Harp IV :: Follows Harp III

TEKS Strand	Expectations
Foundations: Music Literacy	Students demonstrate independence in interpreting music through the performance of selected solo literature. They analyze musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture using standard terminology and analyze the music forms of their performance and listening repertoires.
Creative Expression	Students perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques. Solo iterature ranges from moderately difficult to difficult. Understanding of musical styles is demonstrated by the appropriateness of solo literature selected for performance. Students perform expressively, from memory and notation, a repertoire representing styles from diverse cultures. They become familiar with small- and large-ensemble performance techniques in relation to playing solo literature with the ensembles. They sight-read major, minor, modal, and chromatic melodies; read and write music; and interpret music symbols and terms. They improvise melodies and compose or arrange compositions.
Historical and Cultural Relevance	Students classify solo music by style, culture, and historical period and learn to justify their classifications. They describe the relationship between solo music and society and discuss the relationships between solo literature and other disciplines. Some students explore career and avocational opportunities in music by meeting and talking with members of the local music community.
Critical Evaluation and Response	Students evaluate their own and others' solo performances and compositions by comparing them to exemplary models, and they learn to practice constructive criticism. Students are familiar with and practice proper concert etiquette.

Example:

Students begin to broaden their listening to include solo literature for their selected instrument from varying time periods and styles. As part of the class, students begin making connections between music in the Baroque period, for example, to music of today.

One activity may be to find two solo pieces from different periods and use digital music editing software to "mash" the two selections together to show how similar they are.

Differentiation Strategies for Students with Special Needs