The student describes and analyzes musical sound and demonstrates musical artistry.

7.1.1 (A) demonstrate characteristic vocal or instrumental timbre individually and in groups;

Band
Demonstrate characteristic instrumental timbre using proper posture, instrument position, embouchure formation, breath support, articulation, and appropriate vibrato both in individual and ensemble settings; Demonstrate an understanding of intonation by playing in tune and adjusting tuning through bodily and mechanical means using grade one literature.

Orchestra
Demonstrate characteristic arco and pizzicato techniques with a resonant tone, full sound and vibrato using appropriate posture and bow control within first to third positions for violin/viola and within first to fourth positions for cello/bass.

Vocal
Demonstrate characteristic vocal tone with round, tall vowels, diction and articulation with appropriate posture and breath support/control, both in individual and ensemble settings; Demonstrate the difference between basic vocal registers (head voice, chest voice and falsetto).

7.1.1 (B) describe intervals, music notation, musical instruments or voices, and musical performances, using standard terminology; and

Band
Demonstrate knowledge and use of:
A system for writing/reading the diatonic scales, and recognize or label within music; A prescribed counting system, and recognize or label within music; Identify the components of printed music including:
-Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings -Composer/arranger credits; publisher/copyright credits -Vocal/Instrumental parts and or groupings; Label simple intervals from prime to octave.

Orchestra
Demonstrate knowledge and use of:
A system for writing/reading the diatonic scales, and recognize or label within music; A prescribed counting system, and recognize or label within music; Identify the components of printed music including:
-Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings -Composer/arranger credits; publisher/copyright credits -Vocal/Instrumental parts and or groupings; Label simple intervals from prime to octave.

Vocal
Demonstrate knowledge and use of:
A system for writing/reading the diatonic scales, and recognize or label within music; A rhythm syllables and/or counting system, and recognize or label within music; Identify the components of printed music including:
Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings Composer/arranger credits; publisher/copyright credits Vocal/Instrumental parts and or groupings; Label simple intervals from prime to octave; Recognize and label I, IV, & V chords.

7.1.1 (C) identify music forms presented aurally and through music notation.

Band
Identify musical forms (theme and variations, AB, ABA, rondo); Identify phrase forms (same and different, question and answer, melodic sequence, etc.)

Orchestra
Identify musical forms (theme and variations, AB, ABA, rondo); Identify phrase forms (same and different, question and answer, melodic sequence, etc.)

Vocal
Identify musical forms (strophic, AB, ABA, rondo, through-composed, etc.); Identify phrase forms (same and different, question and answer, call and response, melodic sequence, etc.);
TEK: 7.2.1  
STRAND: Creative performance/expression

The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

7.2.1 (A) perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

<table>
<thead>
<tr>
<th>Band</th>
<th>Orchestra</th>
<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate correct posture at all times: Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;</td>
<td>Demonstrate correct posture at all times: Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;</td>
<td>Demonstrate correct posture at all times by sitting or standing tall with head erect, shoulders back but relaxed and both feet flat on the floor;</td>
</tr>
<tr>
<td>Maintain correct hand position and orientation of the instrument to the body;</td>
<td>Maintain correct hand position and orientation of the instrument to the body;</td>
<td>Demonstrate diaphragmatic breathing and breath support/control;</td>
</tr>
<tr>
<td>Use diaphragmatic breathing as a habitual part of playing;</td>
<td>Recognize &quot;in tune&quot; and &quot;out of tune&quot; playing and be able to adjust pitch up or down;</td>
<td>Demonstrate pure vowel formation;</td>
</tr>
<tr>
<td>Set and maintain the proper embouchure when playing;</td>
<td>Produce a characteristic pizzicato and arco sound;</td>
<td>Demonstrate appropriate consonant enunciation and syllabic stress;</td>
</tr>
<tr>
<td>Recognize &quot;in tune&quot; and &quot;out of tune&quot; playing and be able to adjust pitch up or down;</td>
<td>Demonstrate rhythmic accuracy and internalized pulse;</td>
<td>Sing in tune with musical phrasing and interpretation;</td>
</tr>
<tr>
<td>Perform legato, marcato, and staccato articulations using proper tongue placement;</td>
<td>Perform literature and major scales in the keys of Bb, F, C, G, and D major;</td>
<td>Demonstrate rhythmic accuracy and internalized pulse;</td>
</tr>
<tr>
<td>Demonstrate rhythmic accuracy and internalized pulse;</td>
<td>Perform with appropriate dynamic contour, texture and vibrato.</td>
<td>Perform literature and major scales in the keys of F, C, and G major.</td>
</tr>
<tr>
<td>Perform literature and major scales in the concert keys of C, F, Bb, Eb, Ab, and Db major;</td>
<td>Perform chromatic scale(s) at least two octaves;</td>
<td></td>
</tr>
<tr>
<td>Perform with appropriate dynamic contour, texture and vibrato.</td>
<td>Perform with appropriate dynamic contour, texture and vibrato.</td>
<td></td>
</tr>
</tbody>
</table>

