

MUSIC TEKS- Vertical Alignment

		K		1		2		3		4		5				
Foundation: Music Literacy	The student describes and analyzes musical sound.	timbres	k.1.a k.1.b k.1.c	Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices. Identify the timbre of adult and child singing voices Identify the timbre of instrument families	1.1.a 1.1.b	Identify the known five voices and adult/children singing voices Identify visually and aurally the instrument families	2.1.a 2.1.b	Identify choral voices including unison verses ensemble Identify instruments visually and aurally	3.1.a 3.1.b	Categorize and explain a variety of musical sounds, including those of children and adult voices Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures	4.1.a 4.1.b	Categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures	5.1.a 5.1.b	Distinguish a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices. Distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, and electronic instruments, and instruments of various cultures		
		music terminology	k.1.d	Identify same/different in beat/rhythm. higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	1.1.c	Use known music terminology in describing changes in tempo including allegro/largo and dynamics including forte/piano	2.1.c	Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	3.1.c	Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify sounds presented aurally.	4.1.c	Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo	5.1.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.		
		forms			1.1.d	Identify and label repetition and contrast in simple songs, such as ab, aaba, or abac patterns	2.1.d	Identify and label simple small forms such as aaba and abac	3.1.d	Identify and label small and large musical forms such as: abac, AB, and ABA presented aurally in simple songs and larger works	4.1.d	Identify and label small and large musical forms such as abac, AB, ABA, and rondo presented aurally in simple songs and larger works.	5.1.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		
		forms														
Foundation: 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	rhythm patterns	k.1.e	Identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	1.2.a	Read, write, and reproduce rhythm pattern, including quarter note/paired eighth notes, and quarter rest	2.2.a	Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest	3.2.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	4.2.a	Read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half notes and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate	5.2.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		
		melodic patterns			1.2.b	Read, write, and reproduce melodic notation including three tones from the pentatonic scale	2.2.b	Read, write, and reproduce pentatonic melodic patterns using standard staff notation	3.2.b	Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	4.2.b	Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	5.2.b	Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation		
		music symbols				2.2.c	Read write and produce basic music terminology including allegro/largo and forte/piano	3.2.c	Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	4.2.c	Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	5.2.c	Identify and interpret known music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; and meter, including simple and compound.			
Creative Expression	The student performs varied repertoire of developmentally appropriate music in both formal and informal settings	performance	k.2.a	Sing or play classroom instrument independently or in groups	1.3.a	Sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	2.3.a	Sing tunelessly or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	3.3.a	Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.	4.3.a	Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups.	5.3.a	Sing and Play classroom instruments independently or in groups with accurate intonation and rhythm.		
		repertoire	k.2.c	Sing songs or play classroom instruments from diverse cultures and styles independently or in groups	1.3.b	Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.	2.3.b	Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.	3.3.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.	4.3.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.	5.3.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.		
		movement	k.2.d	Move alone or with others to a varied repertoire using gross and fine loco-motor and non-loco-motor movement	1.3.c	Move alone or with others to a varied repertoire of music using gross and fine loco-motor and non-loco-motor movement	2.3.c	Move alone or with others to a varied repertoire of music using gross motor and fine loco-motor and non-loco-motor movement	3.3.c	Move alone or with others to a varied repertoire of music using gross motor, fine locomotor, locomotor and non-locomotor skills and integrated movement such as hands and feet moving together.	4.3.c	Move alone or with others to a varied repertoire of music using gross motor, fine locomotor, locomotor and non-locomotor skills and integrated movement such as hands and feet moving together.	5.3.c	Move alone or with others to a varied repertoire of music using gross, fine locomotor, locomotor and non-locomotor skills and integrated movement such as hands and feet moving together.		
		part work	k.2.e	Perform simple part work, including beat versus rhythm	1.3.d	Perform simple part work including beat versus rhythm, rhythmic ostinati, and vocal exploration	2.3.d	Perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking and chanting.	3.3.d	Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.	4.3.d	Perform various folk dances and play parties	5.3.d	Perform various folk dances and play parties		
		music symbols and terms	k.2.f	Perform music using louder/softer and faster/slower	1.3.e	Perform music using tempo, including allegro/largo, and dynamics, including forte/piano.	2.3.e	Perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	3.3.e	Perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	4.3.e	Interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.	4.3.e	Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire	5.3.e	Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies
		Interpret musical terms											4.3.f	Interpret music symbols and terminology: dynamics, tempo and articulation through performance	5.3.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.
