognize known rhythmic and melodic elements in simple aural examples using known terminology
  - i.** recognize known rhythmic elements in simple aural examples using known terminology
  - ii.** recognize known melodic elements in simple aural examples using known terminology
- C.** distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances
  - i.** distinguish between rhythms in musical performances
  - ii.** distinguish between higher/lower pitches in musical performances
  - iii.** distinguish between louder/softer dynamics in musical performances
  - iv.** distinguish between faster/slower tempos in musical performances
  - v.** distinguish between simple patterns in musical performances
- D.** respond verbally or through movement to short musical examples





# Texas Teaching Standards

## 3rd Grade

### Music Literacy

#### 1. *The student describes and analyzes musical sound. The student is expected to:*

- A.** categorize and explain a variety of musical sounds, including those of children and adult voices
  - i. categorize a variety of musical sounds, including those of children voices
  - ii. categorize a variety of musical sounds, including those of adult voices
- B.** categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures
  - i. categorize a variety of musical sounds, including those of woodwind [instruments]
  - ii. categorize a variety of musical sounds, including those of brass [instruments]
  - iii. categorize a variety of musical sounds, including those of string [instruments]
  - iv. categorize a variety of musical sounds, including those of percussion [instruments]
  - v. categorize a variety of musical sounds, including those of instruments from various cultures
  - vi. explain a variety of musical sounds, including those of woodwind [instruments]
  - vii. explain a variety of musical sounds, including those of brass [instruments]
  - viii. explain a variety of musical sounds, including those of string [instruments]
  - ix. explain a variety of musical sounds, including those of percussion [instruments]
  - x. explain a variety of musical sounds, including those of instruments from various cultures
- C.** use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally
  - i. use known music symbols referring to rhythm to identify musical sounds presented aurally
  - ii. use known music symbols referring to melody to identify musical sounds presented aurally
  - iii. use known music symbols referring to timbre to identify musical sounds presented aurally
  - iv. use known music symbols referring to form to identify musical sounds presented aurally
  - v. use known music symbols referring to tempo to identify musical sounds presented aurally
  - vi. use known music symbols referring to dynamics, including mezzo piano, to identify musical sounds presented aurally
  - vii. use known music symbols referring to dynamics, including mezzo forte, to identify musical sounds presented aurally
  - viii. use known music terminology referring to rhythm to identify musical sounds presented aurally
  - ix. use known music terminology referring to melody to identify musical sounds presented aurally
  - x. use known music terminology referring to timbre to identify musical sounds presented aurally
  - xi. use known music terminology referring to form to identify musical sounds presented aurally
  - xii. use known music terminology referring to tempo to identify musical sounds presented aurally
  - xiii. use known music terminology referring to dynamics, including mezzo piano, to identify musical sounds presented aurally
  - xiv. use known music terminology referring to dynamics, including mezzo forte, to identify musical sounds presented aurally
- D.** identify and label small and large musical forms such as abac, AB, and ABA, presented aurally in simple songs and larger works
  - i. identify small musical forms presented aurally in simple songs
  - ii. identify small musical forms presented aurally in larger works
  - iii. identify large musical forms presented aurally in simple songs
  - iv. identify large musical forms presented aurally in larger works
  - v. label small musical forms presented aurally in simple songs
  - vi. label small musical forms presented aurally in larger works
  - vii. label large musical forms presented aurally in simple songs
  - viii. label large musical forms presented aurally in larger work



