

5th TEKS

#	<i>Strand</i>	<i>Description</i>
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, including those of children's voices and soprano, alto, tenor, and bass adult voices
		[B] distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures
		[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	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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate
		[B] read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation
		[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
5.3	Creative Expression	The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to
		[A] sing and play classroom instruments independently or in groups with accurate intonation and rhythm
		[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] 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		
5.4	Creative Expression	The student creates and explores new musical ideas within specified guidelines. The student is expected to
		[A] create rhythmic phrases through improvisation and composition
		[B] create melodic phrases through improvisation and composition
		[C] create simple accompaniments through improvisation and composition

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5.5	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 diverse cultures such as historical folk songs of Texas and America and European and African cultures in America
		[B] perform music representative of Texas and America, including "The Star Spangled Banner"
		[C] identify and describe music from diverse genres, styles, periods, and cultures
		[D] examine the relationships between music and interdisciplinary concepts
5.6	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] 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