

Texas Essential Knowledge and Skills (TEKS) Breakouts		
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	
Subchapter	Subchapter E. Middle School, Adopted 2013	
Course	§117.210. Music, Middle School 3, Adopted 2013.	
<p>(a) General Requirements. Students enrolled in the third year of music may select from the following courses: Middle School 3 Band, Middle School 3 Choir, Middle School 3 Orchestra, Middle School 3 Jazz Ensemble, Middle School 3 Instrumental Ensemble, or Middle School 3 Vocal Ensemble.</p>		
<p>(b) Introduction.</p> <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>		
<p>(c) Knowledge and Skills.</p>		
Knowledge and Skills Statement	Student Expectation	Breakout

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(A) compare and contrast exemplary musical examples using technology and available live performances</p>	<p>(i) compare and contrast exemplary musical examples using technology</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(A) compare and contrast exemplary musical examples using technology and available live performances</p>	<p>(ii) compare and contrast exemplary musical examples using live performances</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(B) demonstrate detailed knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfege, absolute note names, rhythmic values, and counting systems</p>	<p>(i) demonstrate detailed knowledge of tonal musical elements using standard terminology</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(B) demonstrate detailed knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfege, absolute note names, rhythmic values, and counting systems</p>	<p>(ii) demonstrate detailed knowledge of rhythmic musical elements using standard terminology</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology</p>	<p>(i) demonstrate knowledge of musical elements of rhythm, including whole notes using standard terminology</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology</p>	<p>(ii) demonstrate knowledge of musical elements of rhythm, including half notes using standard terminology</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology</p>	<p>(iii) demonstrate knowledge of musical elements of rhythm, including quarter notes using standard terminology</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology</p>	<p>(iv) demonstrate knowledge of musical elements of rhythm, including paired eighth notes, using standard terminology</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology</p>	<p>(v) demonstrate knowledge of musical elements of rhythm, including single eighth notes using standard terminology</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology</p>	<p>(vi) demonstrate knowledge of musical elements of rhythm, including sixteenth notes, using standard terminology</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology</p>	<p>(vii) demonstrate knowledge of musical elements of rhythm, including syncopated patterns, using standard terminology</p>

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<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology</p>	<p>(viii) demonstrate knowledge of musical elements of rhythm, including corresponding rests, using standard terminology</p>
<p>(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:</p>	<p>(C) demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology</p>	<p>(ix) demonstrate knowledge of musical elements of rhythm, including varied meters, using standard terminology</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:	(D) analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations	(i) analyze musical forms presented aurally
(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:	(D) analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations	(ii) analyze musical forms presented through music notation
(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing young musician. The student is expected to:	(E) demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice	(i) demonstrate health and wellness concepts related to musical practice

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements</p>	<p>(i) analyze music symbols referring to notation</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements</p>	<p>(ii) analyze music symbols referring to dynamics</p>

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(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements	(iii) analyze music symbols referring to tempi, including largo to presto
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements	(iv) analyze music symbols referring to articulations, including sforzando

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements	(v) analyze music symbols referring to previously known elements
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements	(vi) analyze music terms referring to notation

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<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements</p>	<p>(vii) analyze music terms referring to dynamics</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements</p>	<p>(viii) analyze music terms referring to tempi, including largo to presto</p>

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<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements</p>	<p>(ix) analyze music terms referring to articulations, including sforzando</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(A) analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements</p>	<p>(x) analyze music terms referring to previously known elements</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format</p>	<p>(i) notate meter in a handwritten or computer-generated format</p>

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(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format	(ii) notate rhythm using standard symbols in a handwritten or computer-generated format
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format	(iii) notate pitch using standard symbols in a handwritten or computer-generated format
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format	(iv) notate dynamics using standard symbols in a handwritten or computer-generated format

Knowledge and Skills Statement	Student Expectation	Breakout
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(C) create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation	(i) create complex rhythmic phrases using known rhythms within an established system of notation
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(C) create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation	(ii) create complex melodic phrases using known pitches within an established system of notation
(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:	(D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs	(i) read music notation using appropriate cognitive responses