## Music Literacy (cont'd)

- 2. *The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:***
  - A.** read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate
    - i. read rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate
    - ii. read rhythmic patterns using standard notation, including four sixteenth notes in 4/4 meter as appropriate
    - iii. read rhythmic patterns using standard notation, including whole notes, in 2/4 meter as appropriate
    - iv. read rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate
    - v. read rhythmic patterns using standard notation, including whole rests in 2/4 meter as appropriate
    - vi. read rhythmic patterns using standard notation, including whole rests in 4/4 meter as appropriate
    - vii. read rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate
    - viii. read rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate
    - ix. write rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate
    - x. write rhythmic patterns using standard notation, including four sixteenth notes in 4/4 meter as appropriate
    - xi. write rhythmic patterns using standard notation, including whole notes in 2/4 meter as appropriate
    - xii. write rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate
    - xiii. write rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate
    - xiv. write rhythmic patterns using standard notation, including whole rests in 4/4 meter as appropriate
    - xv. write rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate
    - xvi. write rhythmic patterns using standard notation including, previously learned note values in 4/4 meter as appropriate
    - xvii. reproduce rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate
    - xviii. reproduce rhythmic patterns using standard notation, including four sixteenth notes in 4/4 meter as appropriate
    - xix. reproduce rhythmic patterns using standard notation, including whole notes in 2/4 meter as appropriate
    - xx. reproduce rhythmic patterns using standard notation, including whole notes in 4/4 meter as appropriate
    - xxi. reproduce rhythmic patterns using standard notation, including whole rests in 2/4 meter as appropriate
    - xxii. reproduce rhythmic patterns using standard notation, including whole rests in 4/4 meter as appropriate
    - xxiii. reproduce rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate
    - xxiv. reproduce rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate
  - B.** read, write, and reproduce extended pentatonic melodic patterns using standard staff notation
    - i. read extended pentatonic melodic patterns using standard staff notation
    - ii. write extended pentatonic melodic patterns using standard staff notation
    - iii. reproduce extended pentatonic melodic patterns using standard staff notation
  - C.** identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte
    - i. identify new music symbols referring to tempo
    - ii. identify new music symbols referring to dynamics, including mezzo piano
    - iii. identify new music symbols referring to dynamics, including mezzo forte
    - iv. identify previously learned music symbols referring to tempo
    - v. identify previously learned music symbols referring to dynamics, including mezzo piano
    - vi. identify previously learned music symbols referring to dynamics, including mezzo forte
    - vii. identify new music terms referring to tempo
    - viii. identify new music terms referring to dynamics, including mezzo pian
    - ix. identify new music terms referring to dynamics, including mezzo forte
    - x. identify previously learned music terms referring to tempo
    - xi. identify previously learned music terms referring to dynamics, including mezzo piano
    - xii. identify previously learned music terms referring to dynamics, including mezzo forte



## Creative Expression

- 3. *The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:***
- A.** sing or play classroom instruments with accurate intonation and rhythm independently or in groups
    - i.** sing or play classroom instruments with accurate intonation independently or in groups
    - ii.** sing or play classroom instruments with accurate rhythm independently or in groups
  - B.** sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups
  - C.** move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together
    - i.** move alone or with others to a varied repertoire of music using gross motor skills
    - ii.** move alone or with others to a varied repertoire of music using fine motor skills
    - iii.** move alone or with others to a varied repertoire of music using locomotor skills
    - iv.** move alone or with others to a varied repertoire of music using non-locomotor skills
    - v.** move alone or with others to a varied repertoire of music using integrated movement
  - D.** perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire
    - i.** perform simple part work including rhythmic ostinati derived from known repertoire
    - ii.** perform simple part work including melodic ostinati derived from known repertoire
  - E.** interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte
    - i.** interpret through performance new music symbols referring to tempo
    - ii.** interpret through performance new music symbols referring to dynamics, including mezzo piano
    - iii.** interpret through performance new music symbols referring to tempo, including mezzo forte
    - iv.** interpret through performance new music terms referring to tempo
    - v.** interpret through performance new music terms referring to dynamics, including mezzo piano
    - vi.** interpret through performance new music terms referring to dynamics, including mezzo forte
    - vii.** interpret through performance previously learned music symbols referring to tempo
    - viii.** interpret through performance previously learned music symbols referring to dynamics, including mezzo piano
    - ix.** interpret through performance previously learned music symbols referring to dynamics, including mezzo forte
    - x.** interpret through performance previously learned music terms referring to tempo
    - xi.** interpret through performance previously learned music terms referring to dynamics, including mezzo piano
    - xii.** interpret through performance previously learned music terms referring to dynamics, including mezzo forte
- 4. *The student creates and explores new musical ideas within specified guidelines. The student is expected to:***
- A.** create rhythmic phrases through improvisation or composition
  - B.** create melodic phrases through improvisation or composition
  - C.** create simple accompaniments through improvisation or composition



## Historical & Cultural Relevance

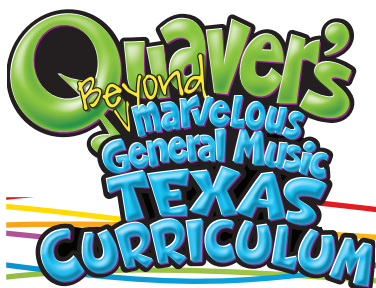
### 5. *The student examines music in relation to history and cultures. The student is expected to:*

