

## THE TEKS

### §117.3. Music, Kindergarten.

#### (a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

#### (b) Knowledge and skills.

(K.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) identify the difference between the singing and speaking voice; and
- (B) identify the timbre of adult voices and instruments.

(K.2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

- (A) sing or play classroom instruments independently or in a group; and
- (B) sing songs from diverse cultures and styles or play such songs on musical instruments.

(K.3) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) sing songs and play musical games from different cultures; and
- (B) identify simple relationships between music and other subjects.

(K.4) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) identify steady beat in musical performances; and
- (B) identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.

*Source: The provisions of this §117.3 adopted to be effective September 1, 1998, 22 TexReg 4943.*

## §117.6. Music, Grade 1.

### (a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

### (b) Knowledge and skills.

(1.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) identify voices and selected instruments from various musical families;
- (B) use basic music terminology in describing musical sounds; and
- (C) identify repetition and contrast in music examples.

(1.2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

- (A) sing or play a classroom instrument independently or in groups; and
- (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(1.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) read simple examples of music notation; and
- (B) write simple examples of music notation.

(1.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create short rhythmic patterns; and
- (B) create short melodic patterns.

(1.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) sing songs and play musical games from diverse cultures; and
- (B) identify simple relationships between music and other subjects.

(1.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and
- (B) begin to practice appropriate audience behavior during live performances.

*Source: The provisions of this §117.6 adopted to be effective September 1, 1998, 22 TexReg 4943.*

## §117.9. Music, Grade 2.

### (a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

### (b) Knowledge and skills.

(2.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) identify instruments visually and aurally;
- (B) use music terminology to explain sounds and performances; and
- (C) identify music forms such as AB and ABA.

(2.2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

- (A) sing or play a classroom instrument independently or in groups; and
- (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(2.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) read and write simple music notation, using a system (letters, numbers, syllables); and
- (B) read and write music that incorporates basic rhythmic patterns in simple meters.

(2.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create rhythmic phrases; and
- (B) create melodic phrases.

(2.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) identify music from various periods of history and culture;
- (B) sing songs and play musical games from diverse cultures; and
- (C) identify relationships between music and other subjects.

(2.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and
- (B) show appropriate audience behavior during live performances.

*Source: The provisions of this §117.9 adopted to be effective September 1, 1998, 22 TexReg 4943.*

### §117.12. Music, Grade 3.

#### (a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

#### (b) Knowledge and skills.

(3.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures;
- (B) use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances; and
- (C) identify music forms presented aurally such as AB, ABA, and rondo.

(3.2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

- (A) sing or play a classroom instrument independently or in groups; and
- (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(3.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) read music notation, using a system (letters, numbers, syllables);
- (B) write music notation, using a system (letters, numbers, syllables);
- (C) read and write music that incorporates basic rhythmic patterns in simple meters; and
- (D) identify music symbols and terms referring to dynamics and tempo.

(3.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create rhythmic phrases; and
- (B) create melodic phrases.

(3.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;
- (B) perform songs and musical games from diverse cultures; and
- (C) describe relationships between music and other subjects.

(3.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) define basic criteria for evaluating musical performances; and
- (B) exhibit audience etiquette during live performances.

*Source: The provisions of this §117.12 adopted to be effective September 1, 1998, 22 TexReg 4943.*

#### §117.15. Music, Grade 4.

(a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(b) Knowledge and skills.

(4.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures;
- (B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; and
- (C) identify music forms presented aurally such as AB, ABA, and rondo.

(4.2) Creative expression/performance. The student performs a varied repertoire of music. The student is expected to:

- (A) sing or play a classroom instrument independently or in groups; and
- (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

(4.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) read and write music notation, using a system (letters, numbers, syllables);
- (B) incorporate basic rhythmic patterns in simple meters in musical compositions; and
- (C) identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing.

(4.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create rhythmic and melodic phrases; and
- (B) create simple accompaniments.