Creative Expression	The student creates and explores new musical ideas within specified guidelines.	rhythmic improvisation			1.4.a	Create short rhythmic patterns using known rhythms	2.4.a	Create rhythmic phrases using known rhythms	3.4.a	Create rhythmic phrases through improvisation or composition	4.4.a	Create rhythmic phrases through improvisation or composition	5.4.a	Create rhythmic phrases through improvisation and composition		
		melodic improvisation			1.4.b	Create short melodic patterns using known pitches	2.4.b	Create melodic phrases using known pitches	3.4.b	Create melodic phrases through improvisation or composition	4.4.b	Create melodic phrases through improvisation or composition	5.4.b	Create melodic phrases through improvisation and composition		
		improvised accompaniment			1.4.c	Explore new musical ideas using singing voice and classroom instruments	2.4.c	Explore new musical ideas in phrases using singing voice and classroom instruments	3.4.c	Create simple accompaniments through improvisation or composition	4.4.c	Create simple accompaniments through improvisation or composition	5.4.c	Create simple accompaniments through improvisation and composition		
Historical and Cultural	The student examines music in relation to history and cultures.	music of other cultures	k.3.a	Sing songs and play musical games, including rhymes, folk music and seasonal music	1.5.a	Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music.	2.5.a	Sing songs and play musical games including patriotic, folk and seasonal music.	3.5.a	Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	4.5.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	5.5.a	Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and American and European and African cultures in America		
		America and Texas			1.5.a		2.5.a		3.5.a	Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	4.5.b	Perform music representative of America and Texas heritage, including <i>Texas, Our Texas</i>	5.5.b	Perform music representative of Texas and America, including <i>The Star Spangled Banner</i>		
		Diversity			1.5.b	Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures	2.5.b	Examine short musical excerpts from various periods or times in history and diverse and local cultures	3.5.b	Identify music from diverse genres, styles, periods, and cultures	4.5.c	Identify and describe music from diverse genres, styles, periods, and cultures	5.5.c	Identify and describe music from diverse genres, styles, periods, and cultures		
		Interdisciplinary concepts	k.3.b	Identify simple interdisciplinary concepts relating to music	1.5.c	Identify simple interdisciplinary concepts relating to music	2.5.c	Identify simple interdisciplinary concepts relating to music	3.5.c	Identify relationships between music and interdisciplinary concepts	4.5.d	Examine relationships between music and interdisciplinary concepts	5.5.d	Examine relationships between music and interdisciplinary concepts		
Critical Evaluation and Response	The student listens to, responds to, and evaluates music and musical performances.	audience etiquette	k.4.a	Identify and demonstrate appropriate audience behavior during live or recorded performances	1.6.a	Identify and demonstrate appropriate audience behavior during live or recorded performances	2.6.a	Begin to practice appropriate audience behavior during live or recorded performances	3.6.a	Exhibit audience etiquette during live and recorded performances	4.6.a	Exhibit audience etiquette during live and recorded performances	5.6.a	Exhibit audience etiquette during live and recorded performances		
		terminology	k.4.b	Identify steady beat in musical performances	1.6.b	Recognize known rhythmic and melodic elements in simple aural examples using known terminology	2.6.b	Recognize known rhythmic and melodic elements in simple aural examples using known terminology	3.6.b	Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary	4.6.b	Recognize known rhythmic and melodic elements in aural examples using appropriate terminology	5.6.b	Identify known rhythmic and melodic elements in aural examples using appropriate terminology		
		Describe musical events	k.4.c	Compare same/different in beat/rhythm, higher/lower, softer/louder, faster/slower, and simple patterns in musical performances	1.5.c	Distinguish same/different between beat/rhythm, higher/lower, softer/louder, faster/slower, and simple patterns in musical performances	2.6.c	Distinguish between rhythms, higher/lower pitches, softer/louder dynamics, faster/slower tempos, and simple patterns in musical performances	3.6.c	Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics, using appropriate vocabulary	4.6.c	Describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate terminology	5.6.c	Describe specific musical events in aural examples such as changes in timbre, form, dynamics, or articulation, using appropriate vocabulary		
		Respond to music			1.5.d	Respond verbally and through movement to short musical examples	2.6.d	Respond verbally and through movement to short musical examples	3.6.d	Respond verbally and through movement to short musical examples	4.6.d	Respond verbally and through movement to short musical examples	5.6.d	Respond verbally and physically to short musical examples		
		Evaluate								3.6.e	Describe a variety of compositions and formal or informal performances using specific vocabulary	4.6.e	Evaluate a variety of compositions and formal or informal musical performances using specific music vocabulary	5.6.e	Evaluate a variety of compositions and formal or informal musical performances using specific criteria	
		personal preferences										4.6.f	Justify personal preferences for specific music works and styles using musical terminology	5.6.f	Justify personal preferences for specific music works and styles using music vocabulary	