

Harp II :: Follows Harp I

TEKS Strand	Expectations
Foundations: Music Literacy	Students continue to develop and refine solo technical skills and increase their music knowledge with performance and listening of virtuosic solo material for their selected instrument. Listening experiences refine melodic and harmonic pitch.
Creative Expression	<p>Classes focus on student solo performance. As students gain greater independence in lines of their score, they recognize that a more complete understanding of the complexity of rhythmic and harmonic concepts is essential. They understand each part separately and as integral components of the composition as a whole. Students are comfortable writing and arranging their own compositions. Technical expectations in Level II include the following:</p> <ul style="list-style-type: none"> • Advanced technique on the selected instrument • Familiarity with additional types of musical styles • Familiarity with additional key signatures • A working understanding of treble clef, harmonics, tenor clef, and bass clef when appropriate • Increased independence in the preparation of assignments with pitch, rhythmic accuracy, and good intonation • Memorization of increasingly difficult selections • Keen interpretations of articulations, expressive symbols, and terms
Historical and Cultural Relevance	Music reading, notation, and theory assist students in studying and performing solo literature of many styles, genres, cultures, and historical periods. Students work to discover ways of accessing historical eras and cultures. Research involves exploring the music of other cultures and music's role in everyday life and special ceremonies.
Critical Evaluation and Response	Students develop criteria for evaluating their individual performances. Thoughtful response is important for individual achievements and progress.
<p>Example:</p> <p>Following Level I courses, Mr. Denny feels his students would benefit from even more exposure to increased listening opportunities to increase their solo level of performance.</p> <p>Students listen to and evaluate virtuoso players of their selected instrument to really listen for nuances of style and textures.</p> <p>As part of this exercise students may be asked to transpose selected material into different keys while maintaining the style associated with the solo work.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	