

TEXAS MUSIC EDUCATORS ASSOCIATION

TEXAS MUSIC ADMINISTRATORS CONFERENCE

MUSIC CURRICULUM

Levels I-IV

2/8/2007

Originating Committee:

Dixie Addington
Tammy Benton
Cora Bigwood
Ann Burbridge
Asa Burk
Jo Dillard
Eugene Dowdy
Jimmy Edwards
Vivian Furchill
Cathy Fishburn
Fred Garcia
Jan Gaverick
Alfred "Buzzy" Green
Michele Henry
Vicki Keller
Deborah Kidwell
Kathy Kuddes
Jeff Laird
Mike Lipe
David McCullar
Pat Paris
Jeff Rice
Lisa Roebuck
Randy Talley
Kerry Taylor
Neal Tipton
Darrell Umhoefer

Focus Committees:

Elementary:

Cora Bigwood
Ann Burbridge
Vivian Ferchill
Kathy Kuddes
Lisa Roebuck
Neil Tipton

Band:

Asa Burke
Alfred Green
Jeff Laird
Mike Lipe
Pat Paris
Darrell Umhoeffer

Orchestra:

Dixie Addington
Kathy Fishburn
Jan Garverick
Deborah Kidwell

Vocal:

Tammy Benton
Michele Henry
Vicki Keller
David McCullar

Alignment Committees:

Elementary:

Cora Bigwood
Ann Burbridge
Kathy Kuddes
Lisa Roebuck

Band:

Alfred Green
Jeff Laird
Pat Paris

Orchestra:

Deborah Kidwell

Vocal:

Vicki Keller
Barbara Perkins

Project Facilitators:

Kerry Taylor
Frank Coachman

TEK: I.1.1

STRAND: Perception

The student describes and analyzes musical sound and demonstrates musical artistry.

I.1.1 (A) identify melodic and harmonic parts when listening to and/or performing music;

Band

Identify various elements of a musical texture and place them in the correct prioritized relationship;
Describe aurally presented or performed music in terms of melody, harmony, accompaniment, counter melody, and obligato.

Orchestra

Identify various elements of a musical texture and place them in the correct prioritized relationship;
Describe aurally presented or performed music in terms of melody, harmony, accompaniment, counter melody, and obligato.

Vocal

Identify and describe the texture and style of music heard and performed (monophonic, polyphonic, chordal, imitative, etc.);
Identify and describe music aurally presented or performed with regard to primary and secondary thematic material in terms of melody, harmony, accompaniment, counter melody, and obligato.

I.1.1 (B) define concepts of intervals, music notation, chord structure, rhythm/meter, and musical performances using standard terminology; and

Band

Articulate conceptual knowledge of:
Intervals (distance, direction and labeling);
Components of music notation including staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
Score/part identification, instrumentation/voicing;
Major and minor tonalities;
Simple and compound rhythms and meters with respect to utilizing a standardized counting system.

Orchestra

Articulate conceptual knowledge of:
Intervals (distance, direction and labeling);
Components of music notation including staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
Score/part identification, instrumentation/voicing;
Major and minor tonalities;
Simple and compound rhythms and meters with respect to utilizing a standardized counting system.

Vocal

Articulate conceptual knowledge of:
Note names and corresponding intervals (distance, direction and labeling) using an established pitch system;
Components of music notation including staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
Score/octavo/part identification, instrumentation/voicing;
Chordal structures related to a tonal center;
Major and minor tonalities;
Basic harmonic function of the tonic (I), subdominant (IV), and dominant/dominant seventh (V/V7) chords;
Simple and compound rhythms and meters with respect to utilizing a standardized counting system.

I.1.1 (C) compare and contrast elements of music through literature selected for performance and/or listening.

Band

Demonstrate understanding of differences in musical elements by listening to and contrasting selected musical recordings or performance music;
Use elements from (I.1.1B) to describe the differences and the similarities of the selections.

Orchestra

Demonstrate understanding of differences in musical elements by listening to and contrasting selected musical recordings or performance music;
Use elements from (I.1.1B) to describe the differences and the similarities of the selections.

Vocal

Demonstrate understanding of differences in musical elements by listening to and contrasting selected musical recordings or performance music;
Use elements from (I.1.1B) to describe the differences and the similarities of the selections.

