

Music TEKS Chart K-5

Kinder	1	2	3	4	5
<p>(1) Foundations: Music Literacy. The student describes and analyzes musical sound. The student is expected to:</p>					
(1)(A) identify the difference between the five voices, including singing, speaking, inner, whispering, & calling voices	(1)(A) identify the known five voices and adult/children singing voices	(1)(A) identify choral voices including unison versus ensemble	(1)(A) Categorize and explain a variety of musical sounds, including those of childrens' and adults' voices	(1)(A) categorize and explain a variety of musical sounds, including those of childrens' voices and soprano and alto adult voices	(1)(A) distinguish among a variety of musical timbres; including those of children's voices and soprano, alto, tenor and bass adult voices
(1)(B) identify the timbre of adult and child singing voices	(1)(B) identify visually and aurally the instrument families	(1)(B) identify instruments visually and aurally	(1)(B) also including those of woodwind, brass, string, percussion; and instruments from various cultures	(1)(B) also including those of woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures	(1)(B) also including those of woodwind, brass, string, percussion, keyboard, electronic instruments and instruments of various cultures
(1)(C) identify the timbre of instrument families	(1)(C) use basic music terminology in describing changes in tempo including allegro/largo and dynamics including forte/piano	(1)(C) use known music terminology to explain musical examples of tempo including presto, moderato, and andante, and dynamics including fortissimo and pianissimo	(1)(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally	(1)(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo, dynamics, including crescendo and decrescendo and articulation, including staccato and legato, to explain musical sounds presented aurally	(1)(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
(1)(D) identify same/different in beat/rhythm, higher/lower, louder/softer, and simple patterns in musical performances	(1)(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns	(1)(D) identify and label simple small forms such as aaba and abac	(1)(D) identify and label small and large musical forms, such as, abac, AB, and ABA, presented aurally in simple songs and larger works	(1)(D) identify and label small and large musical forms, such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works	(1)(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
(1)(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation					
<p>(2) Foundations: Music Literacy. The student reads and writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>					
(1)(E) identify beat, rhythm and simple two-tone or three-tone melodies using iconic representation	(2)(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes & quarter rest	(2)(A) read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter including half note/half rest	(2)(A) read, write, and reproduce rhythmic patterns using standard notation including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(2)(A) read, write and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth and sixteenth note combinations, dotted half note, and previously learned note values in 2/4, 4/4 and 3/4 meters as appropriate	(2)(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
(1)(E) identify beat, rhythm and simple two-tone or three-tone melodies using iconic representation	(2)(B) read, write, and reproduce melodic patterns including three tones from the pentatonic scale	(2)(B) read, write, and reproduce pentatonic melodic patterns using standard staff notation	(2)(B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	(2)(B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation	(2)(D) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation
		(2)(C) read, write and reproduce basic	(2)(C) identify new and previously learned music	(2)(C) identify new and previously learned music	(1)(C) identify and interpret new and previously learned

		music terminology, including allegro/largo and forte/piano	symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	symbols and terms referring to tempo, dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	music symbols and terms referring to tempo, including accelerando and ritardando; dynamics, articulation, and meter, including simple and compound
--	--	--	--	--	--

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

(2)(A) sing or play classroom instruments independently or in groups	(3)(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	(3)(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	(3)(A) sing or play classroom instruments with accurate intonation and rhythm independently or in groups	(3)(A) sing and play classroom instruments with accurate intonation and rhythm independently or in groups	(3)(A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm
(2)(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups	(3)(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups	(3)(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups	(3)(B) sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups	(3)(B) sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures independently or in groups	(3)(B) sing or play a varied repertoire of music such as American folk songs, patriotic music and folk songs representative of local and world cultures independently or in groups
(2)(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(3)(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(3)(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(3)(C) move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement such as hands and feet moving together	(3)(C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement such as hands and feet moving together	(3)(C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor and non-locomotor skills and integrated movement such as hands and feet moving together
				(3)(D) perform various folk dances and play parties	(3)(D) perform various folk dances and play parties
(2)(D) perform simple partwork including beat versus rhythm	(3)(D) perform simple partwork including beat versus rhythm, rhythmic ostinato, and vocal exploration	(3)(D) perform simple partwork including rhythmic ostinato, and vocal exploration such as singing, speaking and chanting	(3)(D) perform simple part-work, including rhythmic and melodic ostinati, derived from known repertoire	(3)(E) perform simple part-work, including rhythmic and melodic ostinati, derived from known repertoire	(3)(E) perform simple two-part music including rhythmic and melodic ostinati, rounds, partner songs and counter melodies
(2)(E) perform music using louder/softer and faster/slower	(3)(E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano	(3)(E) perform music using tempo, including presto, moderato, and andante, and dynamics including fortissimo and pianissimo	(3)(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte	(3)(F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato	(3)(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, and articulation, and meter including simple and compound

