

1st TEKS

#	Strand	Description	#	Strand	Description
1.1.1	Perception	<p>The student describes and analyzes musical sound and demonstrates musical artistry.</p> <p>[A] Identify voices and selected instruments from various musical families</p> <p>[B] Use basic music terminology in describing musical sounds</p> <p>[C] Identify repetition and contrast in music examples</p>	1.1	Foundations: music literacy	<p>The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to</p> <p>[A] identify the known five voices and adult/children singing voices</p> <p>[B] identify visually and aurally the instrument families</p> <p>[C] use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano</p> <p>[D] identify and label repetition and contrast in simple songs <i>such as</i> AB, AABA, or ABAC patterns</p>
1.2.2	Creative Performance/ Expression	<p>The student reads and writes music notation.</p> <p>[A] Read simple examples of music notation</p> <p>[B] Write simple examples of music notation</p>	1.2	Foundations: music literacy	<p>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</p> <p>[A] read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter rest</p> <p>[B] read, write, and reproduce melodic patterns, including three tones from the pentatonic scale</p>
1.2.1	Creative Performance/ Expression	<p>The student performs a varied repertoire of music.</p> <p>[A] Sing or play classroom instruments independently or in a group</p> <p>[B] Sing songs from diverse cultures and styles or play such songs on musical instruments</p>	1.3	Creative Expression	<p>The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to</p> <p>[A] sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups</p> <p>[B] sing songs or play classroom instruments from diverse cultures and styles, independently or in groups</p> <p>[C] move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement</p>

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					[D] perform simple part work, including beat versus rhythm, rhythmic ostinati, and vocal exploration
					[E] perform music using tempo, including allegro/largo, and dynamics, including forte/piano
1.2.3	Creative Performance/ Expression	The student creates and arranges music within specified guidelines. [A] Create short rhythmic patterns [B] Create short melodic patterns	1.4	Creative Expression	The student creates and explores new musical ideas. The student is expected to [A] create short, rhythmic patterns using known rhythms [B] create short, melodic patterns using known pitches [C] explore new musical ideas using singing voice and classroom instruments
1.3.1	Historical/ Cultural	The student relates music to history, to society, and to culture. [A] Sing songs and play musical games from different cultures [B] Identify simple relationships between music and other subjects	1.5	Historical and Cultural Relevance	The student examines music in relation to history and cultures. The student is expected to [A] sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music [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
1.4.1	Response/ Evaluation	The student responds to and evaluates music and musical performance. [A] Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances [B] Begin to practice appropriate audience behavior during live performances	1.6	Critical Evaluation and Response	The student listens to, responds to, and evaluates music and musical performances. The student is expected to [A] identify and demonstrate appropriate audience behavior during live or recorded performances [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