Texas Fine Arts

Music: Grades 9, 10, 11, 12 (All Courses)

Adopted 2013

High School Music Level I

1. **The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:** HS.I.1
   - A. experience and explore exemplary musical examples using technology and available live performances; HS.I.1.A
   - B. identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees; HS.I.1.B
   - C. define concepts of music notation, intervals, and chord structure using appropriate terminology; HS.I.1.C
   - D. define concepts of rhythm and meter using appropriate terminology and counting system; HS.I.1.D
   - E. explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance; and HS.I.1.E
   - F. apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. HS.I.1.F
2. **The student reads and writes music notation using an appropriate notation system. The student is expected to:** HS.I.2
   - A. read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and HS.I.2.A
   - B. interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. HS.I.2.B
3. **The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an appropriate level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive and psychomotor skills. The student is expected to:** HS.I.3
   - A. demonstrate mature, characteristic sound appropriate for the genre; HS.I.3.A

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B. demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques; HS.I.3.B

C. demonstrate rhythmic accuracy using appropriate tempo; HS.I.3.C

D. demonstrate observance of key signature and modalities; HS.I.3.D

E. demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and HS.I.3.E

F. create and notate or record original musical phrases. HS.I.3.F

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4. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an appropriate level of difficulty in a variety of styles. The student is expected to: HS.I.4

A. demonstrate mature, characteristic sound appropriate for the genre while sight reading; HS.I.4.A

B. demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading; HS.I.4.B

C. demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo; HS.I.4.C

D. demonstrate observance of key signature and modalities while sight reading; HS.I.4.D

E. demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and HS.I.4.E

F. demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading. HS.I.4.F

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5. The student relates music to history, culture, and the world. The student is expected to: HS.I.5

A. compare and contrast music by genre, style, culture, and historical period; HS.I.5.A

B. identify music-related vocations and avocations; HS.I.5.B

C. identify and describe the uses of music in societies and cultures; HS.I.5.C

D. identify and explore the relationship between music and other academic disciplines; HS.I.5.D

E. identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and HS.I.5.E

F. identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques. HS.I.5.F

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The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to: HS.I.6

A. practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings; HS.I.6.A

B. design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances; HS.I.6.B

C. develop processes for self-evaluation and select tools for personal artistic improvement; and HS.I.6.C

D. evaluate musical performances by comparing them to exemplary models. HS.I.6.D

High School Music Level II

1. **The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:** HS.II.1

   A. compare and contrast exemplary musical examples using technology and available live performances; HS.II.1.A

   B. compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees; HS.II.1.B

   C. compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology; HS.II.1.C

   D. compare and contrast concepts of rhythm and meter using appropriate terminology and counting system; HS.II.1.D

   E. compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening; HS.II.1.E

   F. compare and contrast concepts of balance and blend using appropriate terminology; HS.II.1.F

   G. compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and HS.II.1.G

   H. apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. HS.II.1.H

2. **The student reads and notates music using an appropriate notation system. The student is expected to:** HS.II.2

   A. read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and HS.II.2.A

   B. interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. HS.II.2.B

3. **The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:** HS.II.3

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A. demonstrate increasingly mature, characteristic sound appropriate for the genre; HS.II.3.A

B. refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques; HS.II.3.B

C. demonstrate rhythmic accuracy using appropriate tempo; HS.II.3.C

D. demonstrate observance of key signatures and modalities; HS.II.3.D

E. demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and HS.II.3.E

F. create and notate or record original musical phrases at an appropriate level of difficulty. HS.II.3.F

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4. **The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:** HS.II.4

A. exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading; HS.II.4.A

B. demonstrate, refine, and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading; HS.II.4.B

C. demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo; HS.II.4.C

D. demonstrate observance of multiple key signatures and changing modalities while sight reading; HS.II.4.D

E. demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; HS.II.4.E

F. demonstrate application of dynamics and phrasing while sight reading; and HS.II.4.F

G. demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation. HS.II.4.G

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5. **The student relates music to history, culture, and the world. The student is expected to:** HS.II.5

A. compare and contrast music by genre, style, culture, and historical period; HS.II.5.A

B. define uses of music in societies and cultures; HS.II.5.B

C. identify and explore the relationships between music and other academic disciplines; HS.II.5.C

D. identify music-related vocations and avocations; HS.II.5.D

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E. identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances; and HS.II.5.E