(4.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;
- (B) perform music and movement from diverse cultures;
- (C) perform music representative of American and Texas heritage; and
- (D) identify connections between music and the other fine arts.

(4.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) apply basic criteria in evaluating musical performances and compositions;
- (B) justify, using music terminology, personal preferences for specific music works and styles; and
- (C) practice concert etiquette as an actively involved listener during live performances.

*Source: The provisions of this §117.15 adopted to be effective September 1, 1998, 22 TexReg 4943.*

## §117.18. Music, Grade 5.

### (a) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

### (b) Knowledge and skills.

(5.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) distinguish among a variety of musical timbres;
- (B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; and
- (C) identify a variety of music forms such as AB, ABA, rondo, and theme and variations.

(5.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

- (A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;
- (B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
- (C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(5.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) read standard notation;
- (B) use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript or computer-generated);
- (C) read and write music that incorporates rhythmic patterns in various meters; and
- (D) identify music symbols and terms referring to dynamics, tempo, and articulation.

(5.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create rhythmic and melodic phrases; and
- (B) create/arrange simple accompaniments.

(5.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;
- (B) describe various music vocations and avocations;
- (C) perform music and movement from diverse cultures;
- (D) perform music representative of American and Texas heritage; and
- (E) identify concepts taught in the other fine arts and their relationships to music concepts.

(5.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) apply criteria in evaluating musical performances and compositions;
- (B) evaluate, using music terminology, personal preferences for specific music works and styles; and
- (C) exhibit concert etiquette as an actively involved listener during varied live performances.

*Source: The provisions of this §117.18 adopted to be effective September 1, 1998, 22 TexReg 4943.*

### §117.33. Music, Grade 6.

(a) General requirements. When Grade 6 is part of a departmentalized middle school, students may select a music course from the following: General Music 6, Band 6, Choir 6, Orchestra 6.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(6.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) individually demonstrate characteristic vocal or instrumental timbre;
- (B) use standard terminology in explaining intervals, music notation, musical instruments or voices, and musical performances; and
- (C) identify music forms presented aurally and through music notation.

(6.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

- (A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;
- (B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
- (C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(6.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) sight-read simple music in treble and/or other clefs in various keys and meters;
- (B) use standard symbols to notate meter, rhythm, pitch, and dynamics (manuscript or computer-generated); and
- (C) identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing.

(6.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create rhythmic and melodic phrases; and
- (B) arrange rhythmic and melodic phrases.

(6.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) describe aurally-presented music representing diverse styles, periods, and cultures;
- (B) describe music-related vocations and avocations;
- (C) perform music representative of diverse cultures, including American and Texas heritage; and
- (D) relate the other fine arts to music concepts.

(6.6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) identify criteria for evaluating performances;
- (B) evaluate the quality and effectiveness of music and musical performances; and
- (C) exhibit concert etiquette as an informed, actively involved listener during varied live performances.

*Source: The provisions of this §117.33 adopted to be effective September 1, 1998, 22 TexReg 4943.*

**§117.36. Music, Grade 7.**

(a) General requirements. Students may select a music course from the following: General Music 7, Band 7, Choir 7, Orchestra 7, Jazz Band 7, Instrumental Ensemble 7.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(7.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) demonstrate characteristic vocal or instrumental timbre individually and in groups;
- (B) describe intervals, music notation, musical instruments or voices, and musical performances, using standard terminology; and
- (C) identify music forms presented aurally and through music notation.

(7.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

- (A) perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;
- (B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
- (C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(7.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) sight-read music in treble and/or other clefs in various keys and meters;
- (B) notate meter, rhythm, pitch, and dynamics using standard symbols (manuscript or computer-generated); and
- (C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

(7.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create increasingly complex rhythmic and melodic phrases; and
- (B) arrange increasingly complex rhythmic and melodic phrases.

