

3rd TEKS

#	Strand	Description	#	Strand	Description
3.1.1	Perception	<p>The student describes and analyzes musical sound and demonstrates musical artistry.</p> <p>[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</p> <p>[B] Use music terminology to explain sounds, music, music notation, musical instruments and voices, and musical performances</p> <p>[C] Identify music forms such as AB and ABA, Rondo</p>	3.1	Foundations: music literacy	The student describes and analyzes musical sound. The student is expected to
					[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
3.2.1	Creative Performance/ Expression	<p>The student performs a varied repertoire of music.</p> <p>[A] Sing or play a classroom instrument independently or in groups</p> <p>[B] Sing songs from diverse cultures and styles or play such songs on a musical instrument.</p>	3.3	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 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
3.2.2	Creative Performance/ Expression	<p>The student reads and writes music notation.</p> <p>[A] Read music notation, using a system (letters, numbers, syllables)</p> <p>[B] Write music notation, using a system (letters, numbers, syllables)</p> <p>[C] Read and write music that incorporates basic rhythmic patterns in simple meters</p> <p>[D] Identify music symbols and terms referring to dynamics and tempo</p>	3.2	Foundations: music literacy	The student reads, writes, and reproduces music notation using a system. 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, including four sixteenth notes, whole notes, whole rest, and previously learned notes 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

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3.2.3	Creative Performance/ Expression	The student creates and arranges music within specified guidelines. [A] Create rhythmic phrases [B] Create melodic phrases	3.4	Creative Expression	The student creates and explores new musical ideas within specified guidelines. The student is expected to [A] create rhythmic phrases through improvisation or composition [B] create melodic phrases through improvisation or composition [C] create simple accompaniments through improvisation or composition
3.3.1	Historical/ Cultural	The student relates music to history, to society, and to culture. [A] Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures [B] Perform songs and play musical games from diverse cultures [C] Identify relationships between music and other subjects	3.5	Historical and cultural relevance	The student examines music in relation to history and cultures. The student is expected to [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
3.4.1	Response/ Evaluation	The student responds to and evaluates music and musical performance. [A] Define basic criteria for evaluating musical performances [B] Show appropriate audience behavior during live performances	3.6	Critical evaluation and response	The student listens to, responds to, and evaluates music and musical performances. The student is expected to [A] exhibit audience etiquette during live and recorded performances [B] recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary [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 musical examples [E] describe a variety of compositions and formal or informal musical performances using specific music vocabulary