

Knowledge and Skills Statement	Student Expectation	Breakout
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<p>(1) Foundations: music literacy. The student describes and analyzes music and musical idioms. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>	<p>(A) evaluate exemplary musical examples using technology and available live performances</p>	<p>(i) evaluate exemplary musical examples using technology</p>
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<p>(1) Foundations: music literacy. The student describes and analyzes music and musical idioms. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>	<p>(A) evaluate exemplary musical examples using technology and available live performances</p>	<p>(ii) evaluate exemplary musical examples using available live performing arts technology</p>
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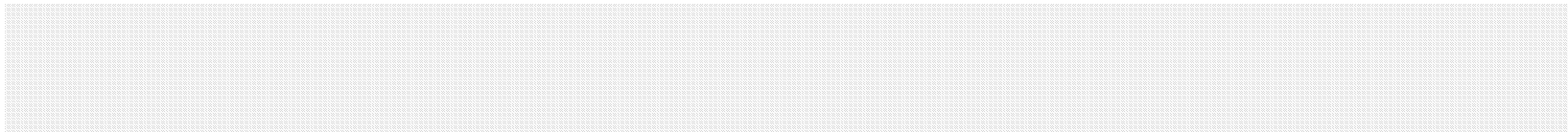
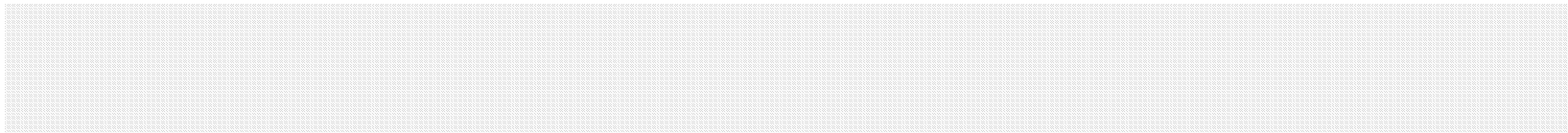
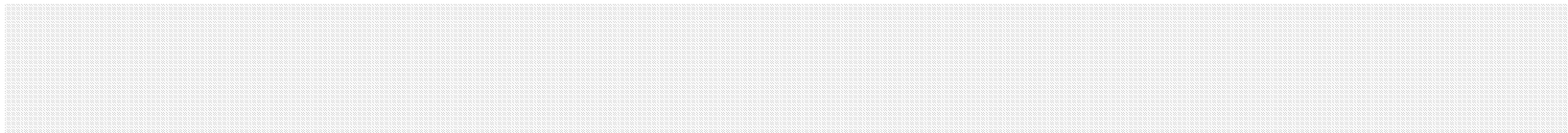
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical idioms. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>	<p>(A) evaluate exemplary musical examples using technology and available live performances</p>	<p>(ii) evaluate exemplary musical examples using available live performing arts technology</p>
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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical forms. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>	<p>(C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology</p>	<p>(i) compare and contrast concepts of music notation using appropriate terminology</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical forms. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>	<p>(C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology</p>	<p>(ii) compare and contrast concepts of music intervals using appropriate terminology</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical forms. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>	<p>(C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology</p>	<p>(iii) compare and contrast concepts of chord structure using appropriate terminology</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes music and musical forms. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>	<p>(D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system</p>	<p>(i) compare and contrast concepts of rhythm using appropriate terminology</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical forms. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>	<p>(D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system</p>	<p>(ii) compare and contrast concepts of rhythm using appropriate counting system</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical forms. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>	<p>(D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system</p>	<p>(iii) compare and contrast concepts of meter using appropriate terminology</p>

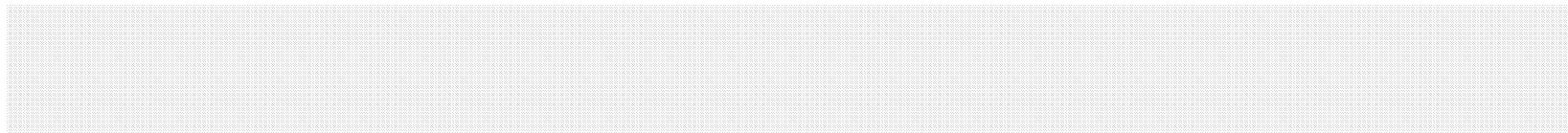
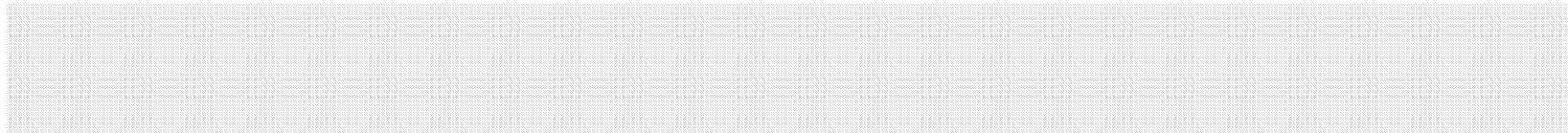
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(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills,