- A.** perform a varied repertoire of songs, movement, and musical games representative of American and local cultures
  - i.** perform a varied repertoire of songs representative of American culture
  - ii.** perform a varied repertoire of songs representative of local culture
  - iii.** perform a varied repertoire of movement representative of American culture
  - iv.** perform a varied repertoire of movement representative of local cultures
  - v.** perform a varied repertoire of musical games representative of American culture
  - vi.** perform a varied repertoire of musical games representative of local culture
- B.** identify music from diverse genres, styles, periods, and cultures
  - i.** identify music from diverse genres
  - ii.** identify music from diverse styles
  - iii.** identify music from diverse periods
  - iv.** identify music from diverse cultures
- C.** identify the relationships between music and interdisciplinary concepts

## Critical Evaluation & Response

### 6. *The student listens to, responds to, and evaluates music and musical performances. The student is expected to:*

- A.** exhibit audience etiquette during live and recorded performances
  - i.** exhibit audience etiquette during live performances
  - ii.** exhibit audience etiquette during recorded performances
- B.** recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary
  - i.** recognize known rhythmic elements in aural examples using appropriate vocabulary
  - ii.** recognize known melodic elements in aural examples using appropriate vocabulary
- C.** identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary
- D.** respond verbally and through movement to short musical examples
  - i.** respond verbally to short musical examples
  - ii.** respond through movement to short musical examples
- E.** describe a variety of compositions and formal or informal musical performances using specific music vocabulary
  - i.** describe a variety of compositions using specific music vocabulary
  - ii.** describe a variety of formal or informal musical performances using specific music vocabulary



# Texas Teaching Standards

## 4th Grade

### Music Literacy

#### 1. *The student describes and analyzes musical sound. The student is expected to:*

- A.** categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices
  - i. categorize a variety of musical sounds, including those of children's voices
  - ii. categorize a variety of musical sounds, including those of soprano adult voices
  - iii. categorize a variety of musical sounds, including those of alto adult voices
  - iv. explain a variety of musical sounds, including those of children's voices
  - v. explain a variety of musical sounds, including those of soprano adult voices
  - vi. explain a variety of musical sounds, including those of alto adult voices
- B.** categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures
  - i. categorize a variety of musical sounds, including those of woodwind [instruments]
  - ii. categorize a variety of musical sounds, including those of brass [instruments]
  - iii. categorize a variety of musical sounds, including those of string [instruments]
  - iv. categorize a variety of musical sounds, including those of percussion [instruments]
  - v. categorize a variety of musical sounds, including those of keyboard [instruments]
  - vi. categorize a variety of musical sounds, including those of electronic instruments
  - vii. categorize a variety of musical sounds, including those of instruments of various cultures
  - viii. explain a variety of musical sounds, including those of woodwind [instruments]
  - ix. explain a variety of musical sounds, including those of brass [instruments]
  - x. explain a variety of musical sounds, including those of string [instruments]
  - xi. explain a variety of musical sounds, including those of percussion [instruments]
  - xii. explain a variety of musical sounds, including those of keyboard instruments
  - xiii. explain a variety of musical sounds, including those of electronic instruments
  - xiv. explain a variety of musical sounds, including those of instruments of various cultures
- C.** use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally
  - i. use known music symbols referring to rhythm to explain musical sounds presented aurally
  - ii. use known music symbols referring to melody to explain musical sounds presented aurally
  - iii. use known music symbols referring to timbre to explain musical sounds presented aurally
  - iv. use known music symbols referring to form to explain musical sounds presented aurally
  - v. use known music symbols referring to tempo to explain musical sounds presented aurally
  - vi. use known music symbols referring to dynamics, including crescendo, to explain musical sounds presented aurally
  - vii. use known music symbols referring to dynamics, including decrescendo, to explain musical sounds presented aurally
  - viii. use known music symbols referring to articulation, including staccato, to explain musical sounds presented aurally
  - ix. use known music symbols referring to articulation, including legato, to explain musical sounds presented aurally
  - x. use known music terminology referring to rhythm to explain musical sounds presented aurally
  - xi. use known music terminology referring to melody to explain musical sounds presented aurally
  - xii. use known music terminology referring to timbre to explain musical sounds presented aurally
  - xiii. use known music terminology referring to form to explain musical sounds presented aurally
  - xiv. use known music terminology referring to tempo to explain musical sounds presented aurally
  - xv. use known music terminology referring to dynamics, including crescendo, to explain musical sounds presented aurally
  - xvi. use known music terminology referring to dynamics, including decrescendo, to explain musical sounds presented aurally



## Music Literacy (cont'd)

- xvii. use known music terminology referring to articulation, including staccato, to explain musical sounds presented aurally
- xviii. use known music terminology referring to articulation, including legato, to explain musical sounds presented aurally

