

# 3rd TEKS

#	Strand	Description
3.1	<b>Foundations: music literacy</b>	The student describes <b>and</b> analyzes musical sound. The student is expected to
		[A] categorize <b>and</b> explain a variety of musical sounds, <b>including</b> those of children <b>and</b> adult voices
		[B] categorize <b>and</b> explain a variety of musical sounds, <b>including</b> those of woodwind, brass, string, percussion, and instruments from various cultures
		[C] use known music symbols <b>and</b> terminology referring to rhythm; melody; timbre; form; tempo; <b>and</b> dynamics, <b>including</b> mezzo piano, <b>and</b> mezzo forte, to identify musical sounds presented aurally
		[D] identify and label small <b>and</b> large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works
3.2	<b>Foundations: music literacy</b>	The student reads, writes, <b>and</b> reproduces music notation using a system. Technology and other tools may be used to read, write, <b>and</b> reproduce musical examples. The student is expected to
		[A] read, write, <b>and</b> reproduce rhythmic patterns using standard notation, <b>including</b> four sixteenth notes, whole notes, whole rest, and previously learned notes values in 2/4 and 4/4 meters as appropriate
		[B] read, write <b>and</b> reproduce extended pentatonic melodic patterns using standard staff notation
		[C] identify new <b>and</b> previously learned music symbols and terms referring to tempo and dynamics, <b>including</b> mezzo piano and mezzo forte
3.3	<b>Creative Expression</b>	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 <b>and</b> 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, <b>including</b> rhythmic <b>and</b> melodic ostinati, derived from known repertoire
		[E] interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, <b>including</b> mezzo piano and mezzo forte

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3.4	<b>Creative Expression</b>	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
3.5	<b>Historical and cultural relevance</b>	The student examines music in relation to history and cultures. The student is expected to
		[A] perform a varied repertoire of songs, movement, <b>and</b> musical games representative of American <b>and</b> local cultures
		[B] identify music from diverse genres, styles, periods, <b>and</b> cultures
		[C] identify the relationships between music and interdisciplinary concepts
3.6	<b>Critical evaluation and response</b>	The student listens to, responds to, <b>and</b> 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 <b>such as</b> 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