TEK: I.2.1

STRAND: Creative performance/expression

The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

I.2.1 (A) demonstrate independently and in ensembles accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately easy to moderately difficult literature;

Band

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;

Maintain correct hand position and orientation of the instrument to the body;

Use diaphragmatic breathing as a habitual part of playing;

Set and maintain the proper embouchure when playing;

Know the tuning tendencies of their own personal instrument;

Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;

Perform legato, marcato, and staccato articulations using proper tongue placement;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature, major scales and arpeggios in all concert keys;

Perform chromatic scale(s) at least two octaves;

Perform with appropriate dynamic contour, texture and vibrato.

Orchestra

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;

Maintain correct hand position and orientation of the instrument to the body;

Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;

Produce a characteristic pizzicato and arco sound;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature and major scales in the keys of Eb, Bb, F, C, G, D, A, and E major;

Perform with appropriate dynamic contour, texture and vibrato.

Vocal

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed and both feet flat on the floor;

Demonstrate diaphragmatic breathing and breath support/control;

Demonstrate pure vowel formation;

Demonstrate appropriate consonant enunciation and syllabic stress;

Sing in tune with musical phrasing and interpretation;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature and major scales in the keys of Bb, F, C, G, and D major.

I.2.1 (B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

Band

Perform expressively using appropriate note stress, dynamics, articulations and vibrato through the use of music from various styles and cultures.

Orchestra

Perform expressively using appropriate note stress, dynamics, articulations and vibrato through the use of music from various styles and cultures.

Vocal

Perform expressively using appropriate word and syllabic stress, enunciation, dynamics, diction, and pure vowel formation through the use of music from various styles and cultures.

I.2.1 (C) exhibit and explain appropriate small- and large-ensemble performance techniques for formal and informal concerts.

Band

Using literature grade-appropriate music:

Demonstrate and explain balance, blend, and intonation within section and between sections;

Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Explain, play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Articulate and demonstrate appropriate dress and etiquette for concert settings.

Orchestra

Using literature grade-appropriate music:

Demonstrate and explain balance, blend, and intonation within section and between sections;

Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Explain, play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Articulate and demonstrate appropriate dress and etiquette for concert settings.

Vocal

Using literature grade-appropriate music:

Demonstrate and explain balance, blend, and intonation within section and between sections;

Demonstrate and explain diaphragmatic breathing, breath control, and proper ensemble breathing;

Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Explain, play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Articulate and demonstrate appropriate dress and etiquette for concert settings.

TEK: I.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

I.2.2 (A) sight-read ensemble parts;

Band

Sightread ensemble literature (grade appropriate) using appropriate clefs in the concert keys of G, C, F, Bb, Eb, Ab and Db in 2/4, 3/4, 4/4, 5/4, cut time and 6/8 meters;
Sightread band music using established UIL sightreading criteria and procedures.

Orchestra

Sightread ensemble literature (grade appropriate) using appropriate clefs in the concert keys of Bb, F, C, G, D and A in 2/4, 3/4, 4/4, 5/4, cut time, and 6/8 meters;
Sightread orchestra music using established UIL sightreading criteria and procedures.

Vocal

Sightreadensemble music in 2, 3, or 4 parts in the keys of Bb, F, C, G, and D with no meter changes or modulations in 2/4, 3/4 and 4/4 meters;
Continue concept of relative minor keys using a, d, e, b, and g;
Sightread all diatonic chords (no altered chords);
Sightread choral part music using established UIL sightreading criteria and procedures.

I.2.2 (B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and

Band

Read and notate melodies and rhythms using known music symbols from I.2.2 A and I.2.2 C.

Orchestra

Read and notate melodies and rhythms using known music symbols from I.2.2 A and I.2.2 C.

Vocal

Read and notate melodies and rhythms using known music symbols from I.2.2 A and I.2.2 C.

I.2.2 (C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances.

Band

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

Orchestra

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

Vocal

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

TEK: I.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

I.2.3 (A) create a variety of musical phrases; and

Band

Write or improvise a variety of four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

Orchestra

Write or improvise a variety of four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

Vocal

Write or improvise a variety of four, eight and sixteen-measure melodic and rhythmic material with or without text coordinated to sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

I.2.3 (B) arrange a variety of musical phrases.

Band

Arrange a variety of four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

Orchestra

Arrange a variety of four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

Vocal

Arrange a variety of four, eight and sixteen-measure melodic and rhythmic material (with or without text) coordinated to sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

TEK: I.3.1

STRAND: Historical/cultural

The student relates music to history, to society, and to culture.

I.3.1 (A) listen to and classify music by style and/or by historical period;

Band

Listen to and independently classify and categorize music by basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern).

Orchestra

Listen to and independently classify and categorize music by basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern).

