

Categories

Pitch/Melody

Rhythm

Expression: Dynamics/Tempo/

Articulation

Form

Harmony/Texture

listening

Tone Color/Timbre

Music History

Sing/Play/Create

Move

Note: Interdisciplinary skills should be pervasive throughout the categories.

KINDER

1. Foundations: music literacy. The student describes and analyzes musical sounds.

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

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.

2. Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.

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

C. **Move alone or with others** to a varied repertoire of music using gross and fine locomotor and non-locomotor movements

D. **Perform** simple **part-work**, including beat versus rhythm

E. **Perform** music using **louder/softer** and **faster/slower**

3. Historical and cultural relevance. The student examines music in relation to history and cultures.

A. **Sing songs and play musical games**, including rhymes, folk music, and seasonal music

B. Identify simple **interdisciplinary** concepts related to music

4. Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.

A. Identify and 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

FIRST

1. Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation.

A. Identify the known **five voices** and adult/children singing voices

B. Identify visually and aurally the **instrument families**

C. Use basic music terminology in describing changes in **tempo**, including allegro/largo, and **dynamics**, including forte/piano

D. Identify and label **repetition and contrast** in simple songs such as ab, aaba, or abac patterns

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

A. Read, write, and reproduce **rhythmic patterns**, including quarter note/paired eighth notes and quarter rest

B. Read, write, and reproduce **melodic patterns**, including three tones from the pentatonic scale

3. Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.

A. **Sing tunefully or play** classroom instruments, including rhythmic and melodic patterns, independently or in groups

B. **Sing songs or play** classroom instruments from diverse cultures and 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

D. **Perform** simple **part-work**, including beat versus rhythm, rhythmic ostinato, and vocal exploration

E. **Perform** music using **tempo**, including allegro/largo, and **dynamics**, including forte/piano

4. Creative expression. The student creates and explores new musical ideas.

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 instruments**

5. Historical and cultural relevance. The student examines music in relation to history and cultures.

A. **Sing songs and play musical games**, including rhymes, patriotic events, folk music, and seasonal music

B. Identify steady beat in short **musical excerpts** from **various periods** or times in history and diverse cultures

C. Identify simple **interdisciplinary** concepts relating to music

6. Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.

A. Identify and demonstrate appropriate **audience behavior** during live or recorded performances

B. Recognize known rhythmic and 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**

D. Respond verbally or through **movement** to short **musical examples**

SECOND

1. Foundations: music literacy. The student describes and analyzes musical sound.

A. Identify **choral voices**, including unison versus ensemble

B. Identify **instruments** visually and aurally

C. Use known music terminology to explain musical examples of **tempo**, including presto, moderato, and andante, and **dynamics**, including fortissimo and pianissimo

D. Identify and label **simple small forms** such as aaba and abac

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

A. Read, write, and 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

C. Read, write, and reproduce basic music terminology, including **allegro/largo** and **forte/piano**

3. Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.

A. **Sing tunefully or play** classroom instruments, including rhythmic and melodic patterns, independently or in groups

B. **Sing songs or play** classroom instruments from diverse cultures and 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

D. **Perform** simple **part-work**, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting

E. **Perform** music using **tempo**, including presto, moderato, and andante, and **dynamics**, including fortissimo and pianissimo

4. Creative expression. The student creates and explores new musical ideas.

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**

5. Historical and cultural relevance. The student examines music in relation to history and cultures.

A. **Sing songs and play musical games**, including patriotic, folk, and seasonal music

B. Examine short **musical excerpts** from **various periods** or times in history and diverse and local cultures

C. Identify simple **interdisciplinary** concepts relating to music

6. Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.

A. Begin to practice appropriate **audience behavior** during live or recorded performances

B. Recognize known **rhythmic** and **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**

D. Respond verbally or through **movement** to **short musical examples**

THIRD

1. Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation.

