



# Texas Music TEKS Correlations

## Grades K–5



# Kindergarten Music Correlations



Standard	Description	Lesson Address	Lesson Title
<b>TEKS.K.1 - Music Literacy</b>	<b>The student describes and analyzes musical sound. The student is expected to:</b>		
<b>TEKS.K.1.A</b>	identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices	KLP04	<a href="#">Whisper, Talk, Shout, Sing, and Inner Voice</a>
		KLP05	<a href="#">Whisper, Talk, Shout, Sing, and Inner Voice II</a>
		KLP06	<a href="#">My First Performance</a>
<b>TEKS.K.1.B</b>	identify the timbre of adult and child singing voices	KLP32	<a href="#">Singing, Voice, and Timbres</a>
<b>TEKS.K.1.C</b>	identify the timbre of instrument families	KLP10	<a href="#">High and Low</a>
		KLP20	<a href="#">Woodwinds and Brass</a>
		KLP33	<a href="#">Woodwinds and Percussion</a>
<b>TEKS.K.1.D</b>	identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	KLP08	<a href="#">Beat or Rhythm</a>
		KLP18	<a href="#">Patterns of 4</a>
		KLP26	<a href="#">What is Tempo?</a>
<b>TEKS.K.1.E</b>	identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	KLP02	<a href="#">Beat</a>
		KLP07	<a href="#">Rhythm Introduction</a>
		KLP30	<a href="#">Moving to Long and Short Sounds</a>
<b>TEKS.K.2 - Creative Expression</b>	<b>The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</b>		
<b>TEKS.K.2.A</b>	sing or play classroom instruments independently or in groups	KLP06	<a href="#">My First Performance</a>
		KLP28	<a href="#">Introduction to Long and Short Sounds</a>
		KLP29	<a href="#">Playing Long and Short Sounds</a>
<b>TEKS.K.2.B</b>	sing songs or play classroom instruments from diverse cultures and styles independently or in groups	KLP22	<a href="#">Loud and Soft</a>
		KLP31	<a href="#">Found Sounds</a>
<b>TEKS.K.2.C</b>	move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	KLP12	<a href="#">Let's Sing More High and Low</a>
		KLP13	<a href="#">Up and Down</a>
		KLP16	<a href="#">Patterns of 2</a>
<b>TEKS.K.2.D</b>	perform simple partwork, including beat versus rhythm	KLP08	<a href="#">Beat or Rhythm</a>
		KLP09	<a href="#">Sing, Play, and Move to Rhythm</a>
		KLP11	<a href="#">More about High and Low</a>

# Kindergarten Music Correlations



Standard	Description	Lesson Address	Lesson Title
TEKS.K.2.E	perform music using louder/softer and faster/slower	KLP23	<a href="#">Singing Loud and Soft</a>
		KLP25	<a href="#">Fast and Slow</a>
		KLP27	<a href="#">Fast or Slow Tempo?</a>
<b>TEKS.K.3 - Historical and Cultural Relevance</b>	<b>The student examines music in relation to history and cultures. The student is expected to:</b>		
TEKS.K.3.A	sing songs and play musical games, including rhymes, folk music, and seasonal music	KLP21	<a href="#">Percussion and Strings</a>
		KLP32	<a href="#">Singing, Voice, and Timbres</a>
TEKS.K.3.B	identify simple interdisciplinary concepts related to music	KLP17	<a href="#">Patterns of 3</a>
		KLP19	<a href="#">Intro to Instrument Families</a>
<b>TEKS.K.4 - Critical Evaluation and Response</b>	<b>The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</b>		
TEKS.K.4.A	identify and demonstrate appropriate audience behavior during live or recorded performances	KLP15	<a href="#">Sing It!</a>
		KLP19	<a href="#">Intro to Instrument Families</a>
		KLP21	<a href="#">Percussion and Strings</a>
TEKS.K.4.B	identify steady beat in musical performances	KLP01	<a href="#">Welcome to Music!</a>
		KLP03	<a href="#">Steady Beat</a>
		KLP09	<a href="#">Sing, Play, and Move to Rhythm</a>
TEKS.K.4.C	compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	KLP05	<a href="#">Whisper, Talk, Shout, Sing, and Inner Voice II</a>
		KLP14	<a href="#">Singing Up and Down</a>
		KLP24	<a href="#">Playing Loud and Soft</a>

