

## 4th TEKS

#	Strand	Description	#	Strand	Description
4.1.1	Perception	The student describes and analyzes musical sound and demonstrates musical artistry.	4.1	Foundations: music literacy	The student describes and analyzes musical sound. The student is expected to
		[A] Categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures			[A] categorize <b>and</b> explain a variety of musical sounds, <b>including</b> those of children's voices and soprano and alto adult voices
		[B] Use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances			[B] categorize <b>and</b> explain a variety of musical sounds, <b>including</b> those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures
		[C] Identify music forms such as AB and ABA, Rondo			[C] use known music symbols <b>and</b> terminology referring to rhythm; melody; timbre; form; tempo; dynamics, <b>including</b> crescendo and decrescendo; and articulation, <b>including</b> staccato and legato, to explain musical sounds presented aurally
					[D] identify <b>and</b> label small and large musical forms such as, ABAC, AB, ABA, and Rondo presented aurally in simple songs and larger works
4.2.1	Creative Performance/ Expression	The student performs a varied repertoire of music	4.3	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 <b>and</b> play classroom instruments with accurate intonation and rhythm, independently or in groups
		[B] Sing songs from diverse cultures and styles or play such songs on a musical instrument.			[B] sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups
					[C] move alone <b>and</b> 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 various folk dances and play parties
					[E] perform simple part work, <b>including</b> rhythmic <b>and</b> melodic ostinati, derived from known repertoire
					[F] interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, <b>including</b> crescendo and decrescendo; and articulation, <b>including</b> staccato and legato

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4.2.2	<b>Creative Performance/ Expression</b>	The student reads and writes music notation.	4.2	<b>Foundations: music literacy</b>	The student reads, writes, <b>and</b> reproduces music notation using a system. Technology <b>and</b> other tools may be used to read, write, and reproduce musical examples. The student is expected to
		[A] Read and write simple music notation, using a system (letters, numbers, syllables)			[A] read, write, and reproduce rhythmic patterns using standard notation, <b>including</b> separated eighth notes, eighth - and sixteenth - note combinations, dotted half note, <b>and</b> previously learned note values in 2/4, 4/4, 3/4 meters as appropriate
		[B] Read and write music that incorporates basic rhythmic patterns in simple meters in musical compositions			[B] read, write, <b>and</b> reproduce extended pentatonic melodic patterns using standard staff notation
		[C] Identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing			[C] identify new and previously learned music symbols and terms referring to tempo; dynamics, <b>including</b> crescendo and decrescendo; and articulation, <b>including</b> staccato and legato
4.2.3	<b>Creative Performance/ Expression</b>	The student creates and arranges music within specified guidelines.	4.4	<b>Creative Expression</b>	The student creates <b>and</b> explores new musical ideas within specified guidelines. The student is expected to
		[A] Create rhythmic and melodic phrases			[A] create rhythmic phrases through improvisation or composition
		[B] Create simple accompaniments			[B] create melodic phrases through improvisation or composition
					[C] create simple accompaniments through improvisation or composition
4.3.1	<b>Historical/ Cultural</b>	The student relates music to history, to society, and to culture	4.5	<b>Historical and cultural relevance</b>	The student examines music in relation to history and cultures. The student is expected to
		[A] Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures			[A] perform a varied repertoire of songs, movement, <b>and</b> musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas
		[B] Perform music and movement from diverse cultures			[B] perform music representative of America and Texas, <b>including</b> "Texas, Our Texas"
		[C] Perform music representative of American and Texas heritage			[C] identify <b>and</b> describe music from diverse genres, styles, periods, and cultures
		[D] Identify relationships between music and other fine arts			[D] examine the relationships between music and interdisciplinary concepts
4.4.1	<b>Response/ Evaluation</b>	The student responds to and evaluates music and musical performance	4.6	<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] Apply basic criteria in evaluating musical performances and compositions			[A] exhibit audience etiquette during live and recorded performances
		[B] Justify, using music terminology, personal preferences for specific music works and styles			[B] recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary
		[C] Practice concert etiquette as an actively involved listener during live performances			[C] describe specific musical events in aural examples <b>such as</b> changes in timbre, form, tempo, dynamics, or articulation 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
					[F] justify personal preferences for specific music works and styles using music vocabulary