

	Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
(1) Foundations: Music Literacy. The student describes and analyzes musical sounds and reads, writes and reproduces music notation.	(A) Identify the differences between the five voices, including singing, speaking, inner, whispering and calling voices.	(A) Identify the known five voices and adult/children singing voices.	(A) Identify choral voices, including unison versus ensemble	(A) Categorize and explain a variety of musical sounds, including those of children and adult voices.	(A) Categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices.	(A) Distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices.	(A) Experience and explore exemplary musical examples using technology and available live performances
	(B) Identify the timbre of adult and child singing voices.	(B) Identify visually and aurally the instrument families	(B) Identify instruments visually and aurally	(B) Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures.	(B) Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;	(B) Distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, instruments of various cultures;	(B) Describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems
	(C) Identify the timbre of instrument families	(C) Use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano	(C) Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	(C) Use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(C) 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;	(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 musical sounds presented aurally.	(C) Describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests and meter, including 2/4, 3/4, and 4/4, using standard terminology.
	(D) Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances;	(D) Identify and label repetition and contrast in simple songs such as AB, AABA, and ABAC.	(D) Identify and label simple small forms such as AABA and ABAC	(D) Identify and label small and large musical forms such as ABAC, AB, and ABA presented aurally in simple songs and larger works.	(D) Identify and label small and large musical forms such as ABAC, AB, ABA, and rondo presented aurally in simple songs and larger works.	(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.	(D) Identify music forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations.
							(E) Explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
(2) Foundations: Music Literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples.	(E) Identify beat, rhythm, and simple two-tone or three tone melodies using iconic representation.	(A) Read, write, and reproduce rhythmic patterns including quarter notes and paired eighth notes.	(A) Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter including half note/half rest.	(A) 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.	(A) Read, write, and reproduce patterns using standard notation, including separated eighth notes, eighth and sixteenth note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate.	(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	(A) Identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato.
		(B) Read, write and reproduce melodic patterns including three tones from the pentatonic scale.	(B) Read, write, and reproduce pentatonic melodic patterns using standard staff notation	(B) Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	(B) Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	(B) Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation	(B) Notate meter, rhythm, pitch, and dynamics, using standard symbols in a handwritten or computer generated form
			(C) Read, write, and reproduce basic music terminology, including allegro/largo and forte/piano	(C) Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.	(C) Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato, and legato.	(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.	(C) Create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation
							(D) Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingers, shadow bowing, or Curwen hand signs.
							(E) Sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters including 2/4, 3/4, and 4/4
(3) Creative Expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings.	(A) Sing or play classroom instruments independently or in groups	(A) Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	(A) Sing tunefully or play classroom instruments, including rhythmic and melodic patterns independently or in groups	(A) Sing or play classroom instruments with accurate intonation and rhythm independently or in groups	(A) Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups;	(A) Sing and play classroom instruments independently or in groups with accurate intonation and rhythm	(A) Demonstrate, alone and in groups, characteristic vocal or instrument timbres;
	(B) Sing songs or play classroom instruments from diverse cultures and styles independently or in groups	(B) Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups	(B) Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.	(B) Sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups	(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	(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.	(B) Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation and posture.
	(C) Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.	(C) Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;	(C) Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(C) 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.	(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.	(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;	(C) Perform independently or expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques.
	(D) Perform simple partwork, including beat versus rhythm	(D) Perform simple part work, including beat versus rhythm, rhythmic ostinato and vocal exploration;	(D) Perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting	(D) Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire	(D) Perform various folk dances and play parties	(D) Perform various folk dances and play parties	(D) Perform independently or expressively a varied repertoire of music representing various styles and cultures.
	(E) Perform music using louder/softer and faster/slower.	(E) Perform music using tempo, including allegro/largo and dynamics including forte/piano	(E) Perform music using tempo, and andante and dynamics, including fortissimo and pianissimo	(E) Interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(E) Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire	(E) Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies;	(E) Sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms.
					(F) 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.	(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	(F) Interpret music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations; including staccato and legato, appropriately when performing;
							(G) Create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.