**D.** identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works

- i. identify small musical forms in simple songs
- ii. identify small musical forms in larger works
- iii. identify large musical forms in simple songs
- iv. identify large musical forms in larger works
- v. label small musical forms in simple songs
- vi. label small musical forms in larger works
- vii. label large musical forms in simple songs
- viii. label large musical forms in larger works

**2. *The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:***

**A.** read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate

- i. read rhythmic patterns using standard notation, including separated eighth notes in 2/4 meter as appropriate
- ii. read rhythmic patterns using standard notation, including separated eighth notes in 4/4 meter as appropriate
- iii. read rhythmic patterns using standard notation, including separated eighth notes in 3/4 meter as appropriate
- iv. read rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 2/4 meter as appropriate
- v. read rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 4/4 meter as appropriate
- vi. read rhythmic patterns using standard notation, including dotted half note in 2/4 meter as appropriate
- vii. read rhythmic patterns using standard notation, including dotted half note in 2/4 meter as appropriate
- viii. read rhythmic patterns using standard notation, including dotted half note in 4/4 meter as appropriate
- ix. read rhythmic patterns using standard notation, including dotted half note in 3/4 meter as appropriate
- x. read rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate
- xi. read rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate
- xii. read rhythmic patterns using standard notation, including previously learned note values in 3/4 meter as appropriate
- xiii. write rhythmic patterns using standard notation, including separated eighth notes in 2/4 meter as appropriate
- xiv. write rhythmic patterns using standard notation, including separated eighth notes in 4/4 meter as appropriate
- xv. write rhythmic patterns using standard notation, including separated eighth notes in 3/4 meter as appropriate
- xvi. write rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 2/4 meter as appropriate
- xvii. write rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 4/4 meter as appropriate
- xviii. write rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 3/4 meter as appropriate
- xix. write rhythmic patterns using standard notation, including dotted half note in 2/4 meter as appropriate
- xx. write rhythmic patterns using standard notation, including dotted half note in 4/4 meter as appropriate
- xxi. write rhythmic patterns using standard notation, including dotted half note in 3/4 meter as appropriate
- xxii. write rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate
- xxiii. write rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate
- xxiv. write rhythmic patterns using standard notation, including previously learned note values in 3/4 meter as appropriate
- xxv. reproduce rhythmic patterns using standard notation, including separated eighth notes in 2/4 meter as appropriate
- xxvi. reproduce rhythmic patterns using standard notation, including separated eighth notes in 4/4 meter as appropriate
- xxvii. reproduce rhythmic patterns using standard notation, including separated eighth notes in 3/4 meter as appropriate





## Music Literacy (cont'd)

- xxviii.** reproduce rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 2/4 meter as appropriate
- xxix.** reproduce rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 4/4 meter as appropriate
- xxx.** reproduce rhythmic patterns using standard notation, including eighth- and sixteenth-note combinations in 3/4 meter as appropriate
- xxxi.** reproduce rhythmic patterns using standard notation, including dotted half note in 2/4 meter as appropriate
- xxxii.** reproduce rhythmic patterns using standard notation, including dotted half note in 4/4 meter as appropriate
- xxxiii.** reproduce rhythmic patterns using standard notation, including dotted half note in 3/4 meter as appropriate
- xxxiv.** reproduce rhythmic patterns using standard notation, including previously learned note values in 2/4 meter as appropriate
- xxxv.** reproduce rhythmic patterns using standard notation, including previously learned note values in 4/4 meter as appropriate
- xxxvi.** reproduce rhythmic patterns using standard notation, including previously learned note values in 3/4 meter as appropriate

**B.** read, write, and reproduce extended pentatonic melodic patterns using standard staff notation

- i.** read extended pentatonic melodic patterns using standard staff notation
- ii.** write extended pentatonic melodic patterns using standard staff notation
- iii.** reproduce extended pentatonic melodic patterns using standard staff notation

