

Music, Middle School 3, Choir

TEKS Strand	Expectations
Foundations: Music Literacy	Students continue technical studies as they work on performance literature. Through selected literature, exercises, and warm-ups, they expand ranges, refine articulations, develop and sustain breath control to support tone, work on precision in rhythmic patterns, and clarify intonation. Focused listening skills are refined and combined with skills that enable students to make adjustments in pitch. Students continue developing sight-reading skills to include materials written in keys such as C, F, and G, including both treble and bass clefs. Development of sight-reading skills is a continual process of adding intricate rhythmic patterns, melodic passages, and expanded meters.
Creative Expression	Students may be assigned to classes for treble voices, changed male voice, or mixed voice. Students continue developing individual vocal technique, refined listening skills, and expressive singing. Literature includes music written in two, three, and four parts. Expressive interpretations, replicating the period, style, or cultural influence of literature are standard performance expectations. With increased technical proficiency, students can successfully play more difficult music and perform selections that reflect a broader representation of styles, forms, cultures, and historical periods.
Historical and Cultural Relevance	Literature includes songs in foreign languages. In addition, live performances and selected recordings introduce students to music representing diverse heritages. Students identify characteristics of particular time periods, styles, cultures, and/or individual composers and apply their knowledge to authentic performance. Having students prepare study guides of performance music can help them connect music with its cultural and historical heritage.
Critical Evaluation and Response	Listening, analyzing, and making adjustments in exercises and in performance literature is a continual process of growth. Reflection on one's own and others' performance and application of one's thoughts to one's performance practice are the keys to success. Teachers demonstrate exemplary technique, helping students learn the characteristics of exemplary performance. Students evaluate specific performances and learn to make constructive criticism based on musical concepts. Students may keep journals that include tapes of performances. Appropriate rehearsal and performance etiquette is developed over time.
<p>Example:</p> <p>Two times during a semester, Brett Veit records an excerpt of each of his students' individual performances during rehearsal or class. In addition, two times during the semester, he records each student singing alone. The music may include solos or excerpts from the ensemble repertoire. The works vary in style, represent two different historical periods, and are associated with two different cultural groups. The solos and excerpts are at least sixteen measures long and are moderately difficult. Two of the four works are in three or more parts.</p> <p>Mr. Veit asks each student to identify the composers of the works performed during the semester and to briefly describe the works, incorporating what they have learned of music terminology.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	