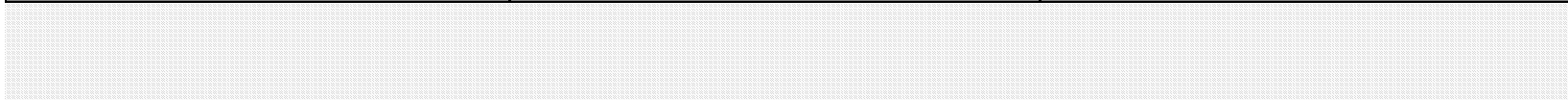


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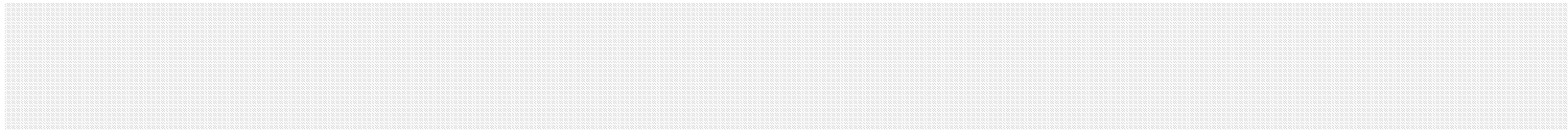
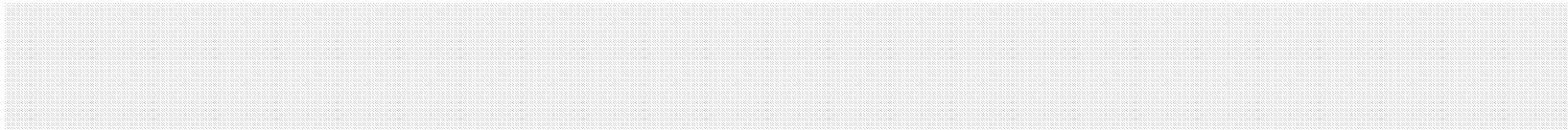
(1) Foundations: music literacy. The student describes and analyzes music and musical The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:



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(1) Foundations: music literacy. The student (H) compare and contrast concepts of describes and analyzes music and musical music such as rhythm, meter, melody, The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:



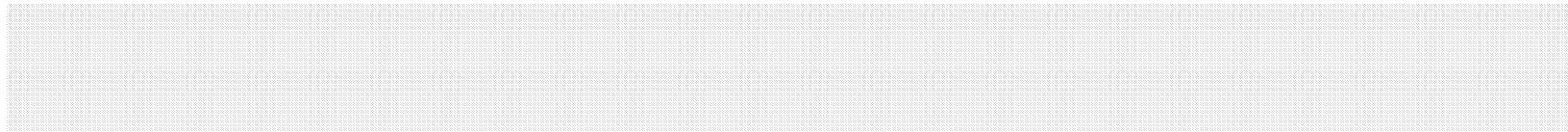
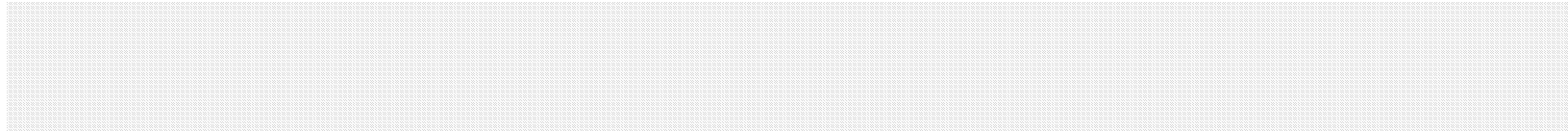
Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(A) read and notate music that incorporates melody and rhythm</p>	<p>(ii) read music that incorporates rhythm</p>
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(A) read and notate music that incorporates melody and rhythm</p>	<p>(iii) notate music that incorporates melody</p>
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(A) read and notate music that incorporates melody and rhythm</p>	<p>(iv) notate music that incorporates rhythm</p>
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(B) interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation</p>	<p>(i) interpret music symbols referring to style</p>

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<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(i) interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation</p>	<p>(ii) interpret music symbols referring to dynamics</p>
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(i) interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation</p>	<p>(iii) interpret music symbols referring to tempo</p>
<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(i) interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation</p>	<p>(iv) interpret music symbols referring to articulation</p>

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<p>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</p>	<p>(v) interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation</p>	<p>(viii) interpret expressive terms referring to articulation</p>
<p>(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 notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:</p>	<p>(iv) demonstrate mature, characteristic sound appropriate for the genre</p>	<p>(i) demonstrate mature, characteristic sound appropriate for the genre</p>

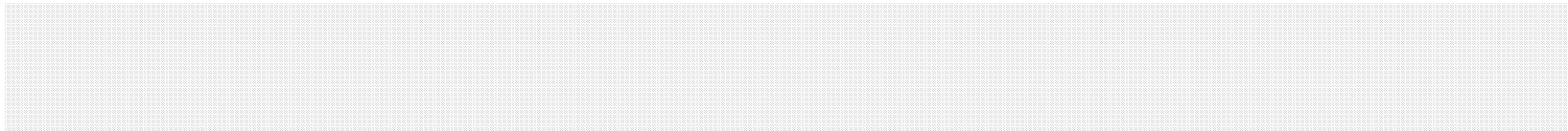
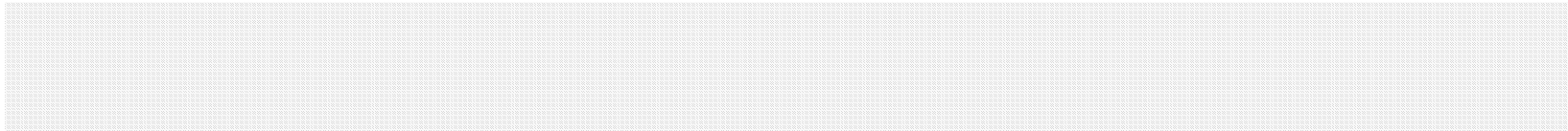
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(3) Creative expression. The student demonstrates and apply psychomotor and musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:



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(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups.

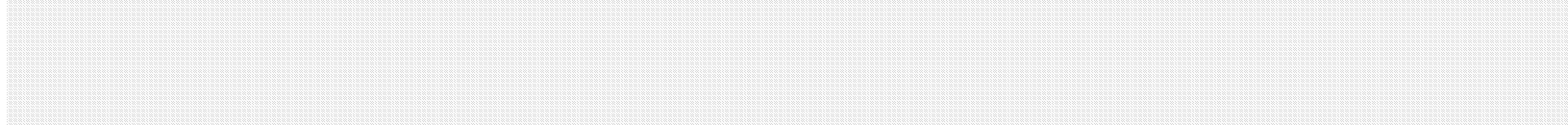


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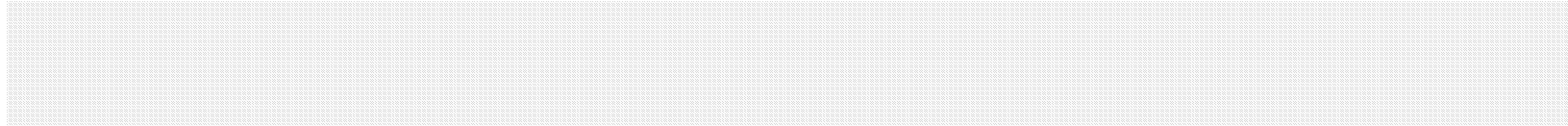
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:

(i) create original musical phrases at an appropriate level of difficulty



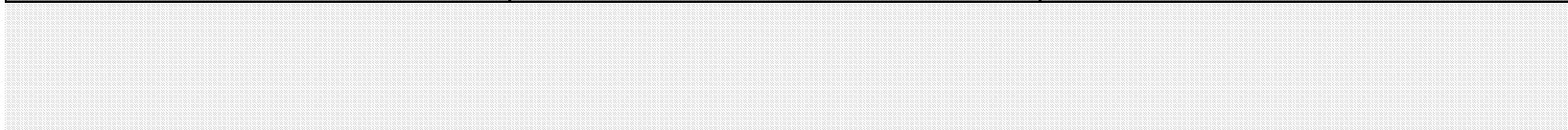
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:

(ii) notate or record original musical phrases at an appropriate level of difficulty

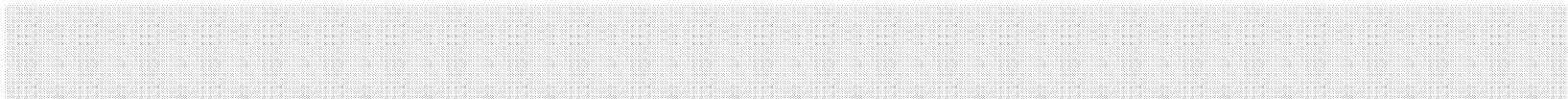
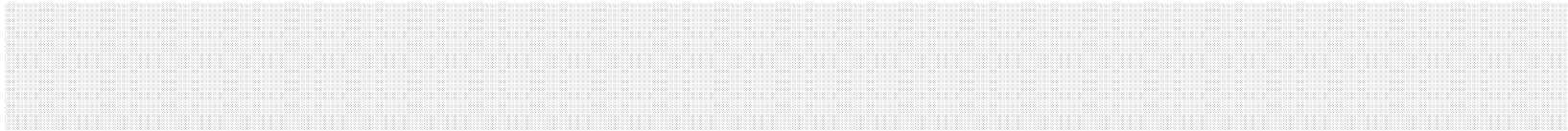


(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:

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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



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

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<p>(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:</p>	<p>(ii) demonstrate application of dynamics and phrasing while sight reading</p>	<p>(ii) demonstrate application of phrasing while sight reading</p>
<p>(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:</p>	<p>(i) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation</p>	<p>(i) demonstrate accurate intonation while sight reading using concepts</p>
<p>(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</p>	<p>(i) classify representative examples of music by genre, style, culture, and historical period</p>	<p>(i) classify representative examples of music by genre</p>

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(5) Historical and cultural relevance. The student can classify representative examples of music that relates music to history, culture, and the world. The student is expected to:

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Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</p>	<p>(B) explore the relevance of music to societies and cultures</p>	<p>(ii) explore the relevance of music to cultures</p>
<p>(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</p>	<p>(C) define the relationships between music content and concepts and other academic disciplines</p>	<p>(i) define the relationships between music content and other academic disciplines</p>
<p>(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</p>	<p>(C) define the relationships between music content and concepts and other academic disciplines</p>	<p>(ii) define the relationships between music concepts and other academic disciplines</p>
<p>(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</p>	<p>(D) analyze music-related career options</p>	<p>(i) analyze music-related career options</p>

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<p>(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:</p>	<p>(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances</p>	<p>(i) analyze the impact of technologies on music</p>
<p>(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:</p>	<p>(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances</p>	<p>(ii) analyze the impact of technologies on performers</p>
<p>(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:</p>	<p>(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances</p>	<p>(iii) analyze the impact of technologies on performances</p>

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(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(v) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(iv) analyze the impact of ethical issues on music
(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(v) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(v) analyze the impact of ethical issues on performers
(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(v) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(vi) analyze the impact of ethical issues on performances