Vocal

Listen to and independently classify and **categorize** music by basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern).

I.3.1 (B) identify and describe the uses of music in society and culture;

Band

Identify and describe how music is used in a society/culture for entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.

Orchestra

Identify and describe how music is used in a society/culture for entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.

Vocal

Identify and describe how music is used in a society/culture for entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.

I.3.1 (C) identify music-related vocations and avocations within the community; and

Band

Identify amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers within the local community.

Orchestra

Identify amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers within the local community.

Vocal

Identify amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers within the local community.

I.3.1 (D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

Band

Define the relationships between the content, concepts and processes of the other fine arts and other subjects with music using a variety of media.
Describe how concepts and processes of other fine arts and subjects interrelate with music.

Orchestra

Define the relationships between the content, concepts and processes of the other fine arts and other subjects with music using a variety of media.
Describe how concepts and processes of other fine arts and subjects interrelate with music.

Vocal

Define the relationships between the content, concepts and processes of the other fine arts and other subjects with music using a variety of media.
Describe how concepts and processes of other fine arts and subjects interrelate with music.

TEK: I.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performance.

I.4.1 (A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;

Band

Develop and apply a list of musical (tone, precision, intonation, balance, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances;

Make independent judgments of quality regarding: ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

Orchestra

Develop and apply a list of musical (tone, precision, intonation, balance, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances;

Make independent judgments of quality regarding: ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

Vocal

Develop and apply a list of musical criteria (breathing, blend, balance, intonation, style, dynamics, etc.) and extra-musical criteria (appearance, performance demeanor, etc.) for evaluating the accuracy and effectiveness of individual and group performances;

Make independent judgments of quality regarding: ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

I.4.1 (B) evaluate musical performances by comparing them to exemplary models; and

Band

Using the list of musical criteria from I.4.1(A), compare the qualities of performances to exemplary recordings and/or live performances.

Orchestra

Using the list of musical criteria from I.4.1(A), compare the qualities of performances to exemplary recordings and/or live performances.

Vocal

Using the list of musical criteria from I.4.1(A), compare the qualities of performances to exemplary recordings and/or live performances.

I.4.1 (C) practice informed concert behavior during live performances in a variety of settings.

Band

Attend and participate appropriately in various performance venues both formal and informal;

Demonstrate appropriate concert etiquette and attire;

Provide appropriate responses with respect to the effect and quality of the performance.

Orchestra

Attend and participate appropriately in various performance venues both formal and informal;

Demonstrate appropriate concert etiquette and attire;

Provide appropriate responses with respect to the effect and quality of the performance.

Vocal

Attend and participate appropriately in various performance venues both formal and informal;

Demonstrate appropriate concert etiquette and attire;

Provide appropriate responses with respect to the effect and quality of the performance.

TEK: II.1.1

STRAND: Perception

The student describes and analyzes musical sound and demonstrates musical artistry.

II.1.1 (A) define melody, harmony, rhythm, and texture of music listened to or performed, using standard terminology; and

Band

Identify various elements of a musical texture and describe the relationship to each other; Describe aurally presented or performed music according to the elements of the texture using terms including melody, harmony, accompaniment, counter melody, rhythm, and obligato.

Orchestra

Identify various elements of a musical texture and describe the relationship to each other; Describe aurally presented or performed music according to the elements of the texture using terms including melody, harmony, accompaniment, counter melody, rhythm, and obligato.

Vocal

Identify various elements of a musical texture and describe the relationship to each other; Describe aurally presented or performed music according to the elements of the texture using terms including melody, harmony, accompaniment, counter melody, rhythm, and obligato.

II.1.1 (B) compare and contrast music forms of literature selected for performances and/or listening.

Band

Demonstrate understanding of similarities and differences in music forms by listening and comparing selected musical recordings or performance repertoire (i.e. AB, ABA, rondo, etc.).

Orchestra

Demonstrate understanding of similarities and differences in music forms by listening and comparing selected musical recordings or performance repertoire (i.e. AB, ABA, rondo, etc.).

Vocal

Demonstrate understanding of similarities and differences in music forms by listening and comparing selected musical recordings or performance repertoire (i.e. AB, ABA, rondo, strophic, through-composed, etc.).