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<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs</p>	<p>(ii) read music notation using appropriate kinesthetic responses</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters</p>	<p>(i) sight-read unison music using the appropriate clef in a variety of keys</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters</p>	<p>(ii) sight-read homophonic music using the appropriate clef in a variety of keys</p>

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<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters</p>	<p>(iii) sight-read polyphonic music using the appropriate clef in a variety of keys</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters</p>	<p>(iv) sight-read unison music using the appropriate clef in a variety of meters</p>
<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters</p>	<p>(v) sight-read homophonic music using the appropriate clef in a variety of meters</p>

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<p>(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:</p>	<p>(E) sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters</p>	<p>(vi) sight-read polyphonic music using the appropriate clef in a variety of meters</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(A) model, alone and in groups, characteristic vocal or instrumental timbre</p>	<p>(i) model alone and in groups characteristic vocal or instrumental timbre</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(A) model, alone and in groups, characteristic vocal or instrumental timbre</p>	<p>(ii) model in groups characteristic vocal or instrumental timbre</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture</p>	<p>(i) perform music alone, demonstrating appropriate physical fundamental techniques</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture</p>	<p>(ii) perform music in groups, demonstrating appropriate physical fundamental techniques</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(i) perform independently with accurate intonation, demonstrating fundamental skills</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(ii) perform independently with accurate intonation demonstrating appropriate solo performance techniques</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(iii) perform independently with accurate intonation, demonstrating appropriate small ensemble performance techniques</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(iv) perform independently with accurate intonation, demonstrating appropriate large ensemble performance techniques</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(v) perform independently with accurate rhythm, demonstrating fundamental skills</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(vi) perform independently with accurate rhythm demonstrating appropriate solo performance techniques</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(vii) perform independently with accurate rhythm, demonstrating appropriate small ensemble performance techniques</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(viii) perform independently, with accurate rhythm, demonstrating appropriate large ensemble performance techniques</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(ix) perform expressively with accurate intonation, demonstrating fundamental skills</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(x) perform expressively with accurate intonation demonstrating appropriate solo performance techniques</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xi) perform expressively with accurate intonation, demonstrating appropriate small ensemble performance techniques</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xii) perform expressively with accurate intonation, demonstrating appropriate large ensemble performance techniques</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xiii) perform expressively with accurate rhythm, demonstrating fundamental skills</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xiv) perform expressively with accurate rhythm demonstrating appropriate solo performance techniques</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xv) perform expressively with accurate rhythm, demonstrating appropriate small ensemble performance techniques</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(C) perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques</p>	<p>(xvi) perform expressively, with accurate rhythm, demonstrating appropriate large ensemble performance techniques</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(D) perform independently and expressively a varied repertoire of music representing various styles and cultures</p>	<p>(i) perform independently a varied repertoire of music representing various styles</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(D) perform independently and expressively a varied repertoire of music representing various styles and cultures</p>	<p>(ii) perform independently a varied repertoire of music representing various cultures</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(D) perform independently and expressively a varied repertoire of music representing various styles and cultures</p>	<p>(iii) perform expressively a varied repertoire of music representing various styles</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(D) perform independently and expressively a varied repertoire of music representing various styles and cultures</p>	<p>(iv) perform expressively a varied repertoire of music representing various cultures</p>

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;</p>	<p>(i) sight-read independently with accurate intonation, demonstrating fundamental skills in known keys</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;</p>	<p>(ii) sight-read independently with accurate intonation demonstrating appropriate solo performance techniques in known keys</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;</p>	<p>(xi) sight-read expressively with accurate intonation, demonstrating appropriate small ensemble performance techniques in known keys</p>
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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;</p>	<p>(xiii) sight-read expressively with accurate rhythm, demonstrating fundamental skills in known keys</p>
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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements</p>	<p>(ii) interpret a variety of music symbols, incorporating appropriate stylistic qualities when performing, including largo to presto</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements</p>	<p>(v) interpret a variety of music terms, incorporating appropriate stylistic qualities when performing, including largo to presto</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(F) interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements</p>	<p>(vi) interpret a variety of music terms, incorporating appropriate stylistic qualities when performing, including previously known elements</p>