(7.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) classify aurally-presented music representative of diverse genres, styles, periods, and cultures;
- (B) describe music-related vocations and avocations;
- (C) perform music representative of diverse cultures, including American and Texas heritage; and
- (D) identify the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

(7.6) Response/evaluation. The student responds to and evaluates music and musical performances. The student is expected to:

- (A) design and apply criteria for evaluating the quality and effectiveness of music and musical performances;
- (B) evaluate the quality and effectiveness of personal performances; and
- (C) exhibit concert etiquette during live performances in a variety of settings.

*Source: The provisions of this §117.36 adopted to be effective September 1, 1998, 22 TexReg 4943.*

### §117.39. Music, Grade 8.

(a) General requirements. Students may select a music course from the following: General Music 8, Band 8, Choir 8, Orchestra 8, Jazz Band 8, Instrumental Ensemble 8.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(8.1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) demonstrate characteristic vocal or instrumental timbre individually and in groups;
- (B) describe in detail intervals, music notation, musical instruments, voices, and musical performances, using standard terminology; and
- (C) identify music forms presented aurally and through music notation.

(8.2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

- (A) perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;
- (B) perform expressively, incorporating appropriate stylistic qualities;
- (C) perform, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
- (D) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(8.3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) sight-read music in treble and/or other clefs in various keys and meters;
- (B) notate meter, rhythm, pitch, and dynamics, using standard symbols (manuscript or computer-generated); and
- (C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

(8.4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create complex rhythmic and melodic phrases; and
- (B) arrange complex rhythmic and melodic phrases.

(8.5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) classify aurally-presented music representing diverse styles, periods, and cultures;
- (B) describe music-related vocations and avocations;
- (C) perform music representative of diverse cultures, including American and Texas heritage; and
- (D) relate the content, the concepts, and the processes of subjects other than the arts to those of music.

(8.6) Response/evaluation. The student responds to and evaluates music and musical performances. The student is expected to:

- (A) design and apply criteria for evaluating the quality and effectiveness of music and musical performance;
- (B) evaluate the quality and effectiveness of personal musical performances;
- (C) apply specific criteria appropriate for the style of the music and offer constructive suggestions for improvement; and
- (D) exhibit concert etiquette during live performances in a variety of settings.

Source: The provisions of this §117.39 adopted to be effective September 1, 1998, 22 TexReg 4943.

### §117.60. Music, Level I.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Band I, Choir I, Orchestra I, Jazz Band I, Instrumental Ensemble I, Vocal Ensemble I, Music History I, Music Theory I, Applied Music I (one credit per course).

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) identify melodic and harmonic parts when listening to and/or performing music;
- (B) define concepts of intervals, music notation, chord structure, rhythm/meter, and musical performances using standard terminology; and
- (C) compare and contrast elements of music through literature selected for performance and/or listening.

(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

- (A) demonstrate independently and in ensembles accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately easy to moderately difficult literature;
- (B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
- (C) exhibit and explain appropriate small- and large-ensemble performance techniques for formal and informal concerts.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) sight-read ensemble parts;
- (B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and
- (C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create a variety of musical phrases; and
- (B) arrange a variety of musical phrases.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) listen to and classify music by style and/or by historical period;
- (B) identify and describe the uses of music in society and culture;
- (C) identify music-related vocations and avocations within the community; and
- (D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;
- (B) evaluate musical performances by comparing them to exemplary models; and
- (C) practice informed concert behavior during live performances in a variety of settings.

*Source: The provisions of this §117.60 adopted to be effective September 1, 1998, 22 TexReg 4943.*

## §117.61. Music, Level II.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Band II, Choir II, Orchestra II, Jazz Band II, Instrumental Ensemble II, Vocal Ensemble II, Music Theory II, Applied Music II (one credit per course). The prerequisite for each Level II music course is one credit of Music I in the corresponding discipline.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) define melody, harmony, rhythm, and texture of music listened to or performed, using standard terminology; and
- (B) compare and contrast music forms of literature selected for performances and/or listening.