TEK: II.2.1

STRAND: Creative performance/expression

The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

II.2.1 (A) exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles;

Band

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;

Maintain correct hand position and orientation of the instrument to the body;

Use diaphragmatic breathing as a habitual part of playing;

Set and maintain the proper embouchure when playing;

Know the tuning tendencies of their own personal instrument;

Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;

Perform legato, marcato, and staccato articulations using proper tongue placement;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature, major and pure minor scales and arpeggios in all concert keys;

Perform chromatic scale(s) at least two octaves;

Perform with appropriate dynamic contour, texture and vibrato.

Orchestra

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;

Maintain correct hand position and orientation of the instrument to the body;

Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;

Produce a characteristic pizzicato and arco sound;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature and major and pure minor scales in the keys of Eb, Bb, F, C, G, D, A, and E major;

Perform with appropriate dynamic contour, texture and vibrato.

Vocal

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed and both feet flat on the floor;

Demonstrate diaphragmatic breathing and breath support/control;

Demonstrate pure vowel formation;

Demonstrate appropriate consonant enunciation and syllabic stress;

Sing in tune with musical phrasing and interpretation;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature and major scales in the keys of Eb, Bb, F, C, G, D and A major.

II.2.1 (B) perform expressively, from memory and notation, a varied repertoire of music representing genres and styles from diverse cultures; and

Band

Perform expressively using appropriate note stress, dynamics, articulations and vibrato through the use of music from various genres, styles, and cultures.

Orchestra

Perform expressively using appropriate note stress, dynamics, articulations and vibrato through the use of music from various genres, styles, and cultures.

Vocal

Perform expressively using appropriate word and syllabic stress, enunciation, dynamics, diction, and pure vowel formation through the use of music from various genres, styles, and cultures.

II.2.1 (C) exhibit and describe appropriate small- and large-ensemble performance techniques for formal and informal concerts.

Band

Using literature grade-appropriate music:

Demonstrate and describe balance, blend, and intonation within section and between sections;

Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Describe, play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Articulate and demonstrate appropriate dress and etiquette for concert settings.

Orchestra

Using literature grade-appropriate music:

Demonstrate and describe balance, blend, and intonation within section and between sections;

Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Describe, play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Articulate and demonstrate appropriate dress and etiquette for concert settings.

Vocal

Using literature grade-appropriate music:

Demonstrate and describe balance, blend, and intonation within section and between sections;

Demonstrate and describe diaphragmatic breathing, breath control, and proper ensemble breathing;

Perform with note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Describe, play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Articulate and demonstrate appropriate dress and etiquette for concert settings.

TEK: II.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

II.2.2 (A) sight-read ensemble parts;

Band

Sightread ensemble literature (grade appropriate) using appropriate clefs in the concert keys of G, C, F, Bb, Eb, Ab, Db and Gb in 2/4, 3/4, 4/4, 5/4, cut time and 6/8 meters;
Sightread band music using established UIL sightreading criteria and procedures.

Orchestra

Sightread ensemble literature (grade appropriate) using appropriate clefs in the concert keys of Eb, Bb, F, C, G, D and A in 2/4, 3/4, 4/4, 5/4, cut time, and 6/8 meters;
Sightread orchestra music using established UIL sightreading criteria and procedures.

Vocal

Sightread ensemble music in 2, 3, or 4 parts in the keys of Eb, Bb, F, C, G, D, and A with no meter changes or modulations in 2/4, 3/4 and 4/4 meters;
Continue concept of relative minor keys using a, d, e, b, and g;
Sightread all diatonic chords (no altered chords);
Sightread choral part music using established UIL sightreading criteria and procedures.

II.2.2 (B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and

Band

Read and notate melodies and rhythms using known music symbols from II.2.2 A and II.2.2 C.

Orchestra

Read and notate melodies and rhythms using known music symbols from II.2.2 A and II.2.2 C.

Vocal

Read and notate melodies and rhythms using known music symbols from II.2.2 A and II.2.2 C.

II.2.2 (C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and/or ensemble performances.

Band

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

Orchestra

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

Vocal

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

TEK: II.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

II.2.3 (A) create simple musical pieces; and

Band

Connect a variety of four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests, thus creating a simple composition.

Orchestra

Connect a variety of four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests thus, creating a simple composition.

Vocal

Connect a variety of four, eight and sixteen-measure melodic and rhythmic material (with or without text) coordinated to sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests, thus creating a simple composition.

II.2.3 (B) arrange simple musical pieces.

Band

Arrange a variety of four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests thus, creating a simple arrangement.

Orchestra

Arrange a variety of four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests thus, creating a simple arrangement.

Vocal

Arrange a variety of four, eight and sixteen-measure melodic and rhythmic material (with or without text) coordinated to sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests thus, creating a simple arrangement.