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<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(G) create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty</p>	<p>(i) create complex rhythmic phrases using known rhythms at an appropriate level of difficulty</p>
<p>(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:</p>	<p>(G) create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty</p>	<p>(ii) create complex melodic phrases using known pitches at an appropriate level of difficulty</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(A) perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage	(i) perform music that is representative of diverse cultures, including American heritage
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(A) perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage	(ii) perform music that is representative of diverse cultures, including Texas heritage
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures	(i) compare and contrast written music representative of diverse genres

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<p>(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</p>	<p>(B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures</p>	<p>(ii) compare and contrast written music representative of diverse styles</p>
<p>(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</p>	<p>(B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures</p>	<p>(iii) compare and contrast written music representative of diverse periods</p>
<p>(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</p>	<p>(B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures</p>	<p>(iv) compare and contrast written music representative of diverse cultures</p>

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(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures	(v) compare and contrast aurally presented music representative of diverse genres
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures	(vi) compare and contrast aurally presented music representative of diverse styles
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures	(vii) compare and contrast aurally presented music representative of diverse periods

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(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(B) compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures	(viii) compare and contrast aurally presented music representative of diverse cultures
(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:	(C) compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language	(i) compare and contrast relationships of music content to other academic disciplines

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<p>(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</p>	<p>(C) compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language</p>	<p>(ii) compare and contrast relationships of music processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language</p>
<p>(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</p>	<p>(D) describe music-related vocations and avocations</p>	<p>(i) describe music-related vocations and avocations</p>
<p>(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:</p>	<p>(A) model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings</p>	<p>(i) model appropriate concert etiquette as an informed, actively involved listener during live performances in a variety of settings</p>

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<p>(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:</p>	<p>(A) model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings</p>	<p>(ii) model appropriate concert etiquette as an informed, actively involved listener during recorded performances in a variety of settings</p>
<p>(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:</p>	<p>(A) model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings</p>	<p>(iii) model appropriate stage etiquette as an informed, actively involved performer during live performances in a variety of settings</p>
<p>(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:</p>	<p>(A) model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings</p>	<p>(iv) model appropriate stage etiquette as an informed, actively involved performer during recorded performances in a variety of settings</p>

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(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(B) apply criteria for listening to and evaluating musical performances	(i) apply criteria for listening to musical performances
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(B) apply criteria for listening to and evaluating musical performances	(ii) apply criteria for evaluating musical performances
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(C) demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings	(i) demonstrate processes for self-evaluation

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<p>(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:</p>	<p>(C) demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings</p>	<p>(ii) demonstrate processes for personal artistic improvement</p>
<p>(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:</p>	<p>(C) demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings</p>	<p>(iii) apply the tools for self-evaluation</p>
<p>(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:</p>	<p>(C) demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings</p>	<p>(iv) apply the tools for personal artistic improvement</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(D) apply criteria for listening to and evaluating personal performances	(i) apply criteria for listening to personal performances
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(D) apply criteria for listening to and evaluating personal performances	(ii) apply criteria for evaluating personal performances
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement	(i) evaluate the quality of musical performances by comparing them to exemplary models

Knowledge and Skills Statement	Student Expectation	Breakout
<p>(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:</p>	<p>(E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement</p>	<p>(ii) evaluate the effectiveness of musical performances by comparing them to exemplary models</p>
<p>(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:</p>	<p>(E) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement</p>	<p>(iii) offer constructive suggestions for improvement</p>
<p>(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:</p>	<p>(F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances</p>	<p>(i) demonstrate appropriate cognitive responses to music</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	(ii) demonstrate appropriate cognitive responses to musical performances
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	(iii) demonstrate appropriate kinesthetic responses to music
(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:	(F) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances	(iv) demonstrate appropriate kinesthetic responses to musical performances