

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	§117.109. Music, Grade 2, 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
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(A) identify choral voices, including unison versus ensemble	(i) identify choral voices, including unison versus ensemble

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(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) identify instruments visually and aurally	(i) identify instruments visually
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) identify instruments visually and aurally	(ii) identify instruments aurally
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo	(i) use known music terminology to explain musical examples of tempo, including presto
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo	(ii) use known music terminology to explain musical examples of tempo, including moderato

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(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo	(iii) use known music terminology to explain musical examples of tempo, including andante
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo	(iv) use known music terminology to explain musical examples of dynamics, including fortissimo
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante and dynamics, including fortissimo and pianissimo	(v) use known music terminology to explain musical examples of dynamics, including pianissimo

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 simple small forms such as aaba and abac	(i) identify simple small forms
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(D) identify and label simple small forms such as aaba and abac	(ii) label simple small forms
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest	(i) read rhythmic patterns using standard notation in 2/4 meter, including half note/half rest
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest	(ii) write rhythmic patterns using standard notation in 2/4 meter, including half note/half rest

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. 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 in 2/4 meter, including half note/half rest</p>	<p>(iii) reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. 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 pentatonic melodic patterns using standard staff notation</p>	<p>(i) read pentatonic melodic patterns using standard staff notation</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. 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 pentatonic melodic patterns using standard staff notation</p>	<p>(ii) write pentatonic melodic patterns using standard staff notation</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(B) read, write, and reproduce pentatonic melodic patterns using standard staff notation	(iii) reproduce pentatonic melodic patterns using standard staff notation
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) read, write, and reproduce basic music terminology including <i>allegro/largo</i> and <i>forte/piano</i>	(i) read basic music terminology, including <i>allegro/largo</i>
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) read, write, and reproduce basic music terminology including <i>allegro/largo</i> and <i>forte/piano</i>	(ii) read basic music terminology, including <i>forte/piano</i>

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(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) read, write, and reproduce basic music terminology including <i>allegro/largo</i> and <i>forte/piano</i>	(iii) write basic music terminology, including <i>allegro/largo</i>
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) read, write, and reproduce basic music terminology including <i>allegro/largo</i> and <i>forte/piano</i>	(iv) write basic music terminology, including <i>forte/piano</i>
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) read, write, and reproduce basic music terminology including <i>allegro/largo</i> and <i>forte/piano</i>	(v) reproduce basic music terminology, including <i>allegro/largo</i>

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(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(C) read, write, and reproduce basic music terminology including allegro/largo and forte/piano	(vi) reproduce, basic music terminology, including forte/piano
(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 tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	(i) sing tunefully or play classroom instruments, including rhythmic patterns, independently or in groups
(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 tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	(ii) sing tunefully or play classroom instruments, including melodic patterns, independently or in groups
(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 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

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<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>(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>(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 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 movements</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 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 movements</p>

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(3) 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 movements
(3) 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 movements
(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 simple part work including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting	(i) perform simple part work, including rhythmic ostinato
(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 simple part work including rhythmic ostinato and vocal exploration such as singing, speaking, and chanting	(ii) perform simple part work, including vocal exploration

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<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>(E) perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo</p>	<p>(i) perform music using tempo, including presto</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>(E) perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo</p>	<p>(ii) perform music using tempo, including moderato</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>(E) perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo</p>	<p>(iii) perform music using tempo including andante</p>

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(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 music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	(iv) perform music using dynamics, including fortissimo
(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 music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo	(v) perform music using dynamics, including pianissimo
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(A) create rhythmic phrases using known rhythms	(i) create rhythmic phrases using known rhythms
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(B) create melodic phrases using known pitches	(i) create melodic phrases using known pitches

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(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(C) explore new musical ideas in phrases using singing voice and classroom instruments	(i) explore new musical ideas in phrases using singing voice
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(C) explore new musical ideas in phrases using singing voice and classroom instruments	(ii) explore new musical ideas in phrases using classroom instruments
(5) 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 patriotic, folk, and seasonal music	(i) sing songs, including patriotic music
(5) 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 patriotic, folk, and seasonal music	(ii) sing songs, including folk music

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(5) 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 patriotic, folk, and seasonal music	(iii) sing songs, including seasonal music
(5) 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 patriotic, folk, and seasonal music	(iv) play musical games, including patriotic music
(5) 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 patriotic, folk, and seasonal music	(v) play musical games, including folk music
(5) 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 patriotic, folk, and seasonal music	(vi) play musical games, including seasonal music

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(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) examine short musical excerpts from various periods or times in history and diverse and local cultures	(i) examine short musical excerpts from various periods or times in history
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) examine short musical excerpts from various periods or times in history and diverse and local cultures	(ii) examine short musical excerpts from diverse cultures
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) examine short musical excerpts from various periods or times in history and diverse and local cultures	(iii) examine short musical excerpts from local cultures
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify simple interdisciplinary concepts relating to music	(i) identify simple interdisciplinary concepts relating to music

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) begin to practice appropriate audience behavior during live or recorded performances	(i) begin to practice appropriate audience behavior during live performances or 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) recognize known rhythmic and melodic elements in simple aural examples using known terminology	(i) recognize known rhythmic elements in simple aural examples using known terminology
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology	(ii) recognize known melodic elements in simple aural examples using known terminology
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances	(i) distinguish between rhythms in musical performances

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<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) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances</p>	<p>(ii) distinguish between higher/lower pitches in musical performances</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>(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances</p>	<p>(iii) distinguish between louder/softer dynamics in musical performances</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>(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances</p>	<p>(iv) distinguish between faster/slower tempos in musical performances</p>

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(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances	(v) distinguish between simple patterns in musical performances
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(D) respond verbally or through movement to short musical examples	(i) respond verbally or through movement to short musical examples



