TEK: II.3.1

STRAND: Historical/cultural

The student relates music to history, to society, and to culture.

II.3.1 (A) classify aurally-presented music by genre, style, and historical period;

Band

Listen to and independently classify and categorize music by genre (i.e. jazz, folk, pop, spiritual, etc.), basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern).

Orchestra

Listen to and independently classify and categorize music by genre (i.e. jazz, folk, pop, spiritual, etc.), basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern).

Vocal

Listen to and independently classify and categorize music by genre (i.e. jazz, folk, pop, spiritual, etc.), basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern).

II.3.1 (B) define uses of music in society and culture;

Band

Identify and describe how music is used in a society/culture for entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.

Orchestra

Identify and describe how music is used in a society/culture for entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.

Vocal

Identify and describe how music is used in a society/culture for entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.

II.3.1 (C) identify music-related vocations and avocations within the community; and

Band

Identify amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers within the local community.

Orchestra

Identify amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers within the local community.

Vocal

Identify amateur and professional music vocations and avocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers within the local community.

II.3.1 (D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

Band

Define the relationships between the content, concepts and processes of the other fine arts and other subjects with music using a variety of media.
Describe how concepts and processes of other fine arts and subjects interrelate with music.

Orchestra

Define the relationships between the content, concepts and processes of the other fine arts and other subjects with music using a variety of media.
Describe how concepts and processes of other fine arts and subjects interrelate with music.

Vocal

Define the relationships between the content, concepts and processes of the other fine arts and other subjects with music using a variety of media.
Describe how concepts and processes of other fine arts and subjects interrelate with music.

TEK: II.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performance.

II.4.1 (A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;

Band

Develop and apply a list of musical (tone, precision, intonation, balance, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances;

Make independent judgments of quality regarding: ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

Orchestra

Develop and apply a list of musical (tone, precision, intonation, balance, style, dynamics, etc.) and extra-musical (appearance, performance demeanor, etc.) criteria for evaluating the accuracy and effectiveness of individual and group performances;

Make independent judgments of quality regarding: ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

Vocal

Develop and apply a list of musical criteria (breathing, blend, balance, intonation, style, dynamics, etc.) and extra-musical criteria (appearance, performance demeanor, etc.) for evaluating the accuracy and effectiveness of individual and group performances;

Make independent judgments of quality regarding: ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

II.4.1 (B) evaluate musical performances by comparing them to exemplary models; and

Band

Using the list of musical criteria from II.4.1(A), compare the qualities of performances to exemplary recordings and/or live performances.

Orchestra

Using the list of musical criteria from II.4.1(A), compare the qualities of performances to exemplary recordings and/or live performances.

Vocal

Using the list of musical criteria from II.4.1(A), compare the qualities of performances to exemplary recordings and/or live performances.

II.4.1 (C) exhibit concert etiquette during live performances in a variety of settings.

Band

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

Orchestra

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

Vocal

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

TEK: III.1.1

STRAND: Perception

The student describes and analyzes musical sound and demonstrates musical artistry.

III.1.1 (A) perform appropriate literature expressively;

Band

Perform various styles of music expressively with appropriate interpretation regarding tempo markings, rhythmic accuracy, dynamics, articulation, phrase shaping, tone quality, and intonation.

Orchestra

Perform various styles of music expressively with appropriate interpretation regarding tempo markings, rhythmic accuracy, dynamics, articulation, phrase shaping, tone quality, and intonation.

Vocal

Perform various styles of music expressively with appropriate interpretation regarding text, tempo markings, rhythmic accuracy, dynamics, articulation, phrase shaping, tone quality, intonation, appropriate textual meaning, diction and language enunciation.

III.1.1 (B) define musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture, using standard terminology; and

Band

Define:
Attributes of a musical performance;
Intervals (distance, direction and labeling);
Components of music notation including staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
Score/part identification, instrumentation/voicing;
Major and minor tonalities;
Harmonic texture (structure, progression, consonance, dissonance);
Simple and compound rhythms and meters with respect to utilizing a standardized counting system.

Orchestra

Define:
Attributes of a musical performance;
Intervals (distance, direction and labeling);
Components of music notation including staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
Score/part identification, instrumentation/voicing;
Major and minor tonalities;
Harmonic texture (structure, progression, consonance, dissonance);
Simple and compound rhythms and meters with respect to utilizing a standardized counting system.

