

Texas Essential Knowledge and Skills (TEKS) Breakouts		
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	
Subchapter	Subchapter D. Elementary, Adopted 2013	
Course	§117.103. Music, Kindergarten, Adopted 2013.	
(a) Introduction.		
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p>		
<p>(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.</p>		
<p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(A) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices</p>	<p>(i) identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(B) identify the timbre of adult and child singing voices</p>	<p>(i) identify the timbre of adult singing voices</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(B) identify the timbre of adult and child singing voices</p>	<p>(ii) identify the timbre of child singing voices</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) identify the timbre of instrument families</p>	<p>(i) identify the timbre of instrument families</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(i) identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower and simple patterns in musical performances
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	(i) identify beat using iconic representation
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	(ii) identify rhythm using iconic representation

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(E) identify beat, rhythm, and simple two-tone or three-tone melodies using iconic representation	(iii) identify simple two-tone or three-tone melodies using iconic representation
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(A) sing or play classroom instruments independently or in groups	(i) sing or play classroom instruments independently or in groups
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups	(i) sing songs or play classroom instruments from diverse cultures independently or in groups

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(B) sing songs or play classroom instruments from diverse cultures and styles independently or in groups</p>	<p>(ii) sing songs or play classroom instruments from diverse styles independently or in groups</p>
<p>(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement</p>	<p>(i) move alone or with others to a varied repertoire of music using gross locomotor movement</p>
<p>(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement</p>	<p>(ii) move alone or with others to a varied repertoire of music using gross non-locomotor movement</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(iii) move alone or with others to a varied repertoire of music using fine locomotor movement
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(iv) move alone or with others to a varied repertoire of music using fine non-locomotor movement
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform simple partwork, including beat versus rhythm	(i) perform simple partwork, including beat versus rhythm

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform music using louder/softer and faster/slower	(i) perform music using louder/softer
(2) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform music using louder/softer and faster/slower	(ii) perform music using faster/slower
(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(i) sing songs, including rhymes
(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, folk music, and seasonal music	(ii) sing songs, including folk music

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(A) sing songs and play musical games, including rhymes, folk music, and seasonal music</p>	<p>(iii) sing songs, including seasonal music</p>
<p>(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(A) sing songs and play musical games, including rhymes, folk music, and seasonal music</p>	<p>(iv) play musical games, including rhymes</p>
<p>(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(A) sing songs and play musical games, including rhymes, folk music, and seasonal music</p>	<p>(v) play musical games, including folk music</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(A) sing songs and play musical games, including rhymes, folk music, and seasonal music</p>	<p>(vi) play musical games, including seasonal music</p>
<p>(3) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(B) identify simple interdisciplinary concepts related to music</p>	<p>(i) identify simple interdisciplinary concepts related to music</p>
<p>(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(A) identify and demonstrate appropriate audience behavior during live or recorded performances</p>	<p>(i) identify appropriate audience behavior during live or recorded performances</p>
<p>(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(A) identify and demonstrate appropriate audience behavior during live or recorded performances</p>	<p>(ii) demonstrate appropriate audience behavior during live or recorded performances</p>

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<p>(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(B) identify steady beat in musical performances</p>	<p>(i) identify steady beat in musical performances</p>
<p>(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances</p>	<p>(i) compare same/different in beat/rhythm in musical performances</p>
<p>(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances</p>	<p>(ii) compare same/different in higher/lower in musical performances</p>

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(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(iii) compare same/different in louder/softer in musical performances
(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(iv) compare same/different in faster/slower in musical performances
(4) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) compare same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(v) compare same/different in simple patterns in musical performances