

Texas Essential Knowledge and Skills (TEKS) Breakouts		
<b>Subject</b>	<b>Chapter 117. Texas Essential Knowledge and Skills for Fine Arts</b>	
<b>Subchapter</b>	<b>Subchapter D. Elementary, Adopted 2013</b>	
<b>Course</b>	<b>§117.112. Music, Grade 3, Adopted 2013</b>	
<b>(a) Introduction.</b>		
<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>(b) Knowledge and Skills.</b>		
<b>Knowledge and Skills Statement</b>	<b>Student Expectation</b>	<b>Breakout</b>
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(A) categorize and explain a variety of musical sounds, including those of children and adult voices	(i) categorize a variety of musical sounds, including those of children voices

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures</p>	<p>(i) categorize a variety of musical sounds, including those of woodwind [instruments]</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures</p>	<p>(ii) categorize a variety of musical sounds, including those of brass [instruments]</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures</p>	<p>(iv) categorize a variety of musical sounds, including those of percussion [instruments]</p>

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(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(vi) explain a variety of musical sounds, including those of woodwind [instruments]
(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:	(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures	(vii) explain a variety of musical sounds, including those of brass [instruments]

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures</p>	<p>(ix) explain a variety of musical sounds, including those of percussion [instruments]</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:</p>	<p>(B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion; and instruments from various cultures</p>	<p>(x) explain a variety of musical sounds, including those of instruments from various cultures</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, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally</p>	<p>(i) use known music symbols referring to rhythm to identify 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, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally</p>	<p>(ii) use known music symbols referring to melody to identify 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, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally</p>	<p>(iv) use known music symbols referring to form to identify 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, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally</p>	<p>(vi) use known music symbols referring to dynamics, including mezzo piano, to identify 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, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally</p>	<p>(viii) use known music terminology referring to rhythm to identify 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, dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally</p>	<p>(x) use known music terminology referring to timbre to identify musical sounds presented aurally</p>

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(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, presented aurally in simple songs and larger works	(i) identify small musical forms presented aurally in simple songs
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(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, presented aurally in simple songs and larger works	(iii) identify large musical forms presented aurally in simple songs

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(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, presented aurally in simple songs and larger works	(viii) label large musical forms presented aurally in larger works
(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:	(A) read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate	(i) read rhythmic patterns using standard notation, including four sixteenth notes in 2/4 meter as appropriate

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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 melodic patterns using standard staff notation</p>	<p>(i) read 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 melodic patterns using standard staff notation</p>	<p>(ii) write 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>(C) identify new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p>	<p>(i) identify new music symbols referring to tempo</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 new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p>	<p>(ii) identify new music symbols referring to dynamics, including mezzo piano</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 new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p>	<p>(vi) identify previously learned music symbols referring to dynamics, including mezzo forte</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 new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p>	<p>(vii) identify new music terms referring to tempo</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 new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p>	<p>(viii) identify new music terms referring to dynamics, including mezzo piano</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 new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p>	<p>(ix) identify new music terms referring to dynamics, including mezzo forte</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 new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p>	<p>(x) identify previously learned music terms referring to tempo</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 new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p>	<p>(xi) identify previously learned music terms referring to dynamics, including mezzo piano</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 new and previously learned music symbols and terms referring to tempo, and dynamics, including mezzo piano and mezzo forte</p>	<p>(xii) identify previously learned music terms referring to dynamics, including mezzo forte</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 or play classroom instruments with accurate intonation and rhythm independently or in groups</p>	<p>(i) sing or play classroom instruments with accurate intonation independently or in groups</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 or play classroom instruments with accurate intonation and rhythm independently or in groups	(ii) sing or play classroom instruments with accurate rhythm 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 or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups	(i) sing or play a varied repertoire of music 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:	(C) move alone or 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	(i) move alone or with others to a varied repertoire of music using gross motor skills

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 or 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 or with others 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 or 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 or with others 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 or 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 or with others 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 or 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 or with others 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 simple part work, including rhythmic and melodic ostinati, derived from known repertoire</p>	<p>(i) perform simple part work including rhythmic ostinati derived from known repertoire</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>(D) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire</p>	<p>(ii) perform simple part work including melodic ostinati derived from known repertoire</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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(i) interpret through performance new music symbols referring to tempo</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>(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(ii) interpret through performance new music symbols referring to dynamics, including mezzo piano</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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(iii) interpret through performance new music symbols referring to tempo, including mezzo forte</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>(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(iv) interpret through performance new music terms referring to tempo</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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(v) interpret through performance new music terms referring to dynamics, including mezzo piano</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>(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(vi) interpret through performance new music terms referring to dynamics, including mezzo forte</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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(vii) interpret through performance previously learned music symbols referring to tempo</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>(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(viii) interpret through performance previously learned music symbols referring to dynamics, including mezzo piano</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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(ix) interpret through performance previously learned music symbols referring to dynamics, including mezzo forte</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>(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(x) interpret through performance previously learned music terms referring to tempo</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) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(xi) interpret through performance previously learned music terms referring to dynamics, including mezzo piano</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>(E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte</p>	<p>(xii) interpret through performance previously learned music terms referring to dynamics, including mezzo forte</p>
<p>(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:</p>	<p>(A) create rhythmic phrases through improvisation or composition</p>	<p>(i) create rhythmic phrases through improvisation or composition</p>
<p>(4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:</p>	<p>(B) create melodic phrases through improvisation or composition</p>	<p>(i) create melodic phrases through improvisation or composition</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:	(C) create simple accompaniments through improvisation or composition	(i) create simple accompaniments through improvisation or composition
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(i) perform a varied repertoire of songs representative of American culture
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(ii) perform a varied repertoire of songs representative of local culture

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:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(iii) perform a varied repertoire of movement representative of American culture
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(iv) perform a varied repertoire of movement representative of local cultures
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(v) perform a varied repertoire of musical games representative of American culture

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:	(A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures	(vi) perform a varied repertoire of musical games representative of local culture
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify music from diverse genres, styles, periods, and cultures	(i) identify music from diverse genres
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify music from diverse genres, styles, periods, and cultures	(ii) identify music from diverse styles
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify music from diverse genres, styles, periods, and cultures	(iii) identify music from diverse periods

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>(B) identify music from diverse genres, styles, periods, and cultures</b></p>	<p><b>(iv) identify music from diverse cultures</b></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>(C) identify the relationships between music and interdisciplinary concepts</b></p>	<p><b>(i) identify the relationships between music and interdisciplinary concepts</b></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><b>(A) exhibit audience etiquette during live and recorded performances</b></p>	<p><b>(i) exhibit audience etiquette during live performances</b></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><b>(A) exhibit audience etiquette during live and recorded performances</b></p>	<p><b>(ii) exhibit audience etiquette during recorded performances</b></p>

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>(B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary</p>	<p>(i) recognize known rhythmic elements 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>(B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary</p>	<p>(ii) recognize known melodic elements 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>(C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary</p>	<p>(i) identify specific musical events in aural examples using appropriate vocabulary</p>

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>(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>
<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>(E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary</p>	<p>(i) describe a variety of compositions using specific music vocabulary</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) describe a variety of compositions and formal or informal musical performances using specific music vocabulary	(ii) describe a variety of formal or informal musical performances using specific music vocabulary