F. identify and explore tools for college and career preparation such as personal performance recordings, social media applications, repertoire lists, auditions, and interview techniques. HS.II.5.F

6. **The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:** HS.II.6

A. exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings; HS.II.6.A

B. design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances; HS.II.6.B

C. develop processes for self-evaluation and select tools for personal artistic improvement; and HS.II.6.C

D. evaluate musical performances by comparing them to exemplary models. HS.II.6.D

High School Music Level III

1. **The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:** HS.III.1

A. evaluate exemplary musical examples using technology and available live performances; HS.III.1.A

B. explore musical textures such as monophony, homophony, and polyphony while using a melodic reading system; HS.III.1.B

C. compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology; HS.III.1.C

D. compare and contrast concepts of rhythm and meter using appropriate terminology and counting system; HS.III.1.D

E. compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening; HS.III.1.E

F. compare and contrast concepts of balance and blend using appropriate terminology; HS.III.1.F

G. compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals; HS.III.1.G

H. compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and HS.III.1.H

I. apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. HS.III.1.I

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The student reads and notates music using an appropriate notation system. The student is expected to: HS.III.2

A. read and notate music that incorporates melody and rhythm; and HS.III.2.A

B. interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation. HS.III.2.B

3. **The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:** HS.III.3

A. demonstrate mature, characteristic sound appropriate for the genre; HS.III.3.A

B. refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques; HS.III.3.B

C. demonstrate rhythmic accuracy using appropriate tempo; HS.III.3.C

D. demonstrate observance of key signatures and modalities; HS.III.3.D

E. demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and HS.III.3.E

F. create and notate or record original musical phrases at an appropriate level of difficulty. HS.III.3.F

4. **The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:** HS.III.4

A. exhibit mature, characteristic sound appropriate for the genre while sight reading; HS.III.4.A

B. refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading; HS.III.4.B

C. demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo; HS.III.4.C

D. demonstrate observance of multiple key signatures and changing modalities while sight reading; HS.III.4.D

E. demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; HS.III.4.E

F. demonstrate application of dynamics and phrasing while sight reading; and HS.III.4.F

G. demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation. HS.III.4.G

5. **The student relates music to history, culture, and the world. The student is expected to:** HS.III.5

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A. classify representative examples of music by genre, style, culture, and historical period; HS.III.5.A

B. explore the relevance of music to societies and cultures; HS.III.5.B

C. define the relationships between music content and concepts and other academic disciplines; HS.III.5.C

D. analyze music-related career options; HS.III.5.D

E. analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and HS.III.5.E

F. generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques. HS.III.5.F

6. **The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:** HS.III.6

A. exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings; HS.III.6.A

B. create and apply specific criteria for evaluating performances of various musical styles; HS.III.6.B

C. create and apply specific criteria for offering constructive feedback using a variety of music performances; HS.III.6.C

D. develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and HS.III.6.D

E. evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement. HS.III.6.E

High School Music Level IV

1. **The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:** HS.IV.1

A. evaluate exemplary musical examples using technology and available live performances; HS.IV.1.A

B. analyze advanced musical textures while using a melodic reading system; HS.IV.1.B

C. analyze concepts of music notation, intervals, and chord structure using appropriate terminology; HS.IV.1.C

D. analyze concepts of rhythm and meter using appropriate terminology and counting system; HS.IV.1.D

E. analyze musical forms in music selected for performance and listening; HS.IV.1.E

F. analyze concepts of balance and blend using appropriate terminology; HS.IV.1.F

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G. analyze musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals; HS.IV.1.G

H. analyze concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and HS.IV.1.H

I. analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, hearing protection, vocal health, hydration, and appropriate hygienic practices. HS.IV.1.I

2. **The student reads and notates music using an appropriate notation system. The student is expected to:** HS.IV.2

A. read and notate music that incorporates advanced melodies and rhythms; and HS.IV.2.A

B. interpret music symbols and expressive terms. HS.IV.2.B

3. **The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:** HS.IV.3

A. demonstrate mature, characteristic sound appropriate for the genre; HS.IV.3.A

B. analyze and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques; HS.IV.3.B

C. demonstrate rhythmic accuracy using complex patterns at an appropriate tempo; HS.IV.3.C

D. demonstrate observance of key signatures and modalities; HS.IV.3.D

E. demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and HS.IV.3.E

F. create and notate or record original musical phrases at an increasing level of difficulty. HS.IV.3.F

4. **The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:** HS.IV.4

A. exhibit mature, characteristic sound appropriate for the genre while sight reading; HS.IV.4.A

B. refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading; HS.IV.4.B

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C. demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo; HS.IV.4.C