(4) Creative Expression: The student creates and explores new		(A) Create short, rhythmic patterns using known rhythms;	(A) Create rhythmic phrases using known rhythms	(A) Create rhythmic phrases through improvisation or composition	(A) Create rhythmic phrases through improvisation or composition	(A) Create rhythmic phrases through improvisation and composition	(A) Perform music representative of diverse cultures including American and Texas heritage
		(B) Create short, melodic patterns using known pitches	(B) Create melodic phrases using known pitches	(B) Create melodic phrases through improvisation or composition	(B) Create melodic phrases through improvisation or composition	(B) Create melodic phrases through improvisation and composition	(B) Describe written and aurally presented music representative of diverse styles, periods, and cultures;

		(C) Explore new musical ideas using singing voice and classroom instruments.	(C) Explore new musical ideas in phrases using singing voice and classroom instruments.	(C) Create simple accompaniments through improvisation or composition.	(C) Create simple accompaniments through improvisation or composition.	(C) Create simple accompaniments through improvisation and composition.	(C) Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history and the sciences;
							(D) Describe music-related vocations and avocations.
(5) Historical and Cultural Relevance: The student examines music in relation to history and cultures.	(A) Sing songs and play musical games, including rhymes, folk music, and seasonal music.	(A) Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music.	(A) Sing songs or play musical games, including patriotic, folk and seasonal music.	(A) Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.	(A) 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.	(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.	(A) Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
	(B) Identify simple interdisciplinary concepts related to music.	(B) Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures.	(B) Examine short music excerpts from various periods or times in history and diverse and local cultures.	(B) Identify music from diverse genres, styles, periods, and cultures.	(B) Perform music representative of America and Texas, including "Texas Our Texas"	(B) Perform music representative of Texas and America, including "The Star Spangled Banner"	(B) Describe written and orally presented music representative of diverse styles, periods, and cultures.
		(C) Identify simple interdisciplinary concepts relating to music.	(C) Identify simple interdisciplinary concepts relating to music.	(C) Identify the relationships between music and interdisciplinary concepts.	(C) Identify and describe music from diverse genres, styles, periods, and cultures.	(C) Identify and describe music from diverse genres, styles, periods, and cultures;	(C) Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.
				(D) Examine the relationships between music and interdisciplinary concepts.	(D) Examine the relationships between music and interdisciplinary concepts.	(D) Examine the relationships between music and interdisciplinary concepts.	(D) Describe music-related vocations and avocations.
(6) Critical evaluation and Response. The student listens to, responds to, and evaluates music and musical performances.	(A) Identify and demonstrate appropriate audience behavior during live or recorded performances.	(A) Identify and demonstrate appropriate audience behavior during live or recorded performances.	(A) Begin to practice appropriate audience behavior during live or recorded performances.	(A) Exhibit audience etiquette during live and recorded performances.	(A) Exhibit audience etiquette during live and recorded performances.	(A) Exhibit audience etiquette during live and recorded performances.	(A) Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performance in a variety of settings;
	(B) Identify steady beat in musical performances.	(B) Recognize known rhythmic and melodic elements in simple aural examples using known terminology.	(B) Recognize known rhythmic and melodic elements in simple aural examples using known terminology.	(B) Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.	(B) Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.	(B) Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary.	(B) Identify criteria for listening to and evaluating musical performances;
	(C) Compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.	(C) Distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.	(C) Distinguish between rhythm, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances.	(C) Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary.	(C) Describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary.	(C) Describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary.	(C) Describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performances recordings;
		(D) Respond verbally or through movement to short musical examples.	(D) Respond verbally or through movement to short musical examples.	(D) Respond verbally and through movement to short musical examples.	(D) Respond verbally and through movement to short musical examples.	(D) Respond verbally and through movement to short musical examples.	(D) Evaluate the quality and effectiveness of music performances by comparing them to exemplary models;
				(E) Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.	(E) Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.	(E) Evaluate a variety of compositions and formal or informal musical performances using specific criteria.	(E) Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.
					(F) Justify personal preferences for specific music works and styles using music vocabulary.	(F) Justify personal preferences for specific music works and styles using music vocabulary.	