7.2.1 (B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

<table>
<thead>
<tr>
<th>Band</th>
<th>Orchestra</th>
<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform music of various styles and diverse cultures using appropriate stylistic techniques (note and phrase length/stress) and expression (dynamic contrast).</td>
<td>Perform music of various styles and diverse cultures using appropriate stylistic techniques (note and phrase length/stress) and expression (dynamic contrast).</td>
<td>Perform music of various styles and diverse cultures using appropriate stylistic techniques (word stress), phrasing and expression (dynamic contrast).</td>
</tr>
</tbody>
</table>
7.2.1 (C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

<table>
<thead>
<tr>
<th>Band</th>
<th>Orchestra</th>
<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using literature grade-appropriate music:</td>
<td>Using literature grade-appropriate music:</td>
<td>Using literature grade-appropriate music:</td>
</tr>
<tr>
<td>Demonstrate balance, blend, and intonation</td>
<td>Demonstrate balance, blend, and intonation</td>
<td>Demonstrate balance, blend, and intonation</td>
</tr>
<tr>
<td>within section and between sections;</td>
<td>within section and between sections;</td>
<td>within and between choir sections;</td>
</tr>
<tr>
<td>Perform with note/pitch accuracy, rhythmic</td>
<td>Perform with note/pitch accuracy, rhythmic</td>
<td>Demonstrate diaphragmatic breathing, breath</td>
</tr>
<tr>
<td>accuracy and stability, appropriate style,</td>
<td>accuracy and stability, appropriate style,</td>
<td>control, and proper ensemble breathing;</td>
</tr>
<tr>
<td>accurate phrasing, with dynamic contrast;</td>
<td>accurate phrasing, with dynamic contrast;</td>
<td>Perform with note accuracy, intonation,</td>
</tr>
<tr>
<td>Play or sing independent part within the</td>
<td>Play or sing independent part within the</td>
<td>rhythmic accuracy and stability,</td>
</tr>
<tr>
<td>ensemble;</td>
<td>ensemble;</td>
<td>appropriate style, and accurate phrasing</td>
</tr>
<tr>
<td>Respond to the conductor’s gestures;</td>
<td>Respond to the conductor's gestures;</td>
<td>with dynamic contrast;</td>
</tr>
<tr>
<td>Dress appropriately and demonstrate proper</td>
<td>Dress appropriately and demonstrate proper</td>
<td>Use pure and unified vowel formation and</td>
</tr>
<tr>
<td>stage etiquette in concert settings.</td>
<td>stage etiquette in concert settings.</td>
<td>strong consonant enunciation for ensemble</td>
</tr>
<tr>
<td></td>
<td></td>
<td>singing;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstrate pleasing tone quality in both</td>
</tr>
<tr>
<td></td>
<td></td>
<td>upper and lower registers and the ability to</td>
</tr>
<tr>
<td></td>
<td></td>
<td>move freely between registers;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Play or sing independent part within the</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ensemble;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Respond to conductors’ gestures with precise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>attacks and releases;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dress appropriately and demonstrate proper</td>
</tr>
<tr>
<td></td>
<td></td>
<td>stage etiquette in concert settings.</td>
</tr>
</tbody>
</table>
The student reads and writes music notation.