# First Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
<b>TEKS.1.1 - Music Literacy</b>	<b>The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:</b>		
<b>TEKS.1.1.A</b>	identify the known five voices and adult/children singing voices	1LP10	<a href="#">Five Different Voices</a>
		1LP11	<a href="#">My Voice is an Instrument</a>
<b>TEKS.1.1.B</b>	identify visually and aurally the instrument families	1LP28	<a href="#">String Family Introduction</a>
		1LP29	<a href="#">All About Percussion</a>
		1LP30	<a href="#">Classroom Percussion Instruments</a>
<b>TEKS.1.1.C</b>	use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano	1LP22	<a href="#">Basic Tempos</a>
		1LP24	<a href="#">Getting Faster, Getting Slower</a>
		1LP26	<a href="#">Getting Louder, Getting Softer</a>
<b>TEKS.1.1.D</b>	identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns	1LP31	<a href="#">AB Form</a>
		1LP32	<a href="#">ABA Form</a>
		1LP33	<a href="#">Repeat Sign Mystery</a>
<b>TEKS.1.2 - Music Literacy</b>	<b>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:</b>		
<b>TEKS.1.2.A</b>	read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter rest	1LP19	<a href="#">Sound and Silence</a>
		1LP23	<a href="#">Which Tempo is Best?</a>
		1LP33	<a href="#">Repeat Sign Mystery</a>
<b>TEKS.1.2.B</b>	read, write, and reproduce melodic patterns, including three tones from the pentatonic scale	1LP14	<a href="#">We're Getting into Treble Clef</a>
		1LP15	<a href="#">Pitches and Intervals</a>
		1LP17	<a href="#">What is a Melody?</a>
<b>TEKS.1.3 - Creative Expression</b>	<b>The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</b>		
<b>TEKS.1.3.A</b>	sing tunefully or play classroom instruments, including rhythmic and melodic patterns independently or in groups	1LP01	<a href="#">Welcome to Music!</a>
		1LP13	<a href="#">Intro to Lines and Spaces</a>
		1LP19	<a href="#">Sound and Silence</a>
<b>TEKS.1.3.B</b>	sing songs or play classroom instruments from diverse cultures and styles, independently or in groups	1LP08	<a href="#">Sing, Play, and Move to Rhythm</a>
		1LP12	<a href="#">Sing and Breathe</a>

# First Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
TEKS.1.3.C	move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	1LP04	<a href="#">Meters of 2 and 4</a>
		1LP06	<a href="#">Changing Meters</a>
		1LP32	<a href="#">ABA Form</a>
TEKS.1.3.D	perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration	1LP07	<a href="#">Practicing Rhythm</a>
		1LP11	<a href="#">My Voice is an Instrument</a>
		1LP27	<a href="#">Dynamics Add Spice!</a>
TEKS.1.3.E	perform music using tempo, including allegro/largo, and dynamics, including forte/piano	1LP22	<a href="#">Basic Tempos</a>
		1LP23	<a href="#">Which Tempo is Best?</a>
		1LP25	<a href="#">Loud and Soft</a>
<b>TEKS.1.4 - Creative Expression</b>	<b>The student creates and explores new musical ideas. The student is expected to:</b>		
TEKS.1.4.A	create short, rhythmic patterns using known rhythms	1LP08	<a href="#">Sing, Play, and Move to Rhythm</a>
		1LP17	<a href="#">What is a Melody?</a>
		1LP20	<a href="#">Notes and Rests</a>
TEKS.1.4.B	create short, melodic patterns using known pitches	1LP21	<a href="#">Pitches and Rhythms</a>
TEKS.1.4.C	explore new musical ideas using singing voice and classroom instruments	1LP09	<a href="#">Austin Otto</a>
		1LP13	<a href="#">Intro to Lines and Spaces</a>
		1LP15	<a href="#">Pitches and Intervals</a>
<b>TEKS.1.5 - Historical and Cultural Relevance</b>	<b>The student examines music in relation to history and cultures. The student is expected to:</b>		
TEKS.1.5.A	sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	1LP03	<a href="#">Strong and Weak Beats</a>
		1LP04	<a href="#">Meters of 2 and 4</a>
		1LP18	<a href="#">What is a Song?</a>
TEKS.1.5.B	identify steady beat in short musical excerpts from various periods or times in history and diverse cultures	1LP01	<a href="#">Welcome to Music!</a>
		1LP02	<a href="#">Steady Beat</a>
		1LP08	<a href="#">Sing, Play, and Move to Rhythm</a>
TEKS.1.5.C	identify simple interdisciplinary concepts relating to music	1LP06	<a href="#">Changing Meters</a>
		1LP12	<a href="#">Sing and Breathe</a>
		1LP18	<a href="#">What is a Song?</a>

