Texas Fine Arts

Music: High School Level III

Adopted 2013

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

2. **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

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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

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

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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