7.2.2 (A) sight-read music in treble and/or other clefs in various keys and meters;

<table>
<thead>
<tr>
<th>Band</th>
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</thead>
<tbody>
<tr>
<td>Sightread unison and ensemble literature (grade appropriate) using appropriate clefs in the concert keys of C, F, Bb, Eb, Ab and Db in 2/4, 3/4, 4/4, cut time and 6/8 meters; Sightread band music using established UIL sightreading guidelines and procedures.</td>
<td>Sightread unison and ensemble literature (grade appropriate) using appropriate clefs in the concert keys of C, G and D in 2/4, 3/4, 4/4, cut time and 6/8 meters; Sightread orchestra music using established UIL sightreading guidelines and procedures.</td>
<td>Sightread diatonic melodies in 2 or 3 parts using the key of C, F, and G major in 2/4, 3/4, 4/4 and C meters using simple eighth, quarter, half, and whole notes; Introduce simple reading and aural activities using relative minor keys of a, d, and e, 6/8 meter, and dotted rhythms Sightread individual melodic lines using melodic skips within the tonic (I), subdominant (IV), and dominant (V) chords only; Sightread part music using established UIL sightreading guidelines and procedures.</td>
</tr>
</tbody>
</table>

7.2.2 (B) notate meter, rhythm, pitch, and dynamics using standard symbols (manuscript or computer-generated); and

<table>
<thead>
<tr>
<th>Band</th>
<th>Orchestra</th>
<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notate simple melodies and rhythms using known music symbols from 7.2.2 A and 7.2.2 C.</td>
<td>Notate simple melodies and rhythms using known music symbols from 7.2.2 A and 7.2.2 C.</td>
<td>Notate simple rhythms and melodies using known music symbols from 7.2.2 A and 7.2.2 C;</td>
</tr>
</tbody>
</table>

7.2.2 (C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

<table>
<thead>
<tr>
<th>Band</th>
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<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform music literature of appropriate difficulty representing various styles; Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.</td>
<td>Perform music literature of appropriate difficulty representing various styles; Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.</td>
<td>Perform music literature of appropriate difficulty representing various styles; Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.</td>
</tr>
</tbody>
</table>
STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

7.2.3 (A) The student creates and arranges music within specified guidelines.

<table>
<thead>
<tr>
<th>Band</th>
<th>Orchestra</th>
<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write or improvise eight-measure rhythmic or melodic phrases utilizing eighth, quarter, half, or whole notes with corresponding rests starting and ending on the tonic.</td>
<td>Write or improvise eight-measure rhythmic or melodic phrases utilizing eighth, quarter, half, or whole notes with corresponding rests starting and ending on the tonic.</td>
<td>Write or improvise eight-measure rhythmic or melodic phrases utilizing eighth, quarter, half, or whole notes with corresponding rests starting and ending on the tonic; Write rhythmic ostinati to selected performance repertoire.</td>
</tr>
</tbody>
</table>

7.2.3 (B) arrange increasingly complex rhythmic and melodic phrases.

<table>
<thead>
<tr>
<th>Band</th>
<th>Orchestra</th>
<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrange eight-measure rhythmic or melodic phrases using eighth, quarter, half, and whole notes with corresponding rests, starting and ending on the tonic.</td>
<td>Arrange eight-measure rhythmic or melodic phrases using eighth, quarter, half, and whole notes with corresponding rests, starting and ending on the tonic.</td>
<td>Arrange eight-measure melodies using eighth, quarter, half and whole notes with corresponding rests, starting and ending on the tonic.</td>
</tr>
</tbody>
</table>
TEK: 7.3.1  
**STRAND: Historical/cultural**

The student relates music to history, to society, and to culture.