# First Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
<b>TEKS.1.6 - Critical Evaluation and Response</b>	<b>The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</b>		
<b>TEKS.1.6.A</b>	identify and demonstrate appropriate audience behavior during live or recorded performances	1LP01	<a href="#">Welcome to Music!</a>
<b>TEKS.1.6.B</b>	recognize known rhythmic and melodic elements in simple aural examples using known terminology	1LP10	<a href="#">Five Different Voices</a>
		1LP16	<a href="#">Melodic Patterns and Directions</a>
		1LP21	<a href="#">Pitches and Rhythms</a>
<b>TEKS.1.6.C</b>	distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	1LP07	<a href="#">Practicing Rhythm</a>
		1LP16	<a href="#">Melodic Patterns and Directions</a>
		1LP25	<a href="#">Loud and Soft</a>
<b>TEKS.1.6.D</b>	respond verbally or through movement to short musical examples	1LP02	<a href="#">Steady Beat</a>
		1LP03	<a href="#">Strong and Weak Beats</a>
		1LP05	<a href="#">Meter of 3</a>

# Second Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
<b>TEKS.2.1 - Music Literacy</b>	The student describes and analyzes musical sound. The student is expected to:		
<b>TEKS.2.1.A</b>	identify choral voices, including unison versus ensemble	2LP03	<a href="#">Strong and Weak Beats</a>
		2LP10	<a href="#">My Voice is an Instrument</a>
		2LP32	<a href="#">ABA Form</a>
<b>TEKS.2.1.B</b>	identify instruments visually and aurally	2LP25	<a href="#">Instruments of the Orchestra</a>
		2LP26	<a href="#">The Brass Family</a>
		2LP27	<a href="#">Science of Sound</a>
<b>TEKS.2.1.C</b>	use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	2LP07	<a href="#">Beat, Tempo, and Rhythm</a>
		2LP22	<a href="#">Adding "issimo"</a>
		2LP23	<a href="#">Crescendo and Decrescendo</a>
<b>TEKS.2.1.D</b>	identify and label simple small forms such as aaba and abac	2LP31	<a href="#">AB Form and Repeat Sign</a>
		2LP32	<a href="#">ABA Form</a>
		2LP33	<a href="#">ABACA Form</a>
<b>TEKS.2.2 - Music Literacy</b>	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:		
<b>TEKS.2.2.A</b>	read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest	2LP13	<a href="#">Melodic Direction</a>
		2LP14	<a href="#">Melodic Phrases</a>
		2LP21	<a href="#">Writing Notes and Rests</a>
<b>TEKS.2.2.B</b>	read, write, and reproduce pentatonic melodic patterns using standard staff notation	2LP11	<a href="#">Singing Solfège</a>
		2LP12	<a href="#">Singing Partner Songs</a>
		2LP15	<a href="#">The Do Pentatonic Scale</a>
<b>TEKS.2.2.C</b>	read, write, and reproduce basic music terminology, including allegro/largo and forte/piano	2LP24	<a href="#">Dynamics Create Interest</a>
		2LP28	<a href="#">Composing Rhythm</a>
<b>TEKS.2.3 - Creative Expression</b>	The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:		
<b>TEKS.2.3.A</b>	sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	2LP03	<a href="#">Strong and Weak Beats</a>
		2LP08	<a href="#">Sing, Play, and Move to Rhythm 2</a>
		2LP19	<a href="#">Note Durations</a>

