Texas Fine Arts

Music: High School Level I

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