

# World Music Ensemble IV :: Follows World Music Ensemble III

TEKS Strand	Expectations
<b>Foundations: Music Literacy</b>	Students demonstrate independence in interpreting music through the performance of selected literature. They analyze musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture using standard terminology and analyze the musical forms of their performance and listening repertoires.
<b>Creative Expression</b>	Students perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques. Literature ranges from moderately difficult to difficult. Comprehension of musical styles is demonstrated by the appropriateness of literature selected for performance. Students perform expressively, from memory and notation, a repertoire representing styles from diverse cultures. They become familiar with small- and large-ensemble performance techniques. They sight-read major, minor, modal, and chromatic melodies; read and write music; and interpret music symbols and terms. They improvise melodies and compose or arrange compositions.
<b>Historical and Cultural Relevance</b>	Literature selections represent diverse styles, genres, cultures, and historical periods. Performances illustrate students' understanding of how music grows out of specific traditions. Students describe the relationships among music, technology, and society, and discuss the relationship of music to other fine arts media. Students research music and music-related career opportunities.
<b>Critical Evaluation and Response</b>	Students compose ensemble selections for more than one medium. Critique and evaluation of these compositions involve self-reflection and constructive response from classmates, teachers, and professional musicians. In rehearsing and conducting medium-sized ensembles for performances, student leadership roles are emphasized.
<p><b>Example:</b></p> <p>Students in San Marcos High School's Mariachi program begin composing music in the style of Mariachi in Level IV. By participating in the composition aspect of this class, students learn both formal and informal techniques since much Mariachi music is passed down aurally. Ms. Vickers challenges her students to also have traditional written elements as well as some taught through improvisation.</p> <p>Students perform in an end-of-year concert to exhibit their compositions with the Mariachi ensemble.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	