# Second Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
TEKS.2.3.B	sing songs or play classroom instruments from diverse cultures and styles, independently or in groups	2LP04	<a href="#">Meter Review 2/4 and 4/4</a>
		2LP10	<a href="#">My Voice is an Instrument</a>
TEKS.2.3.C	move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	2LP03	<a href="#">Strong and Weak Beats</a>
		2LP06	<a href="#">Identifying Meters</a>
		2LP17	<a href="#">Baroque Period Music</a>
TEKS.2.3.D	perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting	2LP07	<a href="#">Beat, Tempo, and Rhythm</a>
		2LP09	<a href="#">Ostinatos 2</a>
		2LP13	<a href="#">Melodic Direction</a>
TEKS.2.3.E	perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	2LP09	<a href="#">Ostinatos 2</a>
		2LP23	<a href="#">Crescendo and Decrescendo</a>
		2LP24	<a href="#">Dynamics Create Interest</a>
<b>TEKS.2.4 - Creative Expression</b>	The student creates and explores new musical ideas. The student is expected to:		
TEKS.2.4.A	create rhythmic phrases using known rhythms	2LP28	<a href="#">Composing Rhythm</a>
TEKS.2.4.B	create melodic phrases using known pitches	2LP12	<a href="#">Singing Partner Songs</a>
		2LP29	<a href="#">Composing Melody</a>
TEKS.2.4.C	explore new musical ideas in phrases using singing voice and classroom instruments	2LP01	<a href="#">Welcome to Music!</a>
		2LP08	<a href="#">Sing, Play, and Move to Rhythm 2</a>
		2LP19	<a href="#">Note Durations</a>
<b>TEKS.2.5 - Historical and Cultural Relevance</b>	The student examines music in relation to history and cultures. The student is expected to:		
TEKS.2.5.A	sing songs and play musical games, including patriotic, folk, and seasonal music	2LP02	<a href="#">Steady Beat</a>
		2LP10	<a href="#">My Voice is an Instrument</a>
		2LP11	<a href="#">Singing Solfège</a>
TEKS.2.5.B	examine short musical excerpts from various periods or times in history and diverse and local cultures	2LP16	<a href="#">The Baroque Period</a>
		2LP17	<a href="#">Baroque Period Music</a>
		2LP18	<a href="#">Baroque Composers and Orchestra</a>

# Second Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
TEKS.2.5.C	identify simple interdisciplinary concepts relating to music	2LP02	<a href="#">Steady Beat</a>
		2LP25	<a href="#">Instruments of the Orchestra</a>
		2LP30	<a href="#">Composing Lyrics</a>
<b>TEKS.2.6 - Critical Evaluation and Response</b>	The student listens to, responds to, and evaluates music and musical performances. The student is expected to:		
TEKS.2.6.A	begin to practice appropriate audience behavior during live or recorded performances	2LP01	<a href="#">Welcome to Music!</a>
		2LP30	<a href="#">Composing Lyrics</a>
TEKS.2.6.B	recognize known rhythmic and melodic elements in simple aural examples using known terminology	2LP05	<a href="#">Meter in 3/4</a>
		2LP06	<a href="#">Identifying Meters</a>
		2LP16	<a href="#">The Baroque Period</a>
TEKS.2.6.C	distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances	2LP22	<a href="#">Adding "issimo"</a>
		2LP31	<a href="#">AB Form and Repeat Sign</a>
		2LP32	<a href="#">ABA Form</a>
TEKS.2.6.D	respond verbally or through movement to short musical examples	2LP17	<a href="#">Baroque Period Music</a>
		2LP18	<a href="#">Baroque Composers and Orchestra</a>
		2LP20	<a href="#">Accent Marks</a>

# Third Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
<b>TEKS.3.1 - Music Literacy</b>	<b>The student describes and analyzes musical sound</b>		
TEKS.3.1.A	Categorize and explain a variety of musical sounds, including those of children and adult voices	3LP04	<a href="#">Identifying Different Voices</a>
TEKS.3.1.B	Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures	3LP02	<a href="#">Meter Sign</a>
		3LP11	<a href="#">Classical Period Music</a>
		3LP19	<a href="#">Recorder 1/Woodwinds</a>
TEKS.3.1.C	Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	3LP02	<a href="#">Meter Sign</a>
		3LP32	<a href="#">Refrain</a>
TEKS.3.1.D	Identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works	3LP31	<a href="#">Form and Introduction</a>
<b>TEKS.3.2 - Music Literacy</b>	<b>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.</b>		
TEKS.3.2.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	3LP13	<a href="#">Sixteenth Notes</a>
		3LP14	<a href="#">Whole Notes and Whole Rests</a>
		3LP15	<a href="#">Writing Notes and Rests</a>
TEKS.3.2.B	Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	3LP09	<a href="#">Extended Pentatonic Scales</a>
TEKS.3.2.C	Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	3LP16	<a href="#">Mezzo Forte, Mezzo Piano, and Sforzando</a>
		3LP26	<a href="#">Recorder 8/Tempo</a>
		3LP27	<a href="#">Recorder 9/Tempo</a>
<b>TEKS.3.3 - Creative Expression</b>	<b>The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.</b>		
TEKS.3.3.A	Sing or play classroom instruments with accurate intonation and rhythm independently or in groups	3LP03	<a href="#">Ostinatos</a>
		3LP20	<a href="#">Recorder 2/Woodwinds</a>
		3LP25	<a href="#">Recorder 7/Tempo</a>
TEKS.3.3.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	3LP04	<a href="#">Identifying Different Voices</a>
		3LP09	<a href="#">Extended Pentatonic Scales</a>
		3LP22	<a href="#">Recorder 4/Blues</a>
TEKS.3.3.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	3LP35	<a href="#">Year-End Assessment and Favorite Songs Review</a>

