

2nd TEKS

#	Strand	Description
2.1	Foundations: music literacy	The student describes and analyzes musical sound. The student is expected to
		[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
2.2	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. The student is expected to
		[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
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 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 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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2.4	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>
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, <i>including</i> 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>
2.6	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>