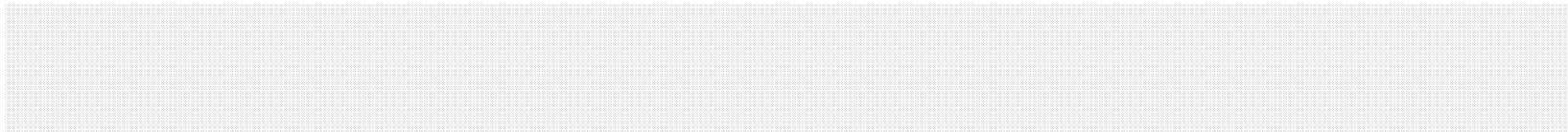
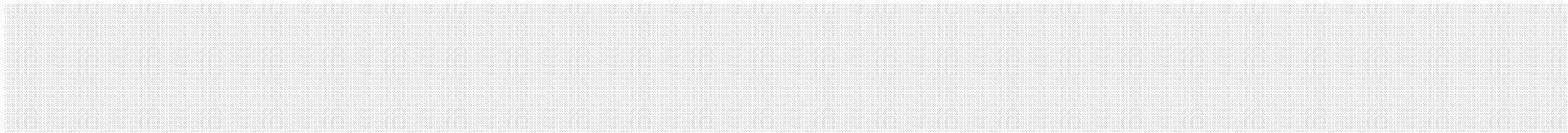
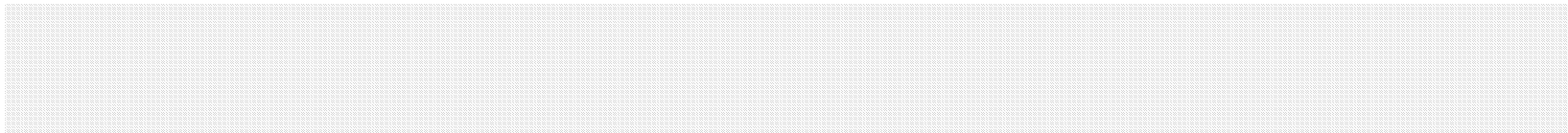
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(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(v) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(vii) analyze the impact of economic factors on music
(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(v) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(viii) analyze the impact of economic factors on performers
(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(v) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(ix) analyze the impact of economic factors on performances

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(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(v) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(x) evaluate the impact of technologies on music
(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(v) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xi) evaluate the impact of technologies on performers
(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(v) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xii) evaluate the impact of technologies on performances

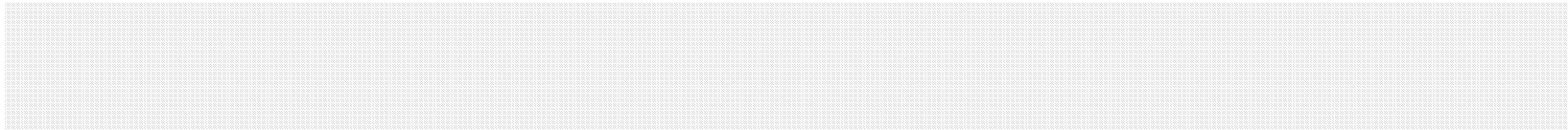
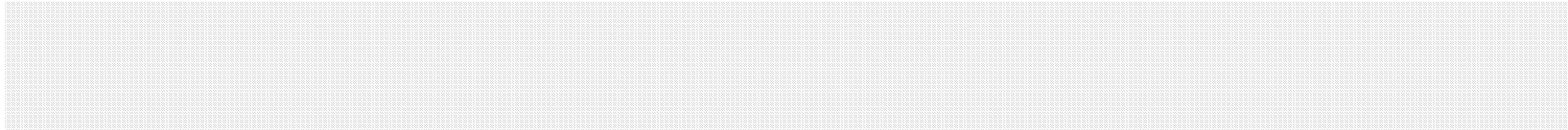
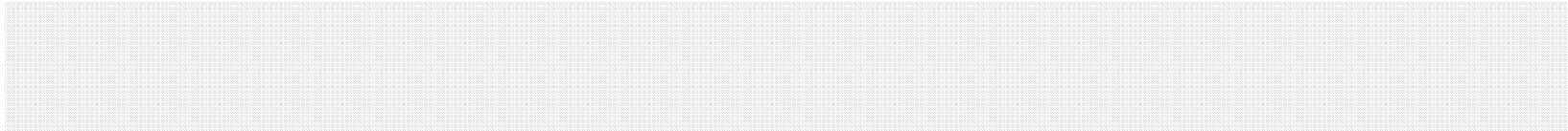
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(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xvi) evaluate the impact of economic factors on music
(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xvii) evaluate the impact of economic factors on performers
(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:	(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(xviii) evaluate the impact of economic factors on performances

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<p>(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:</p>	<p>(E) generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques</p>	<p>(i) generate tools for college preparation</p>
<p>(5) Historical and cultural relevance. The student relates music to history, culture, and the world in which the student is expected to:</p>	<p>(E) generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques</p>	<p>(ii) generate tools for career preparation</p>

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<p>(6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:</p>	<p>(D) develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings</p>	<p>(ii) select tools for personal artistic improvement</p>
<p>(6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:</p>	<p>(E) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement</p>	<p>(i) evaluate musical performances by comparing them to similar or exemplary models</p>
<p>(6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:</p>	<p>(E) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement</p>	<p>(ii) evaluate musical performances by offering constructive suggestions for improvement</p>

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