(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

- (A) exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles;
- (B) perform expressively, from memory and notation, a varied repertoire of music representing genres and styles from diverse cultures; and
- (C) exhibit and describe appropriate small- and large-ensemble performance techniques for formal and informal concerts.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) sight-read ensemble parts;
- (B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and
- (C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and/or ensemble performances.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) create simple musical pieces; and
- (B) arrange simple musical pieces.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) classify aurally-presented music by genre, style, and historical period;
- (B) define uses of music in society and culture;
- (C) identify music-related vocations and avocations within the community; and
- (D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;
- (B) evaluate musical performances by comparing them to exemplary models; and
- (C) exhibit concert etiquette during live performances in a variety of settings.

*Source: The provisions of this §117.61 adopted to be effective September 1, 1998, 22 TexReg 4943.*

**§117.62. Music, Level III.**

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Band III, Choir III, Orchestra III, Jazz Band III, Instrumental Ensemble III, Vocal Ensemble III, the College Board Advanced Placement (AP) Music Theory, International Baccalaureate (IB) Music SL, IB Music HL (one credit per course). The prerequisite for IB Music SL and IB Music HL is one credit of any Music II course. The prerequisite for all other Level III music courses is one credit of Music II in the corresponding discipline.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) perform appropriate literature expressively;
- (B) define musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture, using standard terminology; and
- (C) identify music forms of performance and listening repertoire.

(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

- (A) exhibit accurate intonation and rhythm, fundamental skills, and advanced techniques, using literature ranging from moderately difficult to difficult, while performing independently and in ensemble;
- (B) demonstrate comprehension of musical styles by seeking appropriate literature for performance;
- (C) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
- (D) exhibit, describe, and critique small- and large-ensemble performance techniques experienced and observed during formal and informal concerts.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) sight-read major, minor, modal, and chromatic melodies;
- (B) read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters; and
- (C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) improvise musical melodies; and
- (B) compose or arrange segments of vocal or instrumental pieces (manuscript or computer-generated).

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) classify by style and by historical period or culture representative examples of music, justifying the classifications;
- (B) identify and describe the effects of society, culture, and technology on music;
- (C) identify and describe music-related career options including musical performance and music teaching; and
- (D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

- (A) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement; and
- (B) exhibit informed concert etiquette during live performances in a variety of settings.

*Source: The provisions of this §117.62 adopted to be effective September 1, 1998, 22 TexReg 4943.*

### 117.63. Music, Level IV.

(a) General requirements. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music courses: Band IV, Choir IV, Orchestra IV, Jazz Band IV, Instrumental Ensemble IV, Vocal Ensemble IV, the College Board Advanced Placement (AP) Music Theory, International Baccalaureate (IB) Music SL, IB Music HL (one credit per course). The prerequisite for IB Music SL and IB Music HL is one credit of any Music III course. The prerequisite for all other Level IV music courses is one credit of Music III in the corresponding discipline.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

- (A) demonstrate independence in interpreting music through the performance of appropriate literature;
- (B) analyze musical performances, intervals, music notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology; and
- (C) analyze music forms of performance and listening repertoire.

(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

- (A) perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques, and using literature ranging from moderately difficult to difficult;
- (B) demonstrate comprehension of musical styles by selecting appropriate literature for performances;
- (C) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and
- (D) exhibit, describe, and critique small- and large- ensemble performance techniques experienced and observed during formal and informal concerts.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

- (A) sight-read major, minor, modal, and chromatic melodies;
- (B) read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters; and
- (C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

- (A) improvise musical melodies; and
- (B) compose or arrange vocal or instrumental pieces (manuscript or computer-generated).

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

- (A) classify representative examples of music by style and by historical period or culture, justifying the classifications;
- (B) describe the effects of music on society, culture, and technology;
- (C) explain a variety of music and music-related career options; and
- (D) define the relationships between the content, the concepts, and the processes of the other fine arts and those of music.

(6) Response/evaluation. The student responds to and evaluates music and musical performances. The student is expected to:

- (A) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement; and
- (B) exhibit concert etiquette during live performances in a variety of settings.

*Source: The provisions of this §117.63 adopted to be effective September 1, 1998, 22 TexReg 4943.*