A. Categorize and explain a variety of **musical sounds**, including those of children and adult voices

B. Categorize and explain a variety of **musical sounds**, including those of woodwind, brass, string, percussion, and instruments from various cultures

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

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

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

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

B. Read, write, and 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

3. Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.

A. **Sing or play** classroom instruments with accurate intonation and 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

D. **Perform** simple **part-work**, including rhythmic and 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

4. Creative expression. The student creates and explores new musical ideas.

A. **Create rhythmic** phrases through improvisation or composition

B. **Create melodic** phrases through improvisation or composition

C. **Create** simple **accompaniments** through improvisation or composition

5. Historical and cultural relevance. The student examines music in relation to history and cultures.

A. **Perform a varied repertoire of songs, movement, and musical games** representative of American and local cultures

B. Identify music from **diverse genres, styles, periods, and cultures**

C. Identify the relationships between music and **interdisciplinary** concepts

6. Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.

A. Exhibit **audience etiquette** during live and recorded performances

B. Recognize known **rhythmic** and **melodic** elements in **aural examples** using appropriate vocabulary

THIRD (cont.)

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 music examples**

E. **Describe a variety of compositions** and formal or informal musical performances using specific music vocabulary

FOURTH

1. Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation.

A. Categorize and explain a variety of **musical sounds**, including those of children's voices and soprano and 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

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

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

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

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.

B. Read, write, and 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

3. Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.

A. **Sing and play** classroom instruments with accurate intonation and rhythm, independently or in groups

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

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

D. Perform various **folks dances and play parties**

E. **Perform** simple **part-work**, including rhythmic and 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

4. Creative expression. The student creates and explores new musical ideas.

A. **Create rhythmic** phrases through improvisation or composition

B. **Create melodic** phrases through improvisation or composition

C. **Create** simple **accompaniments** through improvisation or composition

5. Historical and cultural relevance. The student examines music in relation to history and cultures.

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

B. **Perform** music representative of America and Texas, including "Texas Our Texas"

C. Identify and describe music from **diverse genres, styles, periods, and cultures**

D. Examine the relationships between music and **interdisciplinary** concepts

6. Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.

FOURTH (cont.)

A. Exhibit **audience etiquette** during live and recorded performances

B. Recognize known **rhythmic** and **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

D. Respond verbally and through **movement** to **short musical examples**

E. **Describe a variety of compositions** and formal and informal musical performances using specific music vocabulary

F. Justify **personal preferences** for specific music works and styles using music vocabulary

FIFTH

1. Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation.

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

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

- 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
- B. Read, write, and reproduce **extended pentatonic and diatonic melodic** patterns using standard staff notation
- C. Identify and interpret new and previously learned music symbols and terms referring **tempo**, including accelerando and ritardando; **dynamics**, articulation; and meter, including simple and compound

3. Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.

- A. **Sing and play** classroom instruments independently or in groups with accurate intonation and 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
- D. Perform various **folks dances and play parties**
- E. **Perform** simple **two-part music**, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies
- 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

4. Creative expression. The student creates and explores new musical ideas.

- A. **Create rhythmic** phrases through improvisation and composition
- B. **Create melodic** phrases through improvisation and composition
- C. **Create** simple **accompaniments** through improvisation and composition

5. Historical and cultural relevance. The student examines music in relation to history and cultures.

- 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
- B. **Perform** music representative of Texas and America, including "The Star Spangled Banner"
- C. Identify and describe music from **diverse genres, styles, periods, and cultures**
- D. Examine the relationships between music and **interdisciplinary** concepts

6. Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances.

FIFTH (cont.)

A. Exhibit **audience etiquette** during live and recorded performances

B. Identify known **rhythmic** and **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

D. Respond verbally and through **movement** to **short musical examples**

E. **Evaluate a variety of compositions** and formal or informal musical performances using specific criteria

F. Justify **personal preferences** for specific music works and styles using music vocabulary