Texas Fine Arts

Music: High School Level II

Adopted 2013

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

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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