# Third Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
TEKS.3.3.D	Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire	3LP03	<a href="#">Ostinatos</a>
		3LP04	<a href="#">Identifying Different Voices</a>
		3LP06	<a href="#">Rounds and Canons</a>
TEKS.3.3.E	Interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	3LP16	<a href="#">Mezzo Forte, Mezzo Piano, and Sforzando</a>
		3LP18	<a href="#">Identifying Dynamics</a>
		3LP25	<a href="#">Recorder 7/Tempo</a>
<b>TEKS.3.4 - Creative Expression</b>	<b>The student creates and explores new musical ideas within specified guidelines.</b>		
TEKS.3.4.A	Create rhythmic phrases through improvisation or composition	3LP03	<a href="#">Ostinatos</a>
		3LP11	<a href="#">Classical Period Music</a>
		3LP21	<a href="#">Recorder 3/Woodwinds</a>
TEKS.3.4.B	Create melodic phrases through improvisation or composition	3LP05	<a href="#">Musical Alphabet</a>
		3LP07	<a href="#">Lines and Spaces</a>
		3LP09	<a href="#">Extended Pentatonic Scales</a>
TEKS.3.4.C	Create simple accompaniments through improvisation or composition	3LP31	<a href="#">Form and Introduction</a>
		3LP33	<a href="#">Combining Form Elements</a>
<b>TEKS.3.5 - Historical and Cultural Relevance</b>	<b>The student examines music in relation to history and cultures.</b>		
TEKS.3.5.A	Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	3LP01	<a href="#">Welcome to Music!</a>
		3LP08	<a href="#">Melodic Movement</a>
		3LP17	<a href="#">Crescendo and Decrescendo Review</a>
TEKS.3.5.B	Identify music from diverse genres, styles, periods, and cultures	3LP08	<a href="#">Melodic Movement</a>
		3LP12	<a href="#">Classical Composers and Orchestra</a>
		3LP22	<a href="#">Recorder 4/Blues</a>
TEKS.3.5.C	Identify the relationships between music and interdisciplinary concepts	3LP06	<a href="#">Rounds and Canons</a>
		3LP12	<a href="#">Classical Composers and Orchestra</a>
		3LP31	<a href="#">Form and Introduction</a>

# Third Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
<b>TEKS.3.6 - Critical Evaluation and Response</b>	<b>The student listens to, responds to, and evaluates music and musical performances.</b>		
<b>TEKS.3.6.A</b>	Exhibit audience etiquette during live and recorded performances	3LP05	<a href="#">Musical Alphabet</a>
		3LP24	<a href="#">Recorder 6/Blues</a>
		3LP29	<a href="#">Recorder 11/Chords and Harmony</a>
<b>TEKS.3.6.B</b>	Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary	3LP08	<a href="#">Melodic Movement</a>
		3LP15	<a href="#">Writing Notes and Rests</a>
<b>TEKS.3.6.C</b>	Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary	3LP04	<a href="#">Identifying Different Voices</a>
		3LP18	<a href="#">Identifying Dynamics</a>
		3LP33	<a href="#">Combining Form Elements</a>
<b>TEKS.3.6.D</b>	Respond verbally and through movement to short musical examples	3LP10	<a href="#">The Classical Period</a>
		3LP18	<a href="#">Identifying Dynamics</a>
		3LP31	<a href="#">Form and Introduction</a>
<b>TEKS.3.6.E</b>	Describe a variety of compositions and formal or informal musical performances using specific music vocabulary	3LP07	<a href="#">Lines and Spaces</a>
		3LP10	<a href="#">The Classical Period</a>
		3LP28	<a href="#">Recorder 10/Chords and Harmony</a>