(4) Creative Expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:

	(4)(A) create short rhythmic patterns using known rhythms	(4)(A) create rhythmic phrases using known rhythms	(4)(A) create rhythmic phrases through improvisation or composition	(4)(?) create rhythmic phrases through improvisation or composition	(4)(A) create rhythmic phrases through improvisation or composition
	(4)(B) create short melodic patterns using known pitches	(4)(B) create melodic phrases using known pitches	(4)(B) create melodic phrases through improvisation or composition	(4)(A) create melodic phrases through improvisation or composition	(4)(B) create melodic phrases through improvisation or composition
	(4)(C) explore new musical ideas using singing voice	(4)(C) explore new musical ideas in phrases using singing voice and	(4)(C) create simple accompaniments through improvisation or composition	(4)(B) create simple accompaniments through improvisation or composition	(4)(C) create simple accompaniments through improvisation or composition

	and classroom instruments	classroom instruments			
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:					
(3)(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(5)(A) sing songs and play musical games, including rhymes, patriotic events, folk music and seasonal music	(5)(A) sing songs and play musical games including patriotic, folk and seasonal music	(5)(A) perform a varied repertoire of songs, movement and musical games representative of American and local cultures	(5)(A) perform a varied repertoire of songs, movement and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas	(5)(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
				(5)(B) perform music representative of America and Texas including Texas, Our Texas	(5)(B) perform music representative of Texas and America including The Star Spangled Banner
	(5)(B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures	(5)(B) examine short musical excerpts from various periods or times in history and diverse cultures and local cultures	(5)(B) identify music from diverse genres, styles, periods, and cultures	(5)(C) identify and describe music from diverse genres, styles, periods, and cultures	(5)(C) identify and describe music from diverse genres, styles, periods, and cultures
(3)(B) identify simple interdisciplinary concepts related to music	(5)(C) identify simple interdisciplinary concepts relating to music	(5)(C) identify simple interdisciplinary concepts relating to music	(5)(C) identify the relationships between music and interdisciplinary concepts	(5)(D) examine the relationships between music and interdisciplinary concepts	(5)(D) examine the relationships between music and interdisciplinary concepts
(6) Critical Evaluation and Response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:					
(4)(A) identify and demonstrate appropriate audience behavior during live or recorded performances	(6)(A) identify and demonstrate appropriate audience behavior during live or recorded performances	(6)(A) begin to practice appropriate audience behavior during live or recorded performances	(6)(A) exhibit audience etiquette during live and recorded performances	(6)(A) exhibit audience etiquette during live and recorded performances	(6)(A) exhibit audience etiquette during live and recorded performances
(4)(B) identify steady beat in musical performances	(6)(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology	(6)(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology	(6)(B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary	(6)(B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary	(6)(B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary
(4)(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(6)(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(6)(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances	(6)(C) identify specific musical events in aural examples such as changes in timbre, form, tempo or dynamic using appropriate vocabulary	(6)(C) describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary	(6)(C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary
	(6)(D) respond verbally or through movement to short musical examples	(6)(D) respond verbally or through movement to short musical examples	(6)(D) respond verbally and through movement to short musical examples	(6)(D) respond verbally and through movement to short musical examples	(6)(D) respond verbally and through movement to short musical examples
			(6)(E) describe a variety of compositions and formal or informal	(6)(E) describe a variety of compositions, and formal or informal musical	(6)(E) Evaluate a variety of compositions, and formal or informal

			musical performances using specific music vocabulary	performances using specific music vocabulary	informal musical performances using specific criteria
				(6)(F) justify personal preferences for specific music works and styles using music vocabulary	(6)(F) justify personal preferences for specific music works and styles using music vocabulary

©Copyright 2015, Center for Educator Development in Fine Arts (CEDFA). This chart is developed by the Center for Educator Development in Fine Arts (CEDFA) as a resource for Texas teachers. All rights reserved.