

# KINDERGARTEN

1998 TEKS	2015 TEKS
K.1a. Identify the difference between the singing and speaking voice	K.1a. Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices
K.1b. Identify the timbre of adult voices and instruments	K.1b. Identify the timbre of adult and child singing voices
	K.1c. Identify the timbre of instrument families
K.4b. Identify higher/lower, louder/softer, faster/slower, and same/different in musical performances	K.1d. Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances
	K.1e. Identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation
K.2a. Sing or play classroom instruments independently or in a group	K.2a. Sing or play classroom instruments independently or in groups
K.2b. Sing songs from diverse cultures and styles or play such songs on musical instruments	K.2b. Sing songs or play classroom instruments from diverse cultures and styles independently or in groups
	K.2c. Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement
	K.2d. Perform simple part work, including beat versus rhythm
	K.2e. Perform music using louder/softer and faster/slower
K.3a. Sing songs and play musical games from different cultures	K.3a. Sing songs and play musical games, including rhymes, folk music, and seasonal music
K.3b. Identify simple relationships between music and other subjects	K.3b. Identify simple interdisciplinary concepts relating to music
	K.4a. Identify and demonstrate appropriate audience behavior during live or recorded performances
K.4a. Identify steady beat in musical performances	K.4b. Identify steady beat in musical performances
	K.4c. Compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances

# FIRST GRADE

1998 TEKS	2015 TEKS
1.1a. Identify voices and selected instruments from various musical families	1.1a. Identify known five voices and adult/children singing voices
	1.1b. Identify visually and aurally the instrument families
1.1b. Use basic music terminology in describing musical sounds	1.1c. Use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano
1.1c. Identify repetition and contrast in music examples	1.1d. Identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns
1.3a. Read simple examples of music notation	1.2a. Read, write, and reproduce rhythmic patterns, including quarter note, paired eighth notes and quarter rest
1.3b. Write simple examples of music notation	1.2b. Read, write, and reproduce melodic patterns, including three tones from the pentatonic scale
1.2a. Sing or play a classroom instrument independently or in groups	1.3a. Sing tunefully or play classroom instruments including rhythmic and melodic patterns independently or in groups
1.2b. Sing songs from diverse cultures and styles or play such songs on a musical instrument	1.3b. Sing songs or play classroom instruments from diverse cultures and styles independently or in groups
	1.3c. Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement
	1.3d. Perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration
	1.3e. Perform music using tempo, including allegro/largo, and dynamics, including forte/piano
1.4a. Create short rhythmic patterns	1.4a. Create short rhythmic patterns using known rhythms
1.4b. Create short melodic patterns	1.4b. Create short melodic patterns using known pitches
	1.4c. Explore new musical ideas using singing voice and classroom instruments
1.5a. Sing songs and play musical games from diverse cultures	1.5a. Sing songs and play musical games including rhymes, patriotic events, folk music, and seasonal music
	1.5b. Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures
1.5b. Identify simple relationships between music and other subjects	1.5c. Identify simple interdisciplinary concepts relating to music
1.6b. Begin to practice appropriate audience behavior during live performances	1.6a. Identify and demonstrate appropriate audience behavior during live or recorded performances
	1.6b. Recognize known rhythmic and melodic elements in simple aural examples using known terminology
1.6a. Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances	1.6c. Distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances
	1.6d. Respond verbally or through movement to short musical examples

