

Music TEKS Chart 9-12

Level I	Level II	Level III	Level IV
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</p>			
(1)(A) experience and explore exemplary musical examples using technology and available live performances	(1)(A) compare and contrast exemplary musical examples using technology and available live performances	(1)(A) evaluate exemplary musical examples using technology and available live performances	(1)(A) evaluate exemplary musical examples using technology and available live performances
(1)(B) identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees	(1)(B) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology	(1)(B) explore musical textures such as monophony, homophony, and polyphony while using a melodic reading system	(1)(B) analyze advanced musical textures while using a melodic reading system
(1)(C) define concepts of music notation, intervals, and chord structure using appropriate terminology	(1)(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology	(1)(C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology	(1)(C) analyze concepts of music notation, intervals, and chord structure using appropriate terminology
(1)(D) define concepts of rhythm and meter using appropriate terminology and counting system	(1)(D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system	(1)(D) compare and contrast concepts of rhythm and meter using appropriate terminology and counting system	(1)(D) analyze concepts of rhythm and meter using appropriate terminology and counting system
(1)(E) explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance	(1)(E) compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening	(1)(E) compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening	(1)(E) analyze musical forms in music selected for performance and listening
(1)(F) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices	(1)(F) compare and contrast concepts of balance and blend using appropriate terminology	(1)(F) compare and contrast concepts of balance and blend using appropriate terminology	(1)(F) analyze concepts of balance and blend using appropriate terminology
	(1)(G) compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre	(1)(G) compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals	(1)(G) analyze musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals
	(1)(H) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices	(1)(H) compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance	(1)(H) analyze concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance
		(1)(I) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices	(1)(I) analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, hearing protection, vocal health, hydration, and appropriate hygienic practices
<p>(2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system. The student is expected to:</p>			
(2)(A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters	(2)(A) read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters	(2)(A) read and notate music that incorporates melody and rhythm	(2)(A) read and notate music that incorporates advanced melodies and rhythms
(2)(B) interpret music symbols and	(2)(B) interpret music symbols and	(2)(B) interpret music symbols and	(2)(B) interpret music symbols and

expressive terms referring to dynamics, tempo, and articulation	expressive terms referring to dynamics, tempo, and articulation	expressive terms referring to style, dynamics, tempo, and articulation	expressive terms
(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an appropriate level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive and psychomotor skills. The student is expected to:			
(3)(A) demonstrate mature, characteristic sound appropriate for the genre	(3)(A) demonstrate increasingly mature, characteristic sound appropriate for the genre	(3)(A) demonstrate mature, characteristic sound appropriate for the genre	(3)(A) demonstrate mature, characteristic sound appropriate for the genre
(3)(B) demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques	(3)(B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques	(3)(B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques	(3)(B) analyze and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques
(3)(C) demonstrate rhythmic accuracy using appropriate tempo	(3)(C) demonstrate rhythmic accuracy using appropriate tempo	(3)(C) demonstrate rhythmic accuracy using appropriate tempo	(3)(C) demonstrate rhythmic accuracy using complex patterns at an appropriate tempo
(3)(D) demonstrate observance of key signature and modalities	(3)(D) demonstrate observance of key signatures and modalities	(3)(D) demonstrate observance of key signatures and modalities	(3)(D) demonstrate observance of key signatures and modalities
(3)(E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics	(3)(E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics	(3)(E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics	(3)(E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics
(3)(F) create and notate or record original musical phrases	(3)(F) create and notate or record original musical phrases at an appropriate level of difficulty	(3)(F) create and notate or record original musical phrases at an appropriate level of difficulty	(3)(F) create and notate or record original musical phrases at an increasing level of difficulty
(4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an appropriate level of difficulty in a variety of styles. The student is expected to:			
(4)(A) demonstrate mature, characteristic sound appropriate for the genre while sight reading	(4)(A) exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading	(4)(A) exhibit mature, characteristic sound appropriate for the genre while sight reading	(4)(A) exhibit mature, characteristic sound appropriate for the genre while sight reading
(4)(B) demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(4)(B) demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(4)(B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading	(4)(B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading
(4)(C) demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo	(4)(C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo	(4)(C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo	(4)(C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo
(4)(D) demonstrate observance of key signature and modalities while sight reading;	(4)(D) demonstrate observance of multiple key signatures and changing modalities while sight reading;	(4)(D) demonstrate observance of multiple key signatures and changing modalities while sight reading;	(4)(D) demonstrate observance of multiple key signatures and changing modalities while sight reading;
(4)(E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading	(4)(E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading	(4)(E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading	(4)(E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading
(4)(F) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading	(4)(F) demonstrate application of dynamics and phrasing while sight reading	(4)(F) demonstrate application of dynamics and phrasing while sight reading	(4)(F) demonstrate application of dynamics and phrasing while sight reading
	(4)(G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation	(4)(G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation	(4)(G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation
(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:			
(5)(A) compare and contrast music	(5)(A) compare and contrast music by	(5)(A) classify representative	(5)(A) discriminate representative

by genre, style, culture, and historical period	genre, style, culture, and historical period	examples of music by genre, style, culture, and historical period	examples of music by genre, style, culture, and historical period
(5)(B) identify music-related vocations and avocations	(5)(B) define uses of music in societies and cultures	(5)(B) explore the relevance of music to societies and cultures	(5)(B) evaluate the relevance of music to societies and cultures
(5)(C) identify and describe the uses of music in societies and cultures	(5)(C) identify and explore the relationships between music and other academic disciplines	(5)(C) define the relationships between music content and concepts and other academic disciplines	(5)(C) define the relationships between music content and concepts and other academic disciplines
(5)(D) identify and explore the relationship between music and other academic disciplines	(5)(D) identify music-related vocations and avocations	(5)(D) analyze music-related career options	(5)(D) explain a variety of music and music-related career options
(5)(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(5)(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances	(5)(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances	(5)(E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances
(5)(F) identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques	(5)(F) identify and explore tools for college and career preparation such as personal performance recordings, social media applications, repertoire lists, auditions, and interview techniques	(5)(F) generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques	(5)(F) generate tools for college and career preparation such as curricula vitae, electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, and audition and interview techniques
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:			
(6)(A) practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings	(6)(A) exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings	(6)(A) exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings	(6)(A) exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings
(6)(B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances	(6)(B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances	(6)(B) create and apply specific criteria for evaluating performances of various musical styles	(6)(B) create and apply specific criteria for evaluating performances of various musical styles
(6)(C) develop processes for self-evaluation and select tools for personal artistic improvement	(6)(C) develop processes for self-evaluation and select tools for personal artistic improvement	(6)(C) create and apply specific criteria for offering constructive feedback using a variety of music performances	(6)(C) create and apply specific criteria for offering constructive feedback using a variety of musical performances
(6)(D) evaluate musical performances by comparing them to exemplary models	(6)(D) evaluate musical performances by comparing them to exemplary models	(6)(D) develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings	(6)(D) develop processes for self-evaluation and select tools for personal artistic improvement
		(6)(E) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement	(6)(E) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement