

Harp III :: Follows Harp II

TEKS Strand	Expectations
Foundations: Music Literacy	Students define solo musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture using standard terminology. They identify the music forms of their performance and solo listening repertoires.
Creative Expression	Students exhibit accurate intonation and rhythm, fundamental skills, and advanced techniques using solo literature ranging from moderately difficult to difficult. They demonstrate comprehension of musical styles by seeking appropriate solo literature for performance. They expressively perform, from memory and notation, a varied solo repertoire representing styles of diverse cultures. They are familiar with small- and large-ensemble performance techniques as accompanying elements to their solo repertoire. They sight-read major, minor, modal, and chromatic melodies; read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters; and interpret symbols and terms referring to dynamics, tempo, and articulation when performing. They improvise musical melodies and compose or arrange segments of instrumental pieces.
Historical and Cultural Relevance	Students select and perform solo literature from several historical periods, representing a range of genres, styles, and cultural influences. They classify solo repertoire by style, culture, and historical period and justify their classifications. They discuss the relationship between society and music, and between music and other disciplines. They consider possible career and avocational opportunities in music.
Critical Evaluation and Response	Students take leadership roles in selecting and critiquing solo literature. Discussion and coaching help address common performance problems, providing additional instruction and developing critical techniques. Students give input into the scheduling process, evaluation, and constructive problem solving—intrinsic components of solo study.
Example:	Jeni Munsie has recently obtained digital music creation software. The software assists her students in composing, recording, and editing music. After becoming familiar with the software, she issues the following challenge: Compose a new accompaniment for your solo. Students are then asked to perform their new version of the solo while being asked to make comparisons to the original. Another opportunity would be to compose the accompaniment in a different world culture style as well.
<u>Differentiation Strategies for Students with Special Needs</u>	