7.3.1 (A) classify aurally-presented music representative of diverse genres, styles, periods, and cultures;

<table>
<thead>
<tr>
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<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classify traits of music from diverse genres, styles, periods, and cultures.</td>
<td>Classify traits of music from diverse genres, styles, periods, and cultures.</td>
<td>Classify traits of music from diverse genres, styles, periods, and cultures.</td>
</tr>
</tbody>
</table>

7.3.1 (B) describe music-related vocations and avocations;

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Describe amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.</td>
<td>Describe amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.</td>
<td>Describe amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.</td>
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</tbody>
</table>

7.3.1 (C) perform music representative of diverse cultures, including American and Texas heritage; and

<table>
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<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perform music from various historical periods and/or cultures; Explore and discuss the significance and background of that music.</td>
<td>Perform music from various historical periods and/or cultures; Explore and discuss the significance and background of that music.</td>
<td>Perform music from various historical periods and/or cultures; Explore and discuss the significance and background of that music.</td>
</tr>
</tbody>
</table>

7.3.1 (D) identify the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

<table>
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<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify common themes or concepts between music and other arts disciplines and subject areas; Explain how concepts from other arts disciplines and subject areas relate to music.</td>
<td>Identify common themes or concepts between music and other arts disciplines and subject areas; Explain how concepts from other arts disciplines and subject areas relate to music.</td>
<td>Identify common themes or concepts between music and other arts disciplines and subject areas; Explain how concepts from other arts disciplines and subject areas relate to music.</td>
</tr>
</tbody>
</table>
The student responds to and evaluates music and musical performances.

7.4.1 (A) design and apply criteria for evaluating the quality and effectiveness of music and musical performances;

**Band**
- Develop and apply a list of musical (tone, precision, intonation, balance, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances;
- Make judgments of quality regarding: ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

**Orchestra**
- Develop and apply a list of musical (tone, precision, intonation, balance, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances;
- Make judgments of quality regarding: ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

**Vocal**
- Develop and apply a list of musical criteria (breathing, blend, balance, intonation, style, dynamics, etc.) and extra-musical criteria (appearance, performance demeanor, etc.) for evaluating the accuracy and effectiveness of individual and group performances;
- Make judgments of quality regarding: ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

7.4.1 (B) evaluate the quality and effectiveness of personal performances; and

**Band**
- Using the list of musical criteria from 7.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
- Using the list of musical and extra-musical criteria from 7.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

**Orchestra**
- Using the list of musical criteria from 7.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
- Using the list of musical and extra-musical criteria from 7.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

**Vocal**
- Using the list of musical criteria from 7.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
- Using the list of musical and extra-musical criteria from 7.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

7.4.1 (C) exhibit concert etiquette during live performances in a variety of settings.

**Band**
- Attend and participate appropriately in various performance venues both formal and informal;
- Demonstrate appropriate concert etiquette and attire;
- Provide appropriate responses with respect to the effect and quality of the performance.

**Orchestra**
- Attend and participate appropriately in various performance venues both formal and informal;
- Demonstrate appropriate concert etiquette and attire;
- Provide appropriate responses with respect to the effect and quality of the performance.

**Vocal**
- Attend and participate appropriately in various performance venues both formal and informal;
- Demonstrate appropriate concert etiquette and attire;
- Provide appropriate responses with respect to the effect and quality of the performance.
The student describes and analyzes musical sound and demonstrates musical artistry.

### 8.1.1 (A) demonstrate characteristic vocal or instrumental timbre individually and in groups;

**Band**
- Demonstrate characteristic instrumental timbre using proper posture, instrument position, embouchure formation, breath support, articulation, and appropriate vibrato both in individual and ensemble settings;
- Using grade two literature, demonstrate an understanding of intonation by playing in tune and adjusting tuning through bodily and mechanical means.

**Orchestra**
- Demonstrate characteristic arco and pizzicato techniques with a resonant tone, full sound and vibrato using appropriate posture and bow control within first to third positions for violin/viola and within first to fourth positions for cello/bass.

**Vocal**
- Demonstrate characteristic vocal tone with round, tall vowels, diction and articulation with appropriate posture and breath support/control, both in individual and ensemble settings;
- Demonstrate the difference between basic vocal registers (head voice, chest voice and falsetto) and transition easily in and out of each register.

### 8.1.1 (B) describe in detail intervals, music notation, musical instruments, voices, and musical performances, using standard terminology; and

**Band**
- Demonstrate knowledge and use of:
  - A system for writing/reading the diatonic scales, and recognize or label within music;
  - A prescribed counting system, and recognize or label within music;
- Identify the components of printed music including:
  - Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
  - Composer/arranger credits;
  - Publisher/copyright credits;
- Label simple intervals from prime to octave.

