Texas Essential Knowledge and Skills (TEKS) Breakouts

Subject	**Chapter 117. Texas Essential Knowledge and Skills for Fine Arts**
Subchapter	**Subchapter D. Elementary, Adopted 2013**
Course	**§117.103. Music, Kindergarten, Adopted 2013.**

(a) Introduction.

(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.

(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

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 same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(i) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower and simple patterns in musical performances
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	(i) identify beat using iconic representation
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	(ii) identify rhythm using iconic representation

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	(iii) identify simple two-tone or three-tone melodies using iconic representation
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(A) sing or play classroom instruments independently or in groups	(i) sing or play classroom instruments independently or in groups
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups	(i) sing songs or play classroom instruments from diverse cultures independently or in groups

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups	(ii) sing songs or play classroom instruments from diverse styles independently or in groups
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(i) move alone or with others to a varied repertoire of music using gross locomotor movement
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(ii) move alone or with others to a varied repertoire of music using gross non-locomotor movement

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(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(iii) move alone or with others to a varied repertoire of music using fine locomotor movement
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(iv) move alone or with others to a varied repertoire of music using fine non-locomotor movement
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform simple partwork, including beat versus rhythm	(i) perform simple partwork, including beat versus rhythm

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform music using louder/softer and faster/slower	(i) perform music using louder/softer
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform music using louder/softer and faster/slower	(ii) perform music using faster/slower
(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(i) sing songs, including rhymes
(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(ii) sing songs, including folk music

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(iii) sing songs, including seasonal music
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(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including	

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