

2nd TEKS

#	Strand	Description	#	Strand	Description
2.1.1	Perception	The student describes and analyzes musical sound and demonstrates musical artistry.	2.1	Foundations: music literacy	The student describes and analyzes musical sound. The student is expected to
		[A] Identify instrument visually and aurally			[A] identify choral voices, including unison versus ensemble
		[B] Use music terminology to explain sounds and performances			[B] identify instruments visually and aurally
		[C] Identify music forms such as AB and ABA			[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
2.2.1	Creative Performance/ Expression	The student performs a varied repertoire of music.	2.3	Creative expression	The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to
		[A] Sing or play a classroom instrument independently or in groups			[A] sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups
		[B] Sing songs from diverse cultures and styles or play such songs on a musical instrument.			[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 ostinati, 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

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2.2.2	Creative Performance/ Expression	<p>The student reads and writes music notation.</p> <p>[A] Read and write simple music notation, using a system (letters, numbers, syllables)</p> <p>[B] Read and write music that incorporates basic rhythmic patterns in simple meters</p>	2.2	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 using standard notation in 2/4 meter, including half note/half rest</p> <p>[B] read, write and reproduce pentatonic melodic patterns using standard staff notation</p> <p>[C] read, write, and reproduce basic music terminology, including allegro/largo and forte/piano</p>
2.2.3	Creative Performance/ Expression	<p>The student creates and arranges music within specified guidelines.</p> <p>[A] Create rhythmic phrases</p> <p>[B] Create melodic phrases</p>	2.4	Creative expression	<p>The student creates and explores new musical ideas. The student is expected to</p> <p>[A] create rhythmic phrases using known rhythms</p> <p>[B] create melodic phrases using known pitches</p> <p>[C] explore new musical ideas in phrases using singing voice and classroom instruments</p>

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2.3.1	Historical/ Cultural	<p>The student relates music to history, to society, and to culture</p> <p>[A] Identify music from various periods of history and culture</p> <p>[B] Sing songs and play musical games from diverse cultures</p> <p>[C] Identify relationships between music and other subjects</p>	2.5	Historical and cultural relevance	<p>The student examines music in relation to history and cultures. The student is expected to</p> <p>[A] sing songs and play musical games, including patriotic, folk and seasonal music</p> <p>[B] examine short musical excerpts from various periods or times in history and diverse and local cultures</p> <p>[C] identify simple interdisciplinary concepts relating to music</p>
2.4.1	Response/ Evaluation	<p>The student responds to and evaluates music and musical performance.</p> <p>[A] Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances</p> <p>[B] Show appropriate audience behavior during live performances</p>	2.6	Critical evaluation and response	<p>The student listens to, responds to, and evaluates music and musical performances. The student is expected to</p> <p>[A] begin to practice appropriate audience behavior during live or recorded performances</p> <p>[B] recognize known rhythmic and melodic elements in simple aural examples using known terminology</p> <p>[C] distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances</p> <p>[D] respond verbally or through movement to short musical examples</p>