Texas Fine Arts

Music: Grades 6, 7, 8 (Levels 1-3)

Adopted 2013

Middle School Music 1

1. **The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:** 6-8.1.1

   A. experience and explore exemplary musical examples using technology and available live performances; 6-8.1.1.A

   B. describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems; 6-8.1.1.B

   C. describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology; 6-8.1.1.C

   D. identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and 6-8.1.1.D

   E. explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice. 6-8.1.1.E

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2. **The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:** 6-8.1.2

   A. identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato; 6-8.1.2.A

   B. notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format; 6-8.1.2.B

   C. create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation; 6-8.1.2.C

   D. read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and 6-8.1.2.D

   E. sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4. 6-8.1.2.E

3. **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:** 6-8.1.3

   A. demonstrate, alone and in groups, characteristic vocal or instrumental timbre; 6-8.1.3.A

   B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture; 6-8.1.3.B

   C. perform independently and expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques; 6-8.1.3.C

   D. perform independently and expressively a varied repertoire of music representing various styles and cultures; 6-8.1.3.D

   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; 6-8.1.3.E

   F. interpret music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations, including staccato and legato, appropriately when performing; and 6-8.1.3.F

   G. create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty. 6-8.1.3.G

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The student relates music to history, culture, and the world. The student is expected to: 6-8.1.4

A. perform music representative of diverse cultures, including American and Texas heritage; 6-8.1.4.A

B. describe written and aurally presented music representative of diverse styles, periods, and cultures; 6-8.1.4.B

C. identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and 6-8.1.4.C

D. describe music-related vocations and avocations. 6-8.1.4.D

5. **The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:** 6-8.1.5

A. demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings; 6-8.1.5.A

B. identify criteria for listening to and evaluating musical performances; 6-8.1.5.B

C. describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings; 6-8.1.5.C

D. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and 6-8.1.5.D

E. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances. 6-8.1.5.E

Middle School Music 2

1. **The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:** 6-8.2.1

A. compare and contrast exemplary musical examples using technology and available live performances; 6-8.2.1.A

B. demonstrate knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems; 6-8.2.1.B

C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology; 6-8.2.1.C

D. interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation; and 6-8.2.1.D

E. describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice. 6-8.2.1.E

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2. **The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:** 6-8.2.2

   A. interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements; 6-8.2.2.A

   B. notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format; 6-8.2.2.B

   C. create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation; 6-8.2.2.C

   D. read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and 6-8.2.2.D

   E. sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4. 6-8.2.2.E

3. **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:** 6-8.2.3

   A. demonstrate, alone and in groups, characteristic vocal or instrumental timbre; 6-8.2.3.A

   B. perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture; 6-8.2.3.B

   C. perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques; 6-8.2.3.C

   D. perform independently and expressively a varied repertoire of music representing various styles and cultures; 6-8.2.3.D

   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; 6-8.2.3.E

   F. interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing; and 6-8.2.3.F

   G. create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty. 6-8.2.3.G

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The student relates music to history, culture, and the world. The student is expected to: 6-8.2.4

A. perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage; 6-8.2.4.A

B. examine written and aurally presented music representative of diverse genres, styles, periods, and cultures; 6-8.2.4.B

C. identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and 6-8.2.4.C

D. describe music-related vocations and avocations. 6-8.2.4.D

5. **The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:** 6-8.2.5

A. demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings; 6-8.2.5.A

B. apply criteria for listening to and evaluating musical performances; 6-8.2.5.B

C. demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings; 6-8.2.5.C

D. identify and apply criteria for evaluating personal performances; 6-8.2.5.D

E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and 6-8.2.5.E

F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances. 6-8.2.5.F

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Middle School Music 3

1. **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:** 6-8.3.1
   - A. compare and contrast exemplary musical examples using technology and available live performances; 6-8.3.1.A
   - B. demonstrate detailed knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems; 6-8.3.1.B
   - 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; 6-8.3.1.C
   - D. analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and 6-8.3.1.D
   - E. demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice. 6-8.3.1.E

2. **The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:** 6-8.3.2
   - A. analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements; 6-8.3.2.A
   - B. notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format; 6-8.3.2.B
   - C. create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation; 6-8.3.2.C
   - D. read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and 6-8.3.2.D
   - E. sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters. 6-8.3.2.E

3. **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:** 6-8.3.3
   - A. model, alone and in groups, characteristic vocal or instrumental timbre; 6-8.3.3.A
   - B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture; 6-8.3.3.B

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C. perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques; 6-8.3.3.C

D. perform independently and expressively a varied repertoire of music representing various styles and cultures; 6-8.3.3.D

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; 6-8.3.3.E

F. interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements; and 6-8.3.3.F

G. create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty. 6-8.3.3.G

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4. **The student relates music to history, culture, and the world. The student is expected to:** 6-8.3.4

A. perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage; 6-8.3.4.A

B. compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures; 6-8.3.4.B

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; and 6-8.3.4.C

D. describe music-related vocations and avocations. 6-8.3.4.D

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5. **The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:** 6-8.3.5

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; 6-8.3.5.A

B. apply criteria for listening to and evaluating musical performances; 6-8.3.5.B

C. demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings; 6-8.3.5.C

D. apply criteria for listening to and evaluating personal performances; 6-8.3.5.D

E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement; and 6-8.3.5.E

F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances. 6-8.3.5.F