## SECOND GRADE

1998 TEKS	2015 TEKS
	2.1a. Identify choral voices, including unison verses ensemble
2.1a. Identify instruments visually and aurally	2.1b. Identify instruments visually and aurally
2.1b. Use music terminology to explain sounds and performances	2.1c. Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo
2.1c. Identify music forms such as AB and ABA	2.1d. Identify and label simple small forms such as aaba and abac
2.3b. Read and write music that incorporates basic rhythmic patterns in simple meters	2.2a. Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter including half note/half rest
2.3a. Read and write simple music notation, using a system (letters, numbers, syllables)	2.2b. Read, write, and reproduce pentatonic melodic patterns using standard staff notation
	2.2c. Read, write, and reproduce basic music terminology, including allegro/largo and forte/piano
2.2a. Sing or play a classroom instrument independently or in groups	2.3a. Sing tunefully or play classroom instruments including rhythmic and melodic patterns independently or in groups
2.2b. Sing songs from diverse cultures and styles or play such songs on a musical instrument	2.3b. Sing songs or play classroom instruments from diverse cultures and styles independently or in groups
	2.3c. Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement
	2.3d. Perform simple part work including rhythmic ostinato and vocal exploration such as singing, speaking, and chanting
	2.3e. Perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo
2.4a. Create rhythmic phrases	2.4a. Create rhythmic phrases using known rhythms
2.4b. Create melodic phrases	2.4b. Create melodic phrases using known pitches
	2.4c. Explore new musical ideas in phrases using singing voice and classroom instruments
2.5b. Sing songs and play musical games from diverse cultures	2.5a. Sing songs and play musical games including patriotic, folk, and seasonal music
2.5a. Identify music from various periods of history and culture	2.5b. Examine short musical excerpts from various periods or times in history and diverse and local cultures
2.5c. Identify relationships between music and other subjects	2.5c. Identify simple interdisciplinary concepts relating to music
2.6b. Show appropriate audience behavior during live performances	2.6a. Begin to practice appropriate audience behavior during live or recorded performances
	2.6b. Recognize known rhythmic and melodic elements in simple aural examples using known terminology

## SECOND GRADE

2.6a. Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances

2.6c. Distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster slower tempos, and simple patterns in musical performances

2.6d. Respond verbally or through movement to short musical examples

### THIRD GRADE

1998 TEKS	2015 TEKS
3.1a. 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	3.1a. Categorize and explain a variety of musical sounds, including those of children's and adults' voices
	3.1b. Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures
3.1b. Use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances	3.1c. Use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally
3.1c. Identify music forms presented aurally such as AB, ABA, and rondo	3.1d. Identify and label small and large music forms such as abac, AB, and ABA presented aurally in simple songs and larger works
3.3c. Read and write music that incorporates basic rhythmic patterns in simple meters	3.2a. Read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate
3.3a. Read music notation, using a system (letters, numbers, syllables)	3.2b. Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation
3.3b. Write music notation, using a system (letters, numbers, syllables)	
3.3d. Identify music symbols and terms referring to dynamics and tempo	3.2c. Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte
3.2a. Sing or play a classroom instrument independently or in groups	3.3a. Sing or play classroom instruments with accurate intonation and rhythm independently or in groups
3.2b. Sing songs from diverse cultures and styles or play such songs on a musical instrument	3.3b. Sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups
	3.3c. 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
	3.3d. Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire
	3.3e. Interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte
3.4a. Create rhythmic phrases	3.4a. Create rhythmic phrases through improvisation or composition
3.4b. Create melodic phrases	3.4b. Create melodic phrases through improvisation or composition
	3.4c. Create simple accompaniments through improvisation or composition

### THIRD GRADE

3.5b. Perform songs and musical games from diverse cultures	3.5a. Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures
3.5a. Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures	3.5b. Identify music from diverse genres, styles, periods, and cultures
3.5c. Describe relationships between music and other subjects	3.5c. Identify the relationships between music and interdisciplinary concepts
3.6b. Exhibit audience etiquette during live performances	3.6a. Exhibit audience etiquette during live and recorded performances
3.6a. Define basic criteria for evaluating musical performances	3.6b. Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary
	3.6c. Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary
	3.6d. Respond verbally and through movement to short musical examples
	3.6e. Describe a variety of compositions and formal or informal musical performances using specific music vocabulary

## FOURTH GRADE

1998 TEKS	2015 TEKS
4.1a. 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	4.1a. Categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adults' voices
	4.1b. Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard, and electronic instruments, and instruments of various cultures
4.1b. Use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances	4.1c. Use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including crescendo and decrescendo, and articulation, including staccato and legato, to explain musical sounds presented aurally
4.1c. Identify music forms presented aurally such as AB, ABA, and rondo	4.1d. Identify and label small and large musical forms, such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works
4.3b. Incorporate basic rhythmic patterns in simple meters in musical compositions	4.2a. Read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 3/4 and 4/4 meters as appropriate
4.3a. Read and write music notation, using a system (letters, numbers, syllables)	4.2b. Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation
4.3c. Identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing	4.2c. Identify new and previously learned music symbols and terms referring to tempo, dynamics, including crescendo and decrescendo, and articulation, including staccato and legato
4.2a. Sing or play a classroom instrument independently or in groups	4.3a. Sing and play classroom instruments with accurate intonation and rhythm independently or in groups
4.2b. Sing songs from diverse cultures and styles or play such songs on a musical instrument	4.3b. 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
	4.3c. 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
	4.3d. Perform various folk dances and play parties
	4.3e. Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire
	4.3f. Interpret through performance new and previously learned music symbols and terms referring to tempo, dynamics, including crescendo and decrescendo, and articulation, including staccato and legato