**Orchestra**
- Demonstrate knowledge and use of:
  - A system for writing/reading the diatonic scales, and recognize or label within music;
  - A prescribed counting system, and recognize or label within music;
- Identify the components of printed music including:
  - Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
  - Composer/arranger credits;
  - Publisher/copyright credits;
- Label simple intervals from prime to octave.

**Vocal**
- Demonstrate knowledge and use of:
  - A system for identifying writing/reading of the diatonic and chromatic scales;
  - A prescribed counting system for identifying rhythms within the written score;
- Identify the components of printed music including:
  - Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
  - Composer/arranger credit;
  - Publisher/copyright credits;
  - Vocal/Instrumental parts and or groupings;
- Label simple intervals from prime to octave;
- Recognize and label I, IV, & V chords.

### 8.1.1 (C) identify music forms presented aurally and through music notation.

**Band**
- Identify musical forms (theme and variations, AB, ABA, rondo);
- Identify phrase forms (same and different, question and answer, melodic sequence, etc.).

**Orchestra**
- Identify musical forms (theme and variations, AB, ABA, rondo);
- Identify phrase forms (same and different, question and answer, melodic sequence, etc.).

**Vocal**
- Identify musical forms (strophic, AB, ABA, rondo, through-composed, etc.);
- Identify phrase forms (same and different, question and answer, call and response, melodic sequence, etc.).
The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

8.2.1 (A) perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

**Band**
- Demonstrate correct posture at all times:
  - Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;
  - Maintain correct hand position and orientation of the instrument to the body;
  - Use diaphragmatic breathing as a habitual part of playing;
  - Set and maintain the proper embouchure when playing;
  - Know the tuning tendencies of their own personal instrument;
  - Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;
  - Perform legato, marcato, and staccato articulations using proper tongue placement;
  - Demonstrate rhythmic accuracy and internalized pulse;
  - Perform literature, major scales and arpeggios in the concert keys of G, C, F, Bb, Eb, Ab, and Db major;
  - Perform chromatic scale(s) at least two octaves;
  - Perform with appropriate dynamic contour, texture and vibrato.

**Orchestra**
- Demonstrate correct posture at all times:
  - Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;
  - Maintain correct hand position and orientation of the instrument to the body;
  - Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;
  - Produce a characteristic pizzicato and arco sound;
  - Demonstrate rhythmic accuracy and internalized pulse;
  - Perform literature and major scales in the keys of Bb, F, C, G, D, and A major;
  - Perform with appropriate dynamic contour, texture and vibrato.

**Vocal**
- Demonstrate correct posture at all times:
  - Sit or stand tall with head erect, shoulders back but relaxed and both feet flat on the floor;
  - Demonstrate diaphragmatic breathing and breath support/control;
  - Demonstrate pure vowel formation;
  - Demonstrate appropriate consonant enunciation and syllabic stress;
  - Sing in tune with musical phrasing and interpretation;
  - Demonstrate rhythmic accuracy and internalized pulse;
  - Perform literature and major scales in the keys of F, C, G and D major.

8.2.1 (B) perform expressively, incorporating appropriate stylistic qualities;

**Band**
- Demonstrate expressive playing through the use of many different styles and techniques;
  - using appropriate note stress, dynamics, and musical markings, with precise attacks and releases.

**Orchestra**
- Demonstrate expressive playing through the use of many different styles and techniques;
  - using appropriate note stress, dynamics, and musical markings, with precise attacks and releases.

**Vocal**
- Demonstrate expressive singing through the use of many different styles and techniques; using word and syllabic stress, dynamic and musical markings, with precise attacks and releases.

8.2.1 (C) perform, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

**Band**
- Perform music of various styles and cultures with understanding of appropriate stylistic techniques, phrasing and expression.

**Orchestra**
- Perform music of various styles and cultures with understanding of appropriate stylistic techniques, phrasing and expression.

**Vocal**
- Perform music of various styles and cultures with understanding of appropriate stylistic techniques, phrasing and expression;
  - Perform world music in its respective language.
8.2.1 (D) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

**Band**

- Using literature grade-appropriate music:
  - Demonstrate balance, blend, and intonation within section and between sections;
  - Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;
  - Play or sing independent part within the ensemble;
- Respond to the conductor's gestures;
- Dress appropriately and demonstrate proper stage etiquette in concert settings.

