

Texas Essential Knowledge and Skills		117.106. Music, Grade 1, Adopted 2013.
<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>	
<b>Subchapter</b>	<b>Subchapter D. Elementary, Adopted 2013</b>	
<b>Course</b>	<b>§117.106. Music, Grade 1, Adopted 2013.</b>	
<b>(a) Introduction.</b>		
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p>		
<p>(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.</p>		
<p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>		
<b>(b) Knowledge and Skills.</b>		
<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(A) identify musical sound and notation.	(i) identify musical sound and notation.





Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(D) identify simple	(ii) identify
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(D) identify simple	(iii) I
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(D) identify simple	(iv
(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. The student is expected to:	(A) identify patterns, and write notes, including	(i) identify, and identify rhythmic patterns and qualities

Knowledge and Skills Statement	Student Expectation	Breakout
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(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. The student is expected to:

(A) recognize rhythmic patterns

and, write notes, including

(i i) recognize rhythmic patterns

, and recognize

rhythmic patterns and quarter notes

(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. The student is expected to:

(A) recognize rhythmic patterns

and, write notes, including

(i i i) write notes, including

, and recognize

rhythmic patterns and quarter notes

Knowledge and Skills Statement	Student Expectation	Breakout
(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. The student is expected to:	(A) read, write, and reproduce musical notation, including:	(vocal line, and electronic music) and
(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. The student is expected to:	(A) read, write, and reproduce musical notation, including:	(vocal line, and electronic music) and
(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. The student is expected to:	(B) read, write, and reproduce musical notation, including:	(i) electronic music, and electronic music

Knowledge and Skills Statement	Student Expectation	Breakout
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(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. The student is expected to:

(B) e  
i ncl

ad, wri te

, and e

po

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(A) si ng tune i ncl i nde	(i i ) si ng tune i ncl g o nde
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) si ng so f o	(i ) si ng so ngs o f g o ri n g o
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) si ng so f o	(i i ) si ng so ngs o f ri n g o

ups

ups



Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) $\text{MO}$ e pe l	(i) $\text{MO}$ v e to pe $\text{MO}$
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) $\text{MO}$ e pe l	(ii) $\text{MO}$ v e to pe $\text{MO}$
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) $\text{MO}$ e pe l	(iii) $\text{MO}$ v e to pe $\text{MO}$

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) perform a varied repertoire of music in informal or formal settings.	(i) perform a varied repertoire of music in informal or formal settings.
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform a varied repertoire of music in informal or formal settings.	(i) perform a varied repertoire of music in informal or formal settings.
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform a varied repertoire of music in informal or formal settings.	(ii) perform a varied repertoire of music in informal or formal settings.
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform a varied repertoire of music in informal or formal settings.	(iii) perform a varied repertoire of music in informal or formal settings.

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(E) perform <b>f</b></p>	<p>(i) perform <b>f</b> o</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(E) perform <b>f</b></p>	<p>(ii) perform <b>f</b> o</p>
<p>(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:</p>	<p>(A) create and explore <b>ate</b> hy thms</p>	<p>(i) create and explore <b>ate</b> sho hy thms</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(B) create pitches	(i) create songs
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(C) evaluate	(i) evaluate
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(C) evaluate	(ii) evaluate projects
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and songs	(i) sing songs and songs



Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and pieces and songs and pieces	(v) songs and pieces
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and pieces and songs and pieces	(v) songs and pieces
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and pieces and songs and pieces	(v) songs and pieces

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and perform music	(vocal) songs and pieces
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify music	(i) identify music
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify music	(i) identify music

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify	(i) identify
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) identify	(i) identify
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) identify	(i) identify



Knowledge and Skills Statement	Student Expectation	Breakout
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) e e te	(i) e aual
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) e e te	(ii) e aual
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) di sti ngui sh same be f pe	(i) di sti ngui sh same be r/l
		/di f at/hy thm i n musi cal aste