# Fourth Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
<b>TEKS.4.1 - Music Literacy</b>	<b>The student describes and analyzes musical sound.</b>		
<b>TEKS.4.1.A</b>	Categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices	4LP06	<a href="#">Part Singing</a>
		4LP37	<a href="#">What is Sound?</a>
		4LP38	<a href="#">More About Sound</a>
<b>TEKS.4.1.B</b>	Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures	4LP21	<a href="#">Playing Fretted Instruments</a>
		4LP23	<a href="#">Playing Chords and Harmony</a>
		4LP40	<a href="#">Sound in the Studio</a>
<b>TEKS.4.1.C</b>	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	4LP16	<a href="#">Articulation Review</a>
		4LP17	<a href="#">Tricky Tempos</a>
		4LP22	<a href="#">Major and Minor Chords</a>
<b>TEKS.4.1.D</b>	Identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works	4LP26	<a href="#">Making Music in the Romantic Period</a>
		4LP28	<a href="#">The Rap Project</a>
		4LP30	<a href="#">Rhymes, Rhythm, and Rap</a>
<b>TEKS.4.2 - Music Literacy</b>	<b>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.</b>		
<b>TEKS.4.2.A</b>	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	4LP03	<a href="#">Super Sixteenth Notes</a>
		4LP10	<a href="#">Rhythm Review</a>
		4LP11	<a href="#">Syncopation</a>
<b>TEKS.4.2.B</b>	Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	4LP14	<a href="#">Getting to Know E and D</a>
		4LP15	<a href="#">Giving Thanks</a>
		4LP24	<a href="#">Playing Accompaniment Parts</a>
<b>TEKS.4.2.C</b>	Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	4LP01	<a href="#">Welcome to Music!</a>
		4LP02	<a href="#">Terrific Triplets</a>
		4LP16	<a href="#">Articulation Review</a>

# Fourth Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
<b>TEKS.4.3 - Creative Expression</b>	<b>The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.</b>		
<b>TEKS.4.3.A</b>	Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups	4LP13	<a href="#">Keeping Up With the Score</a>
		4LP22	<a href="#">Major and Minor Chords</a>
		4LP23	<a href="#">Playing Chords and Harmony</a>
<b>TEKS.4.3.B</b>	Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups	4LP04	<a href="#">Octaves, Descants, and Patriotic Music</a>
		4LP33	<a href="#">Rap it Up (The Performance)</a>
		4LP36	<a href="#">Family Day</a>
<b>TEKS.4.3.C</b>	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	4LP02	<a href="#">Terrific Triplets</a>
		4LP08	<a href="#">Major and Minor Melodies</a>
		4LP19	<a href="#">Orchestral and Concert Band Instruments</a>
<b>TEKS.4.3.D</b>	Perform various folk dances and play parties	4LP11	<a href="#">Syncopation</a>
		4LP12	<a href="#">Dotted Notes Rhythms</a>
		4LP15	<a href="#">Giving Thanks</a>
<b>TEKS.4.3.E</b>	Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire	4LP04	<a href="#">Octaves, Descants, and Patriotic Music</a>
		4LP06	<a href="#">Part Singing</a>
		4LP09	<a href="#">Melodic Ostinatos</a>
<b>TEKS.4.3.F</b>	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	4LP13	<a href="#">Keeping Up With the Score</a>
		4LP16	<a href="#">Articulation Review</a>
		4LP17	<a href="#">Tricky Tempos</a>
<b>TEKS.4.4 - Creative Expression</b>	<b>The student creates and explores new musical ideas within specified guidelines.</b>		
<b>TEKS.4.4.A</b>	Create rhythmic phrases through improvisation or composition	4LP01	<a href="#">Welcome to Music!</a>
		4LP03	<a href="#">Super Sixteenth Notes</a>
		4LP29	<a href="#">Creating My Rap</a>
<b>TEKS.4.4.B</b>	Create melodic phrases through improvisation or composition	4LP15	<a href="#">Giving Thanks</a>
		4LP27	<a href="#">Telling a Story With Music</a>
		4LP39	<a href="#">Sound Around the Room</a>

# Fourth Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
TEKS.4.4.C	Create simple accompaniments through improvisation or composition	4LP24	<a href="#">Playing Accompaniment Parts</a>
		4LP30	<a href="#">Rhymes, Rhythm, and Rap</a>
		4LP31	<a href="#">Dynamic Rapping</a>
<b>TEKS.4.5 - Historical and Cultural Relevance</b>	<b>The student examines music in relation to history and cultures.</b>		
TEKS.4.5.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	4LP09	<a href="#">Melodic Ostinatos</a>
		4LP14	<a href="#">Getting to Know E and D</a>
		4LP34	<a href="#">Keyword and Activity Review</a>
TEKS.4.5.B	Perform music representative of America and Texas, including "Texas, Our Texas"	4LP04	<a href="#">Octaves, Descants, and Patriotic Music</a>
		4LP07	<a href="#">Ascending and Descending Scales</a>
		4LP35	<a href="#">Year-End Assessment and Favorite Songs Review</a>
TEKS.4.5.C	Identify and describe music from diverse genres, styles, periods, and cultures	4LP09	<a href="#">Melodic Ostinatos</a>
		4LP21	<a href="#">Playing Fretted Instruments</a>
		4LP26	<a href="#">Making Music in the Romantic Period</a>
TEKS.4.5.D	Examine the relationships between music and interdisciplinary concepts	4LP25	<a href="#">Time Machine</a>
		4LP41	<a href="#">Final Countdown</a>
		4LP42	<a href="#">Presentations</a>
<b>TEKS.4.6 - Critical Evaluation and Response</b>	<b>The student listens to, responds to, and evaluates music and musical performances.</b>		
TEKS.4.6.A	Exhibit audience etiquette during live and recorded performances	4LP32	<a href="#">Rap Rehearsals</a>
		4LP33	<a href="#">Rap it Up (The Performance)</a>
		4LP42	<a href="#">Presentations</a>
TEKS.4.6.B	Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary	4LP07	<a href="#">Ascending and Descending Scales</a>
		4LP08	<a href="#">Major and Minor Melodies</a>
		4LP11	<a href="#">Syncopation</a>