**Orchestra**

- Using literature grade-appropriate music:
  - Demonstrate balance, blend, and intonation within section and between sections;
  - Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;
  - Play or sing independent part within the ensemble;
- Respond to the conductor's gestures;
- Dress appropriately and demonstrate proper stage etiquette in concert settings.

**Vocal**

- Using literature grade-appropriate music:
  - Demonstrate balance, blend, and intonation within and between choir sections;
  - Demonstrate diaphragmatic breathing, breath control, and proper ensemble breathing;
  - Perform with note accuracy, intonation, rhythmic accuracy and stability, appropriate style, and accurate phrasing with dynamic contrast;
  - Use pure and unified vowel formation and strong consonant enunciation for ensemble singing;
  - Demonstrate pleasing tone quality in both upper and lower registers and the ability to move freely between registers;
  - Play or sing independent part within the ensemble;
- Respond to conductors’ gestures with precise attacks and releases;
- Dress appropriately and demonstrate proper stage etiquette in a concert setting.
### TEK: 8.2.2
**STRAND: Creative performance/expression**

The student reads and writes music notation.

8.2.2 (A) sight-read music in treble and/or other clefs in various keys and meters;

<table>
<thead>
<tr>
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<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sightread unison and ensemble literature (grade appropriate) using appropriate clefs in the concert keys of C, F, Bb, Eb, Ab and Db in 2/4, 3/4, 4/4, cut time and 6/8 meters;</td>
<td>Sightread orchestra music using established UIL sightreading guidelines and procedures.</td>
<td>Sightread diatonic melodies in 2, 3, or 4 parts using the key of C, F, and G major in 2/4, 3/4, 4/4 and C meters using simple eighth, quarter, half, whole, and dotted rhythms; Continue simple reading and aural activities using relative minor keys of a, d, and e, 6/8 meter; Sightread individual melodic lines using melodic skips within the tonic (I), subdominant (IV), and dominant (V) chords only; Sightread part music using established UIL sightreading guidelines and procedures.</td>
</tr>
<tr>
<td>Sightread band music using established UIL sightreading guidelines and procedures.</td>
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</tbody>
</table>

8.2.2 (B) notate meter, rhythm, pitch, and dynamics, using standard symbols (manuscript or computer-generated); and

<table>
<thead>
<tr>
<th>Band</th>
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<th>Vocal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notate simple melodies and rhythms using known music symbols from 8.2.2 A and 8.2.2 C.</td>
<td>Notate simple melodies and rhythms using known music symbols from 8.2.2 A and 8.2.2 C.</td>
<td>Notate simple melodies and rhythms using known music symbols from 8.2.2 A and 8.2.2 C.</td>
</tr>
</tbody>
</table>

8.2.2 (C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing

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<tr>
<td>Perform music literature of appropriate difficulty representing various styles; Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.</td>
<td>Perform music literature of appropriate difficulty representing various styles; Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.</td>
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</tr>
</tbody>
</table>
**TEK: 8.2.3**

**STRAND: Creative performance/expression**

The student creates and arranges music within specified guidelines.

8.2.3 (A) create complex rhythmic and melodic phrases; and

<table>
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<tbody>
<tr>
<td>Write or improvise eight-measure rhythmic or melodic phrases utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.</td>
<td>Write or improvise eight-measure rhythmic or melodic phrases utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.</td>
<td>Write or improvise eight-measure rhythmic or melodic phrases utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests;</td>
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<tr>
<td></td>
<td></td>
<td>Write rhythmic ostinati to selected performance repertoire.</td>
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</table>

8.2.3 (B) arrange complex rhythmic and melodic phrases.

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<tbody>
<tr>
<td>Arrange eight-measure melodies using sixteenth, eighth, half, whole, dotted notes, and corresponding rests starting and ending on the tonic.</td>
<td>Arrange eight-measure melodies using sixteenth, eighth, half, whole, dotted notes, and corresponding rests starting and ending on the tonic.</td>
<td>Arrange eight-measure melodies using sixteenth, eighth, half, whole, dotted notes, and corresponding rests starting and ending on the tonic.</td>
</tr>
</tbody>
</table>
**TEK: 8.3.1**

**STRAND: Historical/cultural**

The student relates music to history, to society, and to culture.

