

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	§117.118. Music, Grade 5, 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>		
(c) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(A) distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices	(i) distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures	(i) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures

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>(C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally</p>	<p>(i) use known music symbols referring to rhythm to explain musical sounds presented aurally</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(ii) use known music symbols referring to melody to explain musical sounds presented aurally</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(iii) use known music symbols referring to timbre to explain musical sounds presented aurally</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(iv) use known music symbols referring to form to explain musical sounds presented aurally</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(v) use known music symbols referring to tempo, including accelerando, to explain musical sounds presented aurally</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(vi) use known music symbols referring to tempo, including ritardando to explain musical sounds presented aurally</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>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(vii) use known music symbols referring to dynamics to explain musical sounds presented aurally</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(viii) use known music symbols referring to articulation to explain musical sounds presented aurally</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(ix) use known music symbols referring to simple meter to explain musical sounds presented aurally</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(x) use known music symbols referring to compound meter to explain musical sounds presented aurally</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xi) use known music terminology referring to rhythm to explain musical sounds presented aurally</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xii) use known music terminology referring to melody to explain musical sounds presented aurally</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xiii) use known music terminology referring to timbre to explain musical sounds presented aurally</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xiv) use known music terminology referring to form to explain musical sounds presented aurally</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xv) use known music terminology referring to tempo, including accelerando, to explain musical sounds presented aurally</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xvi) use known music terminology referring to tempo, including ritardando, to explain musical sounds presented aurally</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xvii) use known music terminology referring to dynamics to explain musical sounds presented aurally</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xviii) use known music terminology referring to articulation to explain musical sounds presented aurally</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>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xix) use known music terminology referring to simple meter to explain musical sounds presented aurally</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(C) use known music symbols and terminology referring to rhythm, melody, timbre, form, tempo including accelerando and ritardando, dynamics, articulation and meter including simple and compound to explain musical sounds presented aurally</p>	<p>(xx) use known music terminology referring to compound meter to explain musical sounds presented aurally</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 and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works	(i) identify small musical forms presented aurally in simple songs
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works	(ii) identify small musical forms presented aurally in larger works
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works	(iii) identify large musical forms presented aurally in simple songs

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works</p>	<p>(iv) identify large musical forms presented aurally in larger works</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works</p>	<p>(v) label small musical forms presented aurally in simple songs</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works</p>	<p>(vi) label small musical forms presented aurally in larger works</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>(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works</p>	<p>(vii) label large musical forms presented aurally in simple songs</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works</p>	<p>(viii) label large musical forms presented aurally in larger works</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>(i) read rhythmic patterns using standard notation, including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>(ii) read rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>(iii) write rhythmic patterns using standard notation, including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>(iv) write rhythmic patterns using standard notation, including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>(v) reproduce rhythmic patterns using standard notation including syncopated patterns in 2/4, 3/4, or 4/4 meters as appropriate</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>	<p>(vi) reproduce rhythmic patterns using standard notation including previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation</p>	<p>(i) read extended pentatonic melodic patterns using standard staff notation</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation</p>	<p>(ii) read extended diatonic melodic patterns using standard staff notation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation</p>	<p>(iii) write extended pentatonic melodic patterns using standard staff notation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation</p>	<p>(iv) write extended diatonic melodic patterns using standard staff notation</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation</p>	<p>(v) reproduce extended pentatonic melodic patterns using standard staff notation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation</p>	<p>(vi) reproduce extended diatonic melodic patterns using standard staff notation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(i) identify new music symbols referring to tempo, including accelerando</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ; dynamics; articulation; and meter, including simple and compound</p>	<p>(ii) identify new music symbols referring to tempo, including ritardando</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(iii) identify new music symbols referring to dynamics</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(iv) identify new music symbols referring to articulation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(v) identify new music symbols referring to simple meter</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(vi) identify new music symbols referring to compound meter</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(vii) identify new music terms referring to tempo, including accelerando</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(viii) identify new music terms referring to tempo, including ritardando</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(ix) identify new music terms referring to dynamics</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(x) identify new music terms referring to articulation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xi) identify new music terms referring to simple meter</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xii) identify new music terms referring to compound meter</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xiii) identify previously learned music symbols referring to tempo, including accelerando</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xiv) identify previously learned music symbols referring to tempo, including ritardando</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xv) identify previously learned music symbols referring to dynamics</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xvi) identify previously learned music symbols referring to articulation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xvii) identify previously learned music symbols referring to simple meter</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xviii) identify previously learned music symbols referring to compound meter</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xix) identify previously learned music terms referring to tempo, including accelerando</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xx) identify previously learned music terms referring to tempo, including ritardando</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxi) identify previously learned music terms referring to dynamics</p>

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxiii) identify previously learned music terms referring to simple meter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxiv) identify previously learned music terms referring to compound meter</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxv) interpret new music symbols referring to tempo, including accelerando</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxvi) interpret new music symbols referring to tempo, including ritardando</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxvii) interpret new music symbols referring to dynamics</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxviii) interpret new music symbols referring to articulation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxvix) interpret new music symbols referring to simple meter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxx) interpret new music symbols referring to compound meter</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxi) interpret new music terms referring to tempo, including accelerando</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxii) interpret new music terms referring to tempo, including ritardando</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxiii) interpret new music terms referring to dynamics</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxiv) interpret new music terms referring to articulation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxv) interpret new music terms referring to simple meter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxvi) interpret new music terms referring to compound meter</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxvii) interpret previously learned music symbols referring to tempo, including accelerando</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxviii) interpret previously learned music symbols referring to tempo, including ritardando</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xxxvix) interpret previously learned music symbols referring to dynamics</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xi) interpret previously learned music symbols referring to articulation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xli) interpret previously learned music symbols referring to simple meter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xlii) interpret previously learned music symbols referring to compound meter</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xliii) interpret previously learned music terms referring to tempo, including accelerando</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xiv) interpret previously learned music terms referring to tempo, including ritardando</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xiv) interpret previously learned music terms referring to dynamics</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xlvii) interpret previously learned music terms referring to articulation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xlviii) interpret previously learned music terms referring to simple meter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound</p>	<p>(xlviii) interpret previously learned music terms referring to compound meter</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm</p>	<p>(i) sing independently or in groups with accurate intonation</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm</p>	<p>(ii) sing independently or in groups with accurate rhythm</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm	(iii) play classroom instruments independently or in groups with accurate intonation
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(A) sing and play classroom instruments independently or in groups with accurate intonation and rhythm	(iv) play classroom instruments independently or in groups with accurate rhythm
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups	(i) sing or play a varied repertoire of music independently or in groups

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) 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 and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p>	<p>(i) move alone to a varied repertoire of music using gross motor skills</p>
<p>(3) 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 and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p>	<p>(ii) move alone to a varied repertoire of music using fine motor skills</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) 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 and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p>	<p>(iii) move alone to a varied repertoire of music using locomotor skills</p>
<p>(3) 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 and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p>	<p>(iv) move alone to a varied repertoire of music using non-locomotor skills</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) 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 and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p>	<p>(v) move alone to a varied repertoire of music using integrated movement</p>
<p>(3) 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 and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p>	<p>(vi) move in groups to a varied repertoire of music using gross motor skills</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) 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 and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p>	<p>(vii) move in groups to a varied repertoire of music using fine motor skills</p>
<p>(3) 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 and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p>	<p>(viii) move in groups to a varied repertoire of music using locomotor skills</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) 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 and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p>	<p>(ix) move in groups to a varied repertoire of music using non-locomotor skills</p>
<p>(3) 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 and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together</p>	<p>(x) move in groups to a varied repertoire of music using integrated movement</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(D) perform various folk dances and play parties</p>	<p>(i) perform various folk dances</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform various folk dances and play parties	(ii) perform various play parties
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	(i) perform simple two-part music, including rhythmic ostinati
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	(ii) perform simple two-part music, including melodic ostinati

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	(iii) perform simple two-part music, including rounds
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	(iv) perform simple two-part music, including partner songs
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies	(v) perform simple two-part music, including counter melodies

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(i) interpret through performance new music symbols referring to tempo, including accelerando</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(ii) interpret through performance new music symbols referring to tempo, including ritardando</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(iii) interpret through performance new music symbols referring to dynamics</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(iv) interpret through performance new music symbols referring to articulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(v) interpret through performance new music symbols referring to simple meter</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(vi) interpret through performance new music symbols referring to compound meter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(vii) interpret through performance new music terms referring to tempo, including accelerando</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(viii) interpret through performance new music terms referring to tempo, including ritardando</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(ix) interpret through performance new music terms referring to dynamics</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(x) interpret through performance new music terms referring to articulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xi) interpret through performance new music terms referring to simple meter</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xii) interpret through performance new music terms referring to compound meter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xiii) interpret through performance previously learned music symbols referring to tempo, including accelerando</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xiv) interpret through performance previously learned music symbols referring to tempo, including ritardando</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xv) interpret through performance previously learned music symbols referring to dynamics</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xvi) interpret through performance previously learned music symbols referring to articulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xvii) interpret through performance previously learned music symbols referring to simple meter</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xviii) interpret through performance previously learned music symbols referring to compound meter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xix) interpret through performance previously learned music terms referring to tempo, including accelerando</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xx) interpret through performance previously learned music terms referring to tempo, including ritardando</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xxi) interpret through performance previously learned music terms referring to dynamics</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xxii) interpret through performance previously learned music terms referring to articulation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xxiii) interpret through performance previously learned music terms referring to simple meter</p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando, dynamics, articulation and meter including simple and compound</p>	<p>(xxiv) interpret through performance previously learned music terms referring to compound meter</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:	(A) create rhythmic phrases through improvisation and composition	(i) create rhythmic phrases through improvisation
(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:	(A) create rhythmic phrases through improvisation and composition	(ii) create rhythmic phrases through composition
(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:	(B) create melodic phrases through improvisation and composition	(i) create melodic phrases through improvisation
(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:	(B) create melodic phrases through improvisation and composition	(ii) create melodic phrases through composition

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:</p>	<p>(C) create simple accompaniments through improvisation and composition</p>	<p>(i) create simple accompaniments through improvisation</p>
<p>(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:</p>	<p>(C) create simple accompaniments through improvisation and composition</p>	<p>(ii) create simple accompaniments through composition</p>
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America</p>	<p>(i) perform a varied repertoire of songs representative of diverse cultures</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America</p>	<p>(ii) perform a varied repertoire of movement representative of diverse cultures</p>
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(A) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America</p>	<p>(iii) perform a varied repertoire of musical games representative of diverse cultures</p>
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(B) perform music representative of Texas and America, including "The Star Spangled Banner"</p>	<p>(i) perform music representative of Texas</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(B) perform music representative of Texas and America, including The Star Spangled Banner</p>	<p>(ii) perform music representative of America, including "The Star Spangled Banner"</p>
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(C) identify and describe music from diverse genres, styles, periods, and cultures</p>	<p>(i) identify music from diverse genres</p>
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(C) identify and describe music from diverse genres, styles, periods, and cultures</p>	<p>(ii) identify music from diverse styles</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(C) identify and describe music from diverse genres, styles, periods, and cultures</p>	<p>(iii) identify music from diverse periods</p>
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(C) identify and describe music from diverse genres, styles, periods, and cultures</p>	<p>(iv) identify music from diverse cultures</p>
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(C) identify and describe music from diverse genres, styles, periods, and cultures</p>	<p>(v) describe music from diverse genres</p>
<p>(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:</p>	<p>(C) identify and describe music from diverse genres, styles, periods, and cultures</p>	<p>(vi) describe music from diverse styles</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify and describe music from diverse genres, styles, periods, and cultures	(vii) describe music from diverse periods
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify and describe music from diverse genres, styles, periods, and cultures	(viii) describe music from diverse cultures
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(D) examine the relationships between music and interdisciplinary concepts	(i) examine the relationships between music and interdisciplinary concepts

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) exhibit audience etiquette during live and recorded performances	(i) exhibit audience etiquette during live performances
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) exhibit audience etiquette during live and recorded performances	(ii) exhibit audience etiquette during recorded performances
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary	(i) identify known rhythmic elements in aural examples using appropriate vocabulary
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary	(ii) identify known melodic elements in aural examples using appropriate vocabulary

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary</p>	<p>(i) describe specific musical events in aural examples using appropriate vocabulary</p>
<p>(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(D) respond verbally and through movement to short musical examples</p>	<p>(i) respond verbally to short musical examples</p>
<p>(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:</p>	<p>(D) respond verbally and through movement to short musical examples</p>	<p>(ii) respond through movement to short musical examples</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(E) evaluate a variety of compositions and formal or informal musical performances using specific criteria	(i) evaluate a variety of compositions using specific criteria
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(E) evaluate a variety of compositions and formal or informal musical performances using specific criteria	(ii) evaluate a variety of formal or informal musical performances using specific criteria
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(F) justify personal preferences for specific music works and styles using music vocabulary	(i) justify personal preferences for specific music works using music vocabulary

Knowledge and Skills Statement	Student Expectation	Breakout
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(F) justify personal preferences for specific music works and styles using music vocabulary	(ii) justify personal preferences for specific music styles using music vocabulary