**C.** identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato

- i.** identify new music symbols referring to tempo
- ii.** identify new music symbols referring to dynamics, including crescendo
- iii.** identify new music symbols referring to dynamics, including decrescendo
- iv.** identify new music symbols referring to articulation, including staccato
- v.** identify new music symbols referring to articulation, including legato
- vi.** identify previously learned music symbols referring to tempo
- vii.** identify previously learned music symbols referring to dynamics, including crescendo
- viii.** identify previously learned music symbols referring to dynamics, including decrescendo
- ix.** identify previously learned music symbols referring to articulation, including staccato
- x.** identify previously learned music symbols referring to articulation, including legato
- xi.** identify new music terms referring to tempo
- xii.** identify new music terms referring to dynamics, including crescendo
- xiii.** identify new music terms referring to dynamics, including decrescendo
- xiv.** identify new music terms referring to articulation, including staccato
- xv.** identify new music terms referring to articulation, including legato
- xvi.** identify previously learned music terms referring to tempo
- xvii.** identify previously learned music terms referring to dynamics, including crescendo
- xviii.** identify previously learned music terms referring to dynamics, including decrescendo
- xix.** identify previously learned music terms referring to articulation, including staccato
- xx.** identify previously learned music terms referring to articulation, including legato



## Creative Expression

- 3. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:**
- A.** sing and play classroom instruments with accurate intonation and rhythm, independently or in groups
    - i. sing with accurate intonation independently or in group
    - ii. sing with accurate rhythm, independently or in groups
    - iii. play classroom instruments with accurate intonation, independently or in groups
    - iv. play classroom instruments with accurate rhythm, independently or in groups
  - B.** sing or play a varied repertoire of music independently or in groups, such as American and Texan folk songs and folk songs representative of local cultures
  - C.** move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together
    - i. move alone to a varied repertoire of music using gross motor skills
    - ii. move alone to a varied repertoire of music using fine motor skills
    - iii. move alone to a varied repertoire of music using locomotor skills
    - iv. move alone to a varied repertoire of music using non-locomotor skills
    - v. move alone to a varied repertoire of music using integrated movement
    - vi. move with others to a varied repertoire of music using gross motor skills
    - vii. move with others to a varied repertoire of music using fine motor skills
    - viii. move with others to a varied repertoire of music using locomotor
    - ix. move with others to a varied repertoire of music using non-locomotor skills
    - x. move with others to a varied repertoire of music using integrated movement
  - D.** perform various folk dances and play parties
    - i. perform various folk dances
    - ii. perform various play parties
  - E.** perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire
    - i. perform simple part work, including rhythmic ostinati, derived from known repertoire
    - ii. perform simple part work, including melodic ostinati, derived from known repertoire
  - F.** interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato
    - i. interpret through performance new music symbols referring to tempo
    - ii. interpret through performance new music symbols referring to dynamics, including crescendo
    - iii. interpret through performance new music symbols referring to dynamics, including decrescendo
    - iv. interpret through performance new music symbols referring to articulation, including staccato
    - v. interpret through performance new music symbols referring to articulation, including legato
    - vi. interpret through performance previously learned music symbols referring to tempo
    - vii. interpret through performance previously learned music symbols referring to dynamics, including crescendo
    - viii. interpret through performance previously learned music symbols referring to dynamics, including decrescendo
    - ix. interpret through performance previously learned music symbols referring to articulation, including staccato
    - x. interpret through performance previously learned music symbols referring to articulation, including legato
    - xi. interpret through performance new music terms referring to tempo
    - xii. interpret through performance new music terms referring to dynamics, including crescendo
    - xiii. interpret through performance new music terms referring to dynamics, including decrescendo
    - xiv. interpret through performance new music terms referring to articulation, including staccato
    - xv. interpret through performance new music terms referring to articulation, including legato
    - xvi. interpret through performance previously learned music terms referring to tempo
    - xvii. interpret through performance previously learned music terms referring to dynamics, including crescendo
    - xviii. interpret through performance previously learned music terms referring to dynamics, including decrescendo





## Creative Expression (cont'd)

- xix. interpret through performance previously learned music terms referring to articulation, including staccato
- xx. interpret through performance previously learned music terms referring to articulation, including legato

### 4. *The student creates and explores new musical ideas within specified guidelines. The student is expected to:*

- A. create rhythmic phrases through improvisation or composition
- B. create melodic phrases through improvisation or composition
- C. create simple accompaniments through improvisation or composition

## Historical & Cultural Relevance

### 5. *The student examines music in relation to history and cultures. The student is expected to:*

- A. perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas
  - i. perform a varied repertoire of songs representative of diverse cultures
  - ii. perform a varied repertoire of movement representative of diverse cultures
  - iii. perform a varied repertoire of musical games representative of diverse cultures
- B. perform music representative of America and Texas, including "Texas, Our Texas"
  - i. perform music representative of America
  - ii. perform music representative of Texas, including "Texas, Our Texas"
- C. identify and describe music from diverse genres, styles, periods, and cultures
  - i. identify music from diverse genres
  - ii. identify music from diverse styles
  - iii. identify music from diverse periods
  - iv. identify music from diverse cultures
  - v. describe music from diverse genres
  - vi. describe music from diverse styles
  - vii. describe music from diverse periods
  - viii. describe music from diverse cultures
- D. examine the relationships between music and interdisciplinary concepts

## Critical Evaluation & Response

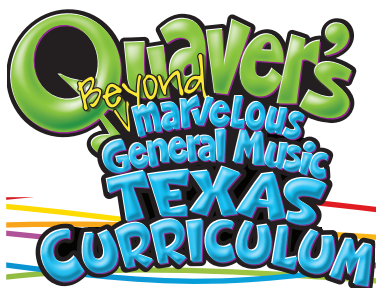
### 6. *The student listens to, responds to, and evaluates music and musical performance. The student is expected to:*

- A. exhibit audience etiquette during live and recorded performances
  - i. exhibit audience etiquette during live performances
  - ii. exhibit audience etiquette during recorded performances
- B. recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary
  - i. recognize known rhythmic elements in aural examples using appropriate vocabulary
  - ii. recognize known melodic elements in aural examples using appropriate vocabulary
- C. describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary



## Critical Evaluation & Response (cont'd)

- D.** describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary
  - i.** respond verbally to short musical examples
  - ii.** respond through movement to short musical examples
- E.** describe a variety of compositions and formal or informal musical performances using specific music vocabulary
  - i.** describe a variety of compositions using specific music vocabulary
  - ii.** describe a variety of formal or informal musical performances using specific music vocabulary
- F.** justify personal preferences for specific music works and styles using music vocabulary
  - i.** justify personal preferences for specific music works using music vocabulary
  - ii.** justify personal preferences for specific music styles using music vocabulary



# Texas Teaching Standards

## 5th Grade

### Music Literacy

#### 1. *The student describes and analyzes musical sound. The student is expected to:*

- A.** distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices
- B.** distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures
- C.** use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally
  - i.** use known music symbols referring to rhythm to explain musical sounds presented aurally
  - ii.** use known music symbols referring to melody to explain musical sounds presented aurally
  - iii.** use known music symbols referring to timbre to explain musical sounds presented aurally
  - iv.** use known music symbols referring to form to explain musical sounds presented aurally
  - v.** use known music symbols referring to tempo, including accelerando, to explain musical sounds presented aurally
  - vi.** use known music symbols referring to tempo, including ritardando to explain musical sounds presented aurally
  - vii.** use known music symbols referring to dynamics to explain musical sounds presented aurally
  - viii.** use known music symbols referring to articulation to explain musical sounds presented aurally
  - ix.** use known music symbols referring to simple meter to explain musical sounds presented aurally
  - x.** use known music symbols referring to compound meter to explain musical sounds presented aurally
  - xi.** use known music terminology referring to rhythm to explain musical sounds presented aurally
  - xii.** use known music terminology referring to melody to explain musical sounds presented aurally
  - xiii.** use known music terminology referring to timbre to explain musical sounds presented aurally
  - xiv.** use known music terminology referring to form to explain musical sounds presented aurally
  - xv.** use known music terminology referring to tempo, including accelerando, to explain musical sounds presented aurally
  - xvi.** use known music terminology referring to tempo, including ritardando, to explain musical sounds presented aurally
  - xvii.** use known music terminology referring to dynamics to explain musical sounds presented aurally
  - xviii.** use known music terminology referring to articulation to explain musical sounds presented aurally
  - xix.** use known music terminology referring to simple meter to explain musical sounds presented aurally
  - xx.** use known music terminology referring to compound meter to explain musical sounds presented aurally
- D.** identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works
  - i.** identify small musical forms presented aurally in simple songs
  - ii.** identify small musical forms presented aurally in larger works
  - iii.** identify large musical forms presented aurally in simple songs
  - iv.** identify large musical forms presented aurally in larger works
  - v.** label small musical forms presented aurally in simple songs
  - vi.** label small musical forms presented aurally in larger works
  - vii.** label large musical forms presented aurally in simple songs
  - viii.** label large musical forms presented aurally in larger works