### 8.3.1 (A) classify aurally-presented music representing diverse styles, periods, and cultures;

<table>
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<tr>
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<tbody>
<tr>
<td>Classify and categorize traits of music from diverse genres, styles, periods, and cultures.</td>
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### 8.3.1 (B) describe music-related vocations and avocations;

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<tbody>
<tr>
<td>Describe amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.</td>
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<td>Describe amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.</td>
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### 8.3.1 (C) perform music representative of diverse cultures, including American and Texas heritage; and

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<tbody>
<tr>
<td>Perform music from various historical periods and/or cultures;</td>
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</tr>
<tr>
<td>Explore and discuss the significance and background of that music.</td>
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</tr>
</tbody>
</table>

### 8.3.1 (D) relate the content, the concepts, and the processes of subjects other than the arts to those of music.

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<tr>
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<th>Vocal</th>
</tr>
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<tbody>
<tr>
<td>Compare and contrast the content, common themes, and concepts between music and other disciplines with music using a variety of media.</td>
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<td>Compare and contrast the content, common themes, and concepts between music and other disciplines with music using a variety of media.</td>
</tr>
<tr>
<td>Describe how principles and concepts of other subjects interrelate with music.</td>
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</tr>
</tbody>
</table>
The student responds to and evaluates music and musical performances.

8.4.1 (A) design and apply criteria for evaluating the quality and effectiveness of music and musical performance;

- **Band**
  - Develop and apply a list of musical (tone, precision, intonation, balance, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances;
  - Make judgments of quality regarding ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

- **Orchestra**
  - Develop and apply a list of musical (tone, precision, intonation, balance, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances;
  - Make judgments of quality regarding ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

- **Vocal**
  - Develop and apply a list of musical criteria (breathing, blend, balance, intonation, style, dynamics, etc.) and extra-musical criteria (appearance, performance demeanor, etc.) for evaluating the accuracy and effectiveness of individual and group performances;
  - Make judgments of quality regarding ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

8.4.1 (B) evaluate the quality and effectiveness of personal musical performances;

- **Band**
  - Using the list of musical criteria from 8.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
  - Using the list of musical and extra-musical criteria from 8.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

- **Orchestra**
  - Using the list of musical criteria from 8.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
  - Using the list of musical and extra-musical criteria from 8.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

- **Vocal**
  - Using the list of musical criteria from 8.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
  - Using the list of musical and extra-musical criteria from 8.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

8.4.1 (C) apply specific criteria appropriate for the style of the music and offer constructive suggestions for improvement; and

- **Band**
  - Using the list of musical criteria from 8.4.1(A), articulate in written and verbal formats the stylistic features of performance repertoire;
  - Produce a written or verbal plan containing constructive comments for improving performance using established evaluative criteria.

- **Orchestra**
  - Using the list of musical criteria from 8.4.1(A), articulate in written and verbal formats the stylistic features of performance repertoire;
  - Produce a written or verbal plan containing constructive comments for improving performance using established evaluative criteria.

- **Vocal**
  - Using the list of musical criteria from 8.4.1(A), articulate in written and verbal formats the stylistic features of performance repertoire;
  - Produce a written or verbal plan containing constructive comments for improving performance using established evaluative criteria.

8.4.1 (D) exhibit concert etiquette during live performances in a variety of settings.

- **Band**
  - Attend and participate appropriately in various performance venues both formal and informal;
  - Demonstrate appropriate concert etiquette and attire;
  - Provide appropriate responses with respect to the effect and quality of the performance.

- **Orchestra**
  - Attend and participate appropriately in various performance venues both formal and informal;
  - Demonstrate appropriate concert etiquette and attire;
  - Provide appropriate responses with respect to the effect and quality of the performance.

- **Vocal**
  - Attend and participate appropriately in various performance venues both formal and informal;
  - Demonstrate appropriate concert etiquette and attire;
  - Provide appropriate responses with respect to the effect and quality of the performance.