# Fourth Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
TEKS.4.6.C	Describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary	4LP18	<a href="#">Timbre</a>
		4LP19	<a href="#">Orchestral and Concert Band Instruments</a>
		4LP40	<a href="#">Sound in the Studio</a>
TEKS.4.6.D	Respond verbally and through movement to short musical examples	4LP05	<a href="#">Singing Chords</a>
		4LP25	<a href="#">Time Machine</a>
		4LP32	<a href="#">Rap Rehearsals</a>
TEKS.4.6.E	Describe a variety of compositions and formal or informal musical performances using specific music vocabulary	4LP10	<a href="#">Rhythm Review</a>
		4LP20	<a href="#">Guitars and Fretted Instruments</a>
		4LP29	<a href="#">Creating My Rap</a>
TEKS.4.6.F	Justify personal preferences for specific music works and styles using music vocabulary	4LP18	<a href="#">Timbre</a>
		4LP35	<a href="#">Year-End Assessment and Favorite Songs Review</a>
		4LP36	<a href="#">Family Day</a>

# Fifth Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
<b>TEKS.5.1 - Music Literacy</b>	<b>The student describes and analyzes musical sound.</b>		
<b>TEKS.5.1.A</b>	Distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices	5LP07	<a href="#">SATB Music and Bass Clef</a>
		5LP09	<a href="#">Music from China</a>
<b>TEKS.5.1.B</b>	Distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures	5LP18	<a href="#">Identifying Music Styles</a>
		5LP19	<a href="#">Symphony Orchestra</a>
		5LP20	<a href="#">String Family</a>
<b>TEKS.5.1.C</b>	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	5LP04	<a href="#">Rhythm and Dynamics Review</a>
		5LP15	<a href="#">Use of Dynamics</a>
		5LP26	<a href="#">Notating Major and Minor Chords</a>
<b>TEKS.5.1.D</b>	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	5LP13	<a href="#">D.C. al Fine and D.S. al Fine</a>
		5LP23	<a href="#">Impressionist Period Music</a>
		5LP40	<a href="#">Scale of C Skips</a>
<b>TEKS.5.2 - Music Literacy</b>	<b>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.</b>		
<b>TEKS.5.2.A</b>	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	5LP05	<a href="#">Syncopation</a>
		5LP06	<a href="#">Dotted Note Rhythms</a>
		5LP17	<a href="#">Writing Rhythms and Melodies</a>
<b>TEKS.5.2.B</b>	Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation	5LP08	<a href="#">Descants, Parts, and Rounds</a>
		5LP10	<a href="#">Sharps and Flats</a>
		5LP39	<a href="#">Learning the Scale of C</a>
<b>TEKS.5.2.C</b>	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	5LP03	<a href="#">Meter of 6/8</a>
		5LP06	<a href="#">Dotted Note Rhythms</a>
		5LP15	<a href="#">Use of Dynamics</a>
<b>TEKS.5.3 - Creative Expression</b>	<b>The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.</b>		
<b>TEKS.5.3.A</b>	Sing and play classroom instruments independently or in groups with accurate intonation and rhythm	5LP11	<a href="#">Major Scales and Key Signatures</a>
		5LP33	<a href="#">The Performance</a>
		5LP41	<a href="#">Introduce Chords C, F, and G7</a>

