Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts
Subchapter	Subchapter F. High School, Adopted 2013
Course	§117.311. Music, Level II (One Credit), Adopted 2013.

(a) General requirement. Students may fulfill fine arts and elective requirements for graduation by successfully completing one or more of the following music cour
Band II, Choir II, Orchestra II, Jazz Ensemble II, Jazz Improvisation II, Instrumental Ensemble II, Vocal Ensemble II, World Music Ensemble II, Applied Music II,
Piano II, Guitar II, and Harp II (one credit per course). The prerequisite for each Music, Level II course is one credit of Music, Level I in the corresponding discipl

(b) Introduction.

Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology	(i) compare and contrast concepts of music notation using appropriate terminology
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology	(ii) compare and contrast concepts of music intervals using appropriate terminology
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology	(iii) compare and contrast concepts of music chord structure using appropriate terminology

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system	(iv) compare and contrast concepts of meter using appropriate counting system
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(E) compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening	(i) compare and contrast musical forms selected for performance and listening
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:	(F) compare and contrast concepts of balance and blend using appropriate terminology	(i) compare and contrast concepts of balance using appropriate terminology

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters	(i) read music that incorporates rhythmic patterns in simple meters
(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters	(ii) read music that incorporates rhythmic patterns in compound meters
(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters	(iii) read music that incorporates rhythmic patterns in asymmetric meters

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation	(i) interpret music symbols referring to dynamics
(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation	(ii) interpret music symbols referring to tempo
(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation	(iii) interpret music symbols referring to articulation

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(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation	(iv) interpret expressive terms referring to dynamics
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(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:	(B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation	(vi) interpret expressive terms referring to articulation

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from nota by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:	(A) demonstrate increasingly mature, characteristic sound appropriate for the genre	(i) demonstrate increasingly mature, characteristic sound appropriate for the genre
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from nota by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:	(B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques	(i) refine psychomotor skills

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of difficulty. The student performs from not by memory as appropriate. The student develops		

Chapter 117. Texas Essential Knowledge and Skills for Fine Arts

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from nota by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:	(F) create and notate or record original musical phrases at an appropriate level of difficulty	(ii) notate or record original musical phrases at an appropriate level of difficulty
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:	(A) exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading	(i) exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading

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(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:	(B) demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(i) demonstrate psychomotor skills while sight reading
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:	(B) demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(ii) demonstrate kinesthetic skills while sight reading

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(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:	(D) demonstrate observance of multiple key signatures and changing modalities while sight reading	(ii) demonstrate observance of changing modalities while sight reading
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:	(E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading	(i) demonstrate use of a melodic reading system while sight reading
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:	(E) demonstrate application of dynamics and phrasing while sight reading	(i) demonstrate application of dynamics while sight reading

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(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:	(E) demonstrate application of dynamics and phrasing while sight reading	(ii) demonstrate application of phrasing while sight reading
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:	(G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation	(i) demonstrate accurate intonation while sight reading using concepts
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(A) compare and contrast music by genre, style, culture, and historical period	(i) compare and contrast music by genre

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(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:		

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(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) define uses of music in societies and cultures	(ii) define uses of music in cultures
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(C) identify and explore the relationships between music and other academic disciplines	(i) identify the relationships between music and other academic disciplines
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(C) identify and explore the relationships between music and other academic disciplines	(ii) explore the relationships between music and other academic disciplines
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(D) identify music-related vocations and avocations	(i) identify music-related vocations and avocations

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(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of	

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(iv) identify the impact of ethical issues on music relat music to history, rulture, and the world. The student is expected to:

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(vii) identify the impact of economic factors on music
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(viii) identify the impact of economic factors on musicians
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(ix) identify the impact of economic factors on performances

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(xvi) explore the impact of economic factors on music
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(xvii) explore the impact of economic factors on musicians
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(xviii) explore the impact of economic factors on performances

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore tools for college and career preparation such as personal performance recordings, social media applications, repertoire lists, auditions, and interview techniques	(i) identify tools for college preparation
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(E) identify and explore tools for college and career preparation such as personal performance recordings, social media applications, repertoire lists, auditions, and interview techniques	(ii) identify tools for career preparation

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:	(A) exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings	(ii) exhibit informed concert etiquette as a performer during recorded performances in a variety of settings
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:	(A) exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings	(iii) exhibit informed concert etiquette as an audience member during live performances in a variety of settings

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(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:	(A) exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings	(iv) exhibit informed concert etiquette as an audience member during recorded performances in a variety of settings
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:	(B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances	(i) design criteria for mID 37 -6.3(de24 l)3teriof informed ju4gmentB

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:	(B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances	(iii) apply criteria for making informed judgments regarding the quality of musical performances
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:	(B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances	(iv) apply criteria for making informed judgments regarding the effectiveness of musical performances
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:	(C) develop processes for self-evaluation and select tools for personal artistic improvement	(i) develop processes for self-evaluation

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(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:	(C) develop processes for self-evaluation and select tools for personal artistic improvement	(ii) select tools for personal artistic improvement
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:	(D) evaluate musical performances by comparing them to exemplary models	(i) evaluate musical performances by comparing them to exemplary models