## Music Literacy (cont'd)

- 2. *The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:***
  - A.** read, write and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
    - i. read rhythmic patterns using standard notation, including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate
    - ii. read rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
    - iii. write rhythmic patterns using standard notation, including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate
    - iv. write rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
    - v. reproduce rhythmic patterns using standard notation including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate
    - vi. reproduce rhythmic patterns using standard notation including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
  - B.** read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation
    - i. read extended pentatonic melodic patterns using standard staff notation
    - ii. read extended diatonic melodic patterns using standard staff notation
    - iii. write extended pentatonic melodic patterns using standard staff notation
    - iv. write extended diatonic melodic patterns using standard staff notation
    - v. reproduce extended pentatonic melodic patterns using standard staff notation
    - vi. reproduce extended diatonic melodic patterns using standard staff notation
  - C.** identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound
    - i. identify new music symbols referring to tempo, including accelerando
    - ii. identify new music symbols referring to tempo, including ritardando
    - iii. identify new music symbols referring to dynamics
    - iv. identify new music symbols referring to articulation
    - v. identify new music symbols referring to simple meter
    - vi. identify new music symbols referring to compound meter
    - vii. identify new music terms referring to tempo, including accelerando
    - viii. identify new music terms referring to tempo, including ritardando
    - ix. identify new music terms referring to dynamics
    - x. identify new music terms referring to articulation
    - xi. identify new music terms referring to simple meter
    - xii. identify new music terms referring to compound meter
    - xiii. identify previously learned music symbols referring to tempo, including accelerando
    - xiv. identify previously learned music symbols referring to tempo, including ritardando
    - xv. identify previously learned music symbols referring to dynamics
    - xvi. identify previously learned music symbols referring to articulation
    - xvii. identify previously learned music symbols referring to articulation
    - xviii. identify previously learned music symbols referring to compound meter
    - xix. identify previously learned music terms referring to tempo, including accelerando
    - xx. identify previously learned music terms referring to tempo, including ritardando
    - xxi. identify previously learned music terms referring to dynamics
    - xxii. identify previously learned music terms referring to articulation



## Music Literacy (cont'd)

- xxiii. identify previously learned music terms referring to simple meter
- xxiv. identify previously learned music terms referring to compound meter
- xxv. interpret new music symbols referring to tempo, including accelerando
- xxvi. interpret new music symbols referring to tempo, including ritardando
- xxvii. interpret new music symbols referring to dynamics
- xxviii. interpret new music symbols referring to articulation
- xxvix. interpret new music symbols referring to simple meter
- xxx. interpret new music symbols referring to compound meter
- xxxi. interpret new music terms referring to tempo, including accelerando
- xxxii. interpret new music terms referring to tempo, including ritardando
- xxxiii. interpret new music terms referring to dynamics
- xxxiv. interpret new music terms referring to articulation
- xxxv. interpret new music terms referring to simple meter
- xxxvi. interpret new music terms referring to compound meter
- xxxvii. interpret previously learned music symbols referring to tempo, including accelerando
- xxxviii. interpret previously learned music symbols referring to tempo, including ritardando
- xxxvix. interpret previously learned music symbols referring to dynamics
- xl. interpret previously learned music symbols referring to articulation
- xli. interpret previously learned music symbols referring to simple meter
- xl. interpret previously learned music symbols referring to compound meter
- xl. interpret previously learned music terms referring to tempo, including accelerando
- xl. interpret previously learned music terms referring to tempo, including ritardando
- xl. interpret previously learned music terms referring to dynamics
- xl. interpret previously learned music terms referring to articulation
- xlvi. interpret previously learned music terms referring to simple meter
- xlvi. interpret previously learned music terms referring to compound meter

## Creative Expression

3. *The student performs a varied repertoire of developmentally appropriate music in informal or formal setting. The student is expected to:*
  - A. sing and play classroom instruments independently or in groups with accurate intonation and rhythm
    - i. sing independently or in groups with accurate intonation
    - ii. sing independently or in groups with accurate rhythm
    - iii. play classroom instruments independently or in groups with accurate intonation
    - iv. play classroom instruments independently or in groups with accurate rhythm
  - B. sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups
  - C. move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together
    - i. move alone to a varied repertoire of music using gross motor skills
    - ii. move alone to a varied repertoire of music using fine motor skills
    - iii. move alone to a varied repertoire of music using locomotor skills
    - iv. move alone to a varied repertoire of music using non-locomotor skills
    - v. move alone to a varied repertoire of music using integrated movement
    - vi. move in groups to a varied repertoire of music using gross motor skills



## Creative Expression (cont'd)

- vii. move in groups to a varied repertoire of music using fine motor skills
- viii. move in groups to a varied repertoire of music using locomotor skills
- ix. move in groups to a varied repertoire of music using non-locomotor skills
- x. move in groups to a varied repertoire of music using integrated movement