D. demonstrate observance of multiple key signatures and changing modalities while sight reading; HS.IV.4.D

E. demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; HS.IV.4.E

F. demonstrate application of dynamics and phrasing while sight reading; and HS.IV.4.F

G. demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation. HS.IV.4.G

5. **The student relates music to history, culture, and the world. The student is expected to:** HS.IV.5

A. discriminate representative examples of music by genre, style, culture, and historical period; HS.IV.5.A

B. evaluate the relevance of music to societies and cultures; HS.IV.5.B

C. define the relationships between music content and concepts and other academic disciplines; HS.IV.5.C

D. explain a variety of music and music-related career options; HS.IV.5.D

E. analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and HS.IV.5.E

F. generate tools for college and career preparation such as curricula vitae, electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, and audition and interview techniques. HS.IV.5.F

6. **The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:** HS.IV.6

A. exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings; HS.IV.6.A

B. create and apply specific criteria for evaluating performances of various musical styles; HS.IV.6.B

C. create and apply specific criteria for offering constructive feedback using a variety of musical performances; HS.IV.6.C

D. develop processes for self-evaluation and select tools for personal artistic improvement; and HS.IV.6.D

E. evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement. HS.IV.6.E

Music Studies

1. **The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:** MS.1

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A. experience and explore exemplary musical examples using technology and available live performances; MS.1.A

B. identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees; MS.1.B

C. define concepts of music notation, intervals, and chord structure using appropriate terminology; MS.1.C

D. define concepts of rhythm and meter using appropriate terminology and counting system; MS.1.D

E. explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance; and MS.1.E

F. apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. MS.1.F

2. **The student reads and notates music using an appropriate notation system. The student is expected to:** MS.2

A. read notation systems or manipulate sounds as appropriate to the course of study; MS.2.A

B. read and notate or record and produce music that incorporates rhythmic patterns in simple, compound, and asymmetric meters as appropriate; MS.2.B

C. interpret music symbols and expressive terms referring to concepts such as dynamics, tempo, and articulation as appropriate; MS.2.C

D. demonstrate cognitive skills, including observance of key signature and modalities, while studying or producing music at an appropriate level of difficulty; and MS.2.D

E. demonstrate music-making skills such as appropriate use of technology in recording, notating, editing, manipulating, arranging, Standard Motion Picture Time Encryption (SMPT), and emergent technologies. MS.2.E

3. **The student, individually and in groups, makes music of an appropriate level of difficulty in a variety of genres from notation, recording, or by memory as appropriate. The student is expected to:** MS.3

A. demonstrate, create, or apply characteristic sounds appropriate for the genre; MS.3.A

B. create, examine, or perform a repertoire of music representing a variety of styles, including those from diverse cultures; MS.3.B

C. demonstrate understanding of correct articulation and rhythmic accuracy; MS.3.C

D. demonstrate understanding of correct dynamics and phrasing; MS.3.D

E. demonstrate understanding of correct intonation; and MS.3.E

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F. exhibit and explain appropriate performance techniques for formal and informal concerts or recording sessions. MS.3.F

4. **The student creates original music within specified guidelines. The student is expected to:** MS.4

   A. create original musical phrases; and MS.4.A

   B. notate or record original musical phrases. MS.4.B

5. **The student relates music to history, culture, and the world. The student is expected to:** MS.5

   A. compare and contrast music by genre, style, culture, and historical period; MS.5.A

   B. identify music-related vocations and avocations; MS.5.B

   C. identify and describe the uses of music in societies and cultures; MS.5.C

   D. identify and explore the relationship between music and other academic disciplines; MS.5.D

   E. identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances; and MS.5.E

   F. identify and explore tools for college and career preparation such as social media applications, repertoire lists, and audition and interview techniques. MS.5.F

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

   A. practice informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings; MS.6.A

   B. design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances; MS.6.B

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

   D. evaluate musical performances by comparing them to exemplary models. MS.6.D