| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (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 | (iii) use known music symbols referring to timbre to explain musical sounds presented aurally |
| | | |
| | | |
| | | |
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (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 | (iv) use known music symbols referring to form to explain musical sounds presented aurally |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (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 | (v) use known music symbols referring to tempo, including accelerando, to explain musical sounds presented aurally |
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (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 | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
| --- | --- | --- |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (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 | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (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 | (xi) use known music terminology referring to rhythm to explain musical sounds presented aurally |
| | | |
| | | |
| | | |
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (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 | (xii) use known music terminology referring to melody to explain musical sounds presented aurally |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (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 exn2(er6BDCd )]TJ T* [(c)-8(om()2.4]TJ om).4(bolp(i)3.1(.4]T)-24.4(,5.4n4(et)-1. and )]d)0.6(e)5-1.24 arempo 3.1.1( dy)28(i)3T9-luding 2ccel.2(er)-6.3(and4()-1.1( dy)281(o ex)-8()-20.1(n2(er6BDCd )]TJ T* [(c)-8(ond m)-24.4(et)-1). describes and analyzes music l sound. The student is expected to: | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (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 | (xvii) use known music terminology referring to dynamics to explain musical sounds presented aurally |
| | | |
| | | |
| | | |
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (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 | (xviii) use known music terminology referring to articulation to explain musical sounds presented aurally |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works | (i) identify small musical forms presented aurally in simple songs |
| | | |
| | | |
| | | |
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works | (ii) identify small musical forms presented aurally in larger works |
| | | |
| | | |
| | | |
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works | (iii) identify large musical forms presented aurally in simple songs |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works | (iv) identify large musical forms presented aurally in larger works |
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works | (v) label small musical forms presented aurally in simple songs |
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| | | |
| | | |
| | | |
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works | (vii) label large musical forms presented aurally in simple songs |
| | | |
| | | |
| | | |
| | | |
| (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to: | (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works | (viii) label large musical forms presented aurally in larger works |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (2) Foundations: 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. The student is expected to: | (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 | (i) read rhythmic patterns using standard notation, including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate |
| | | |
| | | |
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (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 | (ii) read rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation | (ii) read extended diatonic melodic patterns using standard staff notation |
| | | |
| | | |
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation | (iii) write extended pentatonic melodic patterns using standard staff notation |
| | | |
| | | |
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation | (iv) write extended diatonic melodic patterns using standard staff notation |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (2) Foundations: 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. The student is expected to: | (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation | (v) reproduce extended pentatonic melodic patterns using standard staff notation |
| | | |
| | | |
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation | (vi) reproduce extended diatonic melodic patterns using standard staff notation |
| | | |
| | | |
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (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 | (i) identify new music symbols referring to tempo, including accelerando |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (2) Foundations: 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. The student is expected to: | (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 | (xii) identify new music terms referring to compound meter |
| | | |
| | | |
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (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 | (xiii) identify previously learned music symbols referring to tempo, including accelerando |
| | | |
| | | |
| | | |
| | | |

Publisher Name: Program ISBN

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (2) Foundations: 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. The student is expected to: | (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 | (xxvi) interpret new music symbols referring to tempo, including ritardando |
| | | |
| | | |
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (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 | (xxvii) interpret new music symbols referring to dynamics |
| | | |
| | | |
| | | |
| | | |

Publisher Name: Program ISBN

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (2) Foundations: 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. The student is expected to: | (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 | (xxxii) interpret new music terms referring to tempo, including ritardando |
| | | |
| | | |
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (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 | (xxxiii) interpret new music terms referring to dynamics |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (2) Foundations: 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. The student is expected to: | (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 | (xxxiv) interpret new music terms referring to articulation |
| | | |
| (2) Foundations: 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. The student is expected to: | (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 | (xxxv) interpret new music terms referring to simple meter |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
| --- | --- | --- |
| (2) Foundations: 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. The student is expected to: | (C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (2) Foundations: 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. The student is expected to: | (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 | (xxxviii) interpret previously learned music symbols referring to tempo, including ritardando |
| | | |
| (2) Foundations: 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. The student is expected to: | (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 | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
| --- | --- | --- |
| (2) Foundations: 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. The student is expected to: | (C) identify and interpret new and previously learned music symbols and terms referring to | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (2) Foundations: 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. The student is expected to: | (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 | (xlii) interpret previously learned music symbols referring to compound meter |
| | | |
| | | |
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (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 | (xliii) interpret previously learned music terms referring to tempo, including accelerando |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (2) Foundations: 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. The student is expected to: | (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 | (xlvi) interpret previously learned music terms referring to articulation |
| | | |
| | | |
| | | |
| | | |
| (2) Foundations: 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. The student is expected to: | (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 | (xlvii) interpret previously learned music terms referring to simple meter |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
| --- | --- | --- |

| Knowledge and Skills Statement | Student Expectation | Breakout |
| --- | --- | --- |
| | | |
| | | |