### D. perform various folk dances and play parties

- i. perform various folk dances
- ii. perform various play parties

### E. perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies

- i. perform simple two-part music, including rhythmic ostinati
- ii. perform simple two-part music, including melodic ostinati
- iii. perform simple two-part music, including rounds
- iv. perform simple two-part music, including partner songs
- v. perform simple two-part music, including counter melodies

### F. perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies

- i. interpret through performance new music symbols referring to tempo, including accelerando
- ii. interpret through performance new music symbols referring to tempo, including ritardando
- iii. interpret through performance new music symbols referring to dynamics
- iv. interpret through performance new music symbols referring to dynamics
- v. interpret through performance new music symbols referring to simple meter
- vi. interpret through performance new music symbols referring to compound meter
- vii. interpret through performance new music terms referring to tempo, including accelerando
- viii. interpret through performance new music terms referring to tempo, including ritardando
- ix. interpret through performance new music terms referring to dynamics
- x. interpret through performance new music terms referring to articulation
- xi. interpret through performance new music terms referring to simple meter
- xii. interpret through performance new music terms referring to compound meter
- xiii. interpret through performance previously learned music symbols referring to tempo, including accelerando
- xiv. interpret through performance previously learned music symbols referring to tempo, including ritardando
- xv. interpret through performance previously learned music symbols referring to dynamics
- xvi. interpret through performance previously learned music symbols referring to articulation
- xvii. interpret through performance previously learned music symbols referring to simple meter
- xviii. interpret through performance previously learned music symbols referring to compound meter
- xix. interpret through performance previously learned music terms referring to tempo, including accelerando
- xx. interpret through performance previously learned music terms referring to tempo, including ritardando
- xxi. interpret through performance previously learned music terms referring to dynamics
- xxii. interpret through performance previously learned music terms referring to articulation
- xxiii. interpret through performance previously learned music terms referring to simple meter
- xxiv. interpret through performance previously learned music terms referring to compound meter

## 4. *The student creates and explores new musical ideas within specified guidelines. The student is expected to:*

### A. create rhythmic phrases through improvisation and composition

- i. create rhythmic phrases through improvisation
- ii. create rhythmic phrases through composition

### B. create melodic phrases through improvisation and composition

- i. create melodic phrases through improvisation
- ii. create melodic phrases through composition



## Creative Expression (cont'd)

- C.** create simple accompaniments through improvisation and composition
  - i.** create simple accompaniments through improvisation
  - ii.** create simple accompaniments through composition

## Historical & Cultural Relevance

### **5. *The student examines music in relation to history and cultures. The student is expected to:***

- A.** perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America
  - i.** perform a varied repertoire of songs representative of diverse cultures
  - ii.** perform a varied repertoire of movement representative of diverse cultures
  - iii.** perform a varied repertoire of musical games representative of diverse cultures
- B.** perform music representative of Texas and America, including "The Star Spangled Banner"
  - i.** perform music representative of Texas
  - ii.** perform music representative of America, including "The Star Spangled Banner"
- C.** identify and describe music from diverse genres, styles, periods, and culture
  - i.** identify music from diverse genre
  - ii.** identify music from diverse styles
  - iii.** identify music from diverse periods
  - iv.** identify music from diverse cultures
  - v.** describe music from diverse genres
  - vi.** describe music from diverse styles
  - vii.** describe music from diverse periods
  - viii.** describe music from diverse cultures
- D.** examine the relationships between music and interdisciplinary concepts

## Critical Evaluation & Response

### **6. *The student listens to, responds to, and evaluates music and musical performances. The student is expected to:***

- A.** exhibit audience etiquette during live and recorded performances
  - i.** exhibit audience etiquette during live performances
  - ii.** exhibit audience etiquette during recorded performances
- B.** identify known rhythmic and melodic elements in aural examples using appropriate vocabulary
  - i.** identify known rhythmic elements in aural examples using appropriate vocabulary
  - ii.** identify known melodic elements in aural examples using appropriate vocabulary
- C.** describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary



## Critical Evaluation & Response

- D.** respond verbally and through movement to short musical examples
  - i.** respond verbally to short musical examples
  - ii.** respond through movement to short musical examples
- E.** evaluate a variety of compositions and formal or informal musical performances using specific criteria
  - i.** evaluate a variety of compositions using specific criteria
  - ii.** evaluate a variety of formal or informal musical performances using specific criteria
- F.** justify personal preferences for specific music works and styles using music vocabulary
  - i.** justify personal preferences for specific music works using music vocabulary
  - ii.** justify personal preferences for specific music styles using music vocabulary