# Fifth Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
TEKS.5.3.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	5LP09	<a href="#">Music from China</a>
		5LP27	<a href="#">Progressions using I, IV, and V</a>
		5LP36	<a href="#">Family Day</a>
TEKS.5.3.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	5LP02	<a href="#">Meter Review</a>
		5LP13	<a href="#">D.C. al Fine and D.S. al Fine</a>
		5LP34	<a href="#">Keyword and Activity Review</a>
TEKS.5.3.D	Perform various folk dances and play parties	5LP21	<a href="#">Strings and Music Styles</a>
TEKS.5.3.E	Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	5LP08	<a href="#">Descants, Parts, and Rounds</a>
		5LP30	<a href="#">Composing Our Live Music</a>
		5LP43	<a href="#">Student Performance 1</a>
TEKS.5.3.F	Interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound	5LP04	<a href="#">Rhythm and Dynamics Review</a>
		5LP23	<a href="#">Impressionist Period Music</a>
		5LP32	<a href="#">Putting It All Together</a>
<b>TEKS.5.4 - Creative Expression</b>	<b>The student creates and explores new musical ideas within specified guidelines.</b>		
TEKS.5.4.A	Create rhythmic phrases through improvisation and composition	5LP12	<a href="#">Improvising on a Major Scale</a>
		5LP17	<a href="#">Writing Rhythms and Melodies</a>
		5LP29	<a href="#">Our Product</a>
TEKS.5.4.B	Create melodic phrases through improvisation and composition	5LP12	<a href="#">Improvising on a Major Scale</a>
		5LP17	<a href="#">Writing Rhythms and Melodies</a>
		5LP31	<a href="#">Creating Our Jingle</a>
TEKS.5.4.C	Create simple accompaniments through improvisation and composition	5LP09	<a href="#">Music from China</a>
		5LP30	<a href="#">Composing Our Live Music</a>
		5LP31	<a href="#">Creating Our Jingle</a>
<b>TEKS.5.5 - Historical and Cultural Relevance</b>	<b>The student examines music in relation to history and cultures.</b>		
TEKS.5.5.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	5LP02	<a href="#">Meter Review</a>
		5LP13	<a href="#">D.C. al Fine and D.S. al Fine</a>
		5LP35	<a href="#">Year-End Assessment and Favorite Songs Review</a>

# Fifth Grade Music Correlations



Standard	Description	Lesson Address	Lesson Title
TEKS.5.5.B	Perform music representative of Texas and America, including "The Star Spangled Banner"	5LP07	<a href="#">SATB Music and Bass Clef</a>
		5LP19	<a href="#">Symphony Orchestra</a>
		5LP35	<a href="#">Year-End Assessment and Favorite Songs Review</a>
TEKS.5.5.C	Identify and describe music from diverse genres, styles, periods, and cultures	5LP18	<a href="#">Identifying Music Styles</a>
		5LP24	<a href="#">Impressionist Period Composers</a>
		5LP25	<a href="#">Chords and Harmony</a>
TEKS.5.5.D	Examine the relationships between music and interdisciplinary concepts	5LP22	<a href="#">The Impressionist Period</a>
		5LP28	<a href="#">Creating a Commercial Project</a>
		5LP37	<a href="#">Introduction to the Ukulele</a>
<b>TEKS.5.6 - Critical Evaluation and Response</b>	<b>The student listens to, responds to, and evaluates music and musical performances.</b>		
TEKS.5.6.A	Exhibit audience etiquette during live and recorded performances	5LP16	<a href="#">Performance Evaluations</a>
		5LP33	<a href="#">The Performance</a>
		5LP36	<a href="#">Family Day</a>
TEKS.5.6.B	Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary	5LP01	<a href="#">Welcome to Music!</a>
		5LP25	<a href="#">Chords and Harmony</a>
		5LP26	<a href="#">Notating Major and Minor Chords</a>
TEKS.5.6.C	Describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary	5LP14	<a href="#">Use of Accidentals</a>
		5LP15	<a href="#">Use of Dynamics</a>
		5LP20	<a href="#">String Family</a>
TEKS.5.6.D	Respond verbally and through movement to short musical examples	5LP01	<a href="#">Welcome to Music!</a>
		5LP02	<a href="#">Meter Review</a>
		5LP34	<a href="#">Keyword and Activity Review</a>
TEKS.5.6.E	Evaluate a variety of compositions and formal or informal musical performances using specific criteria	5LP16	<a href="#">Performance Evaluations</a>
		5LP32	<a href="#">Putting It All Together</a>
		5LP45	<a href="#">Final Performance</a>
TEKS.5.6.F	Justify personal preferences for specific music works and styles using music vocabulary	5LP16	<a href="#">Performance Evaluations</a>
		5LP24	<a href="#">Impressionist Period Composers</a>
		5LP28	<a href="#">Creating a Commercial Project</a>



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