Publisher Name: Program ISBN

| Knowledge and Skills Statement | Student Expectation<br>(E) perform simple3t5o-part music, including | Breakout |
|---|---|---|
| (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: | (E) perform simple two-part music, including | |

| 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 | | |

Publisher Name: Program ISBN

| 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: | (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 | (vii) interpret through performance new music terms referring to tempo, including accelerando |
| | | |
| | | |
| | | |
| | | |
| (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: | (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 | (viii) interpret through performance new music terms referring to tempo, including ritardando |
| | | |
| | | |
| | | |
| | | |

| 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: | (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 | (ix) interpret through performance new music terms referring to dynamics |
| | | |
| | | |
| | | |
| | | |
| (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: | (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 | (x) interpret through performance new music terms referring to articulation |
| | | |
| | | |
| | | |
| | | |

| 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: | (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 | (xi) interpret through performance new music terms referring to simple meter |
| | | |
| | | |
| | | |
| | | |
| (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: | (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 | (xii) interpret through performance new music terms referring to compound meter |
| | | |
| | | |
| | | |
| | | |

Publisher Name: Program ISBN

| 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: | (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 | (xv) interpret through performance previously learned music symbols referring to dynamics |
| | | |
| | | |
| | | |
| | | |
| (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: | (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 | (xvi) interpret through performance previously learned music symbols referring to articulation |
| | | |
| | | |
| | | |
| | | |

| 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: | (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 | (xxi) interpret through performance previously learned music terms referring to dynamics |
| | | |
| | | |
| | | |
| | | |
| (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: | (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 | (xxii) interpret through performance previously learned music terms referring to articulation |
| | | |
| | | |
| | | |
| | | |

| 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: | (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 | (xxiii) interpret through performance previously learned music terms referring to simple meter |
| | | |
| | | |
| | | |
| | | |
| (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to: | (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 | (xxiv) interpret through performance previously learned music terms referring to compound meter |
| | | |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
|---|---|---|
| (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to: | (A) create rhythmic phrases through improvisation and composition | (i) create rhythmic phrases through improvisation |
| | | |
| | | |
| | | |
| | | |
| (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to: | (A) create rhythmic phrases through improvisation and composition | (ii) create rhythmic phrases through composition |
| | | |
| | | |
| | | |
| | | |
| (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to: | (B) create melodic phrases through improvisation and composition | (i) create melodic phrases through improvisation |
| | | |
| | | |
| | | |
| | | |
| (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to: | (B) create melodic phrases through improvisation and composition | (ii) create melodic phrases through composition |
| | | |
| | | |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |

| 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) 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 | (ii) perform a varied repertoire of movement representative of diverse cultures |
| | | |
| | | |
| | | |
| | | |
| (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: | (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 | (iii) perform a varied repertoire of musical games representative of diverse cultures |
| | | |
| | | |
| | | |
| | | |
| (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: | (B) perform music representative of Texas and America, including "The Star Spangled Banner" | (i) perform music representative of Texas |

| 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 and describe music from diverse genres, styles, periods, and cultures | (iii) identify music from diverse periods |
| | | |
| | | |
| | | |
| | | |
| (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: | (C) identify and describe music from diverse genres, styles, periods, and cultures | (iv) identify music from diverse cultures |
| | | |
| | | |
| | | |
| | | |
| (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: | (C) identify and describe music from diverse genres, styles, periods, and cultures | (v) describe music from diverse genres |
| | | |
| | | |
| | | |
| | | |
| (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to: | (C) identify and describe music from diverse genres, styles, periods, and cultures | (vi) describe music from diverse styles |
| | | |

| Knowledge and Skills Statement | Student Expectation | Breakout |
| --- | --- | --- |
| | | |
| | | |
| | | |
| | | |

| 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: | (C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary | (i) describe specific musical events in aural examples using appropriate vocabulary |

| 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: | (E) evaluate a variety of compositions and formal or informal musical performances using specific criteria | (i) evaluate a variety of compositions using specific criteria |
| | | |
| | | |
| | | |
| | | |
| (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: | (E) evaluate a variety of compositions and formal or informal musical performances using specific criteria | (ii) evaluate a variety of formal or informal musical performances using specific criteria |
| | | |
| | | |
| | | |
| | | |
| (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to: | (F) justify personal preferences for specific music works and styles using music vocabulary | (i) justify personal preferences for specific music works using music vocabulary |
| | | |
| | | |
| | | |
| | | |

| 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: | (F) justify personal preferences for specific music works and styles using music vocabulary | (ii) justify personal preferences for specific music styles using music vocabulary |
| | | |
| | | |
| | | |
| | | |