

5th TEKS

#	Strand	Description	#	Strand	Description
5.1.1	Perception	The student describes and analyzes musical sound and demonstrates musical artistry.	5.1	Foundations: music literacy	The student describes and analyzes musical sound. The student is expected to
		[A] Distinguish among a variety of musical timbres			[A] distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices
		[B] Use music terminology to explaining music, music notation, musical instruments and voices, and musical performances			[B] distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures
		[C] Identify music forms such as AB and ABA, Rondo, and Theme and Variations			[C] use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound to explain music sounds presented aurally
					[D] identify and label small and large musical forms such as ABAC, AB, ABA, Rondo, and Theme and Variations presented aurally in simple songs and larger works.
5.2.1	Creative Performance/Expression	The student performs a varied repertoire of music.	5.3	Creative Expression	The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to
		[A] Perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance			[A] sing and play classroom instruments independently or in groups with accurate intonation and rhythm
		[B] Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures			[B] sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups
		[C] Demonstrate appropriate small and large ensemble performance techniques during formal and informal concerts			[C] move alone and 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 two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies
	[F] interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound				

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5.2.2	Creative Performance/ Expression	The student reads and writes music notation.	5.2	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 standard notation			[A] read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
		[B] Use standard symbols to notate meter, rhythm, and pitch in simple patterns manuscript or computer generated)			[B] read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation
		[C] Read and write music that incorporates rhythmic patterns in various meters			[C] identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound
5.2.3	Creative Performance/ Expression	The student creates and arranges music within specified guidelines.	5.4	Creative Expression	The student creates and explores new musical ideas within specified guidelines. The student is expected to
		[A] Create rhythmic and melodic phrases			[A] create rhythmic phrases through improvisation and composition
		[B] Create/arrange simple accompaniments			[B] create melodic phrases through improvisation and composition
					[C] create simple accompaniments through improvisation and composition
5.3.1	Historical/ Cultural	The student relates music to history, to society, and to culture.	5.5	Historical and cultural relevance	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, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America
		[B] Describe various music vocations and avocations			[B] perform music representative of Texas and America, including "The Star Spangled Banner"
		[C] Perform music and movement from diverse cultures			[C] identify and describe music from diverse genres, styles, periods, and cultures
		[D] Perform music representative of American and Texas heritage			[D] examine the relationships between music and interdisciplinary concepts
		[E] Identify concepts taught in the other fine arts and their relationships to music concepts			
5.4.1	Response/ Evaluation	The student responds to and evaluates music and musical performance.	5.6	Critical evaluation and response	The student listens to, responds to, and evaluates music and musical performances. The student is expected to
		[A] Apply criteria in evaluating musical performances and compositions			[A] exhibit audience etiquette during live and recorded performances
		[B] Evaluate, using music terminology, personal preference			[B] identify known rhythmic and melodic elements in aural examples using appropriate vocabulary
					[C] describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary
					[D] respond verbally and through movement to short musical examples
					[E] evaluate a variety of compositions and formal or informal musical performances using specific criteria
	[F] justify personal preferences for specific music works and styles using music vocabulary				