## FOURTH GRADE

4.4a. Create rhythmic and melodic phrases	4.4a. Create rhythmic phrases through improvisation or composition
	4.4b. Create melodic phrases through improvisation or composition
4.4b. Create simple accompaniments	4.4c. Create simple accompaniments through improvisation or composition
4.5b. Perform music and movement from diverse cultures	4.5a. Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas
4.5c. Perform music representative of American and Texas heritage	4.5b. Perform music representative of America and Texas, including "Texas, Our Texas"
4.5a. Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures	4.5c. Identify and describe music from diverse genres, styles, periods, and cultures
4.5d. Identify connections between music and the other fine arts	4.5d. Examine the relationships between music and interdisciplinary concepts
4.6c. Practice concert etiquette as an actively involved listener during live performances	4.6a. Exhibit audience etiquette during live and recorded performances
	4.6b. Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary
	4.6c. Describe specific musical events in aural examples, such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary
	4.6d. Respond verbally and through movement to short musical examples
	4.6e. Describe a variety of compositions and formal or informal musical performances using specific music vocabulary
4.6a. Apply basic criteria in evaluating musical performances and compositions	
4.6b. Justify, using music terminology, personal preferences for specific music works and styles	4.6f. Justify personal preferences for specific music works and styles using music vocabulary



## FIFTH GRADE

1998 TEKS	2015 TEKS
5.1a. Distinguish among a variety of musical timbres	5.1a. Distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices
	5.1b. Distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, and electronic instruments, and instruments of various cultures
5.1b. Use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances	5.1c. 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 musical sounds presented aurally
5.1c. Identify a variety of music forms such as AB, ABA, rondo, and theme and variations	5.1d. Identify and label small and large musical forms such as abac, AB, and ABA, rondo, and theme and variations presented aurally in simple songs and larger works
5.3c. Read and write music that incorporates rhythmic patterns in various meters	5.2a. Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4 and 4/4 meters as appropriate
5.3a. Read standard notation	5.2b. Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation
5.3b. Use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript or computer-generated)	
5.3d. Identify music symbols and terms referring to dynamics, tempo, and articulation	5.2c. 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
5.2a. Perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques	5.3a. Sing and play classroom instruments with accurate intonation and rhythm independently or in groups
5.2b. Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures	5.3b. 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
	5.3c. 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
	5.3d. Perform various folk dances and play parties
	5.3e. Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies
	5.3f. 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

## FIFTH GRADE

5.2c. Demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts	
5.4a. Create rhythmic and melodic phrases	5.4a. Create rhythmic phrases through improvisation and composition
	5.4b. Create melodic phrases through improvisation and composition
5.4b. Create/arrange simple accompaniments	5.4c. Create simple accompaniments through improvisation and composition
5.5c. Perform music and movement from diverse cultures	5.5a. 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
5.5d. Perform music representative of American and Texas heritage	5.5b. Perform music representative of Texas and America, including "The Star-Spangled Banner"
5.5a. Identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures	5.5c. Identify and describe music from diverse genres, styles, periods, and cultures
5.5e. Identify concepts taught in the other fine arts and their relationships to music concepts	5.5d. Examine the relationships between music and interdisciplinary concepts
5.6c. Exhibit concert etiquette as an actively involved listener during varied live performances	5.6a. Exhibit audience etiquette during live and recorded performances
	5.6b. Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary
	5.6c. Describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary
	5.6d. Respond verbally and through movement to short musical examples
5.6a. Apply criteria in evaluating musical performances and compositions	5.6e. Evaluate a variety of compositions and formal or informal musical performances using specific criteria
5.6b. Evaluate, using music terminology, personal preferences for specific music works and styles	5.6f. Justify personal preferences for specific music works and styles using music vocabulary
5.5b. Describe various music vocations and avocations	