Vocal

Define:
Attributes of a musical performance;
Intervals (distance, direction and labeling) using an established pitch system;
Components of music notation including staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
Score/octavo/part identification, instrumentation/voicing;
Chordal structures related to a tonal center;
Major and minor tonalities;
Harmonic texture (structure, progression, consonance, dissonance);
Simple and compound rhythms and meters with respect to utilizing a standardized counting system.

III.1.1 (C) identify music forms of performance and listening repertoire.

Band

Identify forms of selected recordings or performance repertoire (i.e. AB, ABA, binary, ternary, fugue, passacaglia, rondo, sonata form, free, variations)

Orchestra

Identify forms of selected recordings or performance repertoire (i.e. AB, ABA, binary, ternary, fugue, passacaglia, rondo, sonata form, free, variations)

Vocal

Identify forms of selected recordings or performance repertoire (i.e. AB, ABA, binary, ternary, fugue, rondo, variations, strophic, through-composed);
Identify phrase forms in written and aural examples (i.e. same and different, question and answer, call and response, melodic sequence, etc.)

TEK: III.2.1

STRAND: Creative performance/expression

The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

III.2.1 (A) exhibit accurate intonation and rhythm, fundamental skills, and advanced techniques, using literature ranging from moderately difficult to difficult, while performing independently and in ensemble;

Band

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;

Maintain correct hand position and orientation of the instrument to the body;

Use diaphragmatic breathing as a habitual part of playing;

Set and maintain the proper embouchure when playing;

Know the tuning tendencies of their own personal instrument;

Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;

Perform legato, marcato, and staccato articulations using proper tongue placement;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature, scales (major, pure minor, harmonic minor) and major arpeggios in all concert keys;

Perform chromatic scale(s) at least two octaves;

Perform with appropriate dynamic contour, texture and vibrato.

Orchestra

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;

Maintain correct hand position and orientation of the instrument to the body;

Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;

Produce a characteristic pizzicato and arco sound;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature, scales (major, pure, harmonic, melodic minor) and major arpeggios in the keys of Db, Ab, Eb, Bb, F, C, G, D, A, E and B;

Perform with appropriate dynamic contour, texture and vibrato.

Vocal

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed and both feet flat on the floor;

Demonstrate diaphragmatic breathing and breath support/control;

Demonstrate pure vowel formation;

Demonstrate appropriate consonant enunciation and syllabic stress;

Sing in tune with musical phrasing and interpretation;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature and major/minor scales in the keys of Eb, Bb, F, C, G, D and A.

III.2.1 (B) demonstrate comprehension of musical styles by seeking appropriate literature for performance;

Band

Select music that is stylistically appropriate for an occasion or venue for a specific performance.

Orchestra

Select music that is stylistically appropriate for an occasion or venue for a specific performance.

Vocal

Select music that is stylistically appropriate for an occasion or venue for a specific performance.

III.2.1 (C) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

Band

Perform expressively using appropriate note stress, dynamics, articulations and vibrato through the use of music from various genres, styles, and cultures.

Orchestra

Perform expressively using appropriate note stress, dynamics, articulations and vibrato through the use of music from various genres, styles, and cultures.

Vocal

Perform expressively using appropriate word and syllabic stress, enunciation, dynamics, diction, and pure vowel formation through the use of music from various genres, styles, and cultures.

III.2.1 (D) exhibit, describe, and critique small- and large-ensemble performance techniques experienced and observed during formal and informal concerts.

Band

In addition to II.2.1(C), experience a formal or informal concert and:

Describe and critique the balance, blend, and intonation within section and between sections;

Describe and critique the note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Describe and critique the playing or independent part singing within the ensemble;

Critique the conductor's gestures;

Comment concerning the appropriateness of the dress and etiquette of the performers and audience members.

Orchestra

In addition to II.2.1(C), experience a formal or informal concert and:

Describe and critique the balance, blend, and intonation within section and between sections;

Describe and critique the note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Describe and critique the playing or independent part singing within the ensemble;

Critique the conductor's gestures;

Comment concerning the appropriateness of the dress and etiquette of the performers and audience members.

Vocal

In addition to II.2.1(C), experience a formal or informal concert and:

Describe and critique the balance, blend, and intonation within section and between sections;

Describe and critique the use of diaphragmatic breathing, breath control, and proper ensemble breathing;

Describe and critique the note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Describe and critique the playing or independent part singing within the ensemble;

Critique the conductor's gestures;

Comment concerning the appropriateness of the dress and etiquette of the performers and audience members.

TEK: III.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

III.2.2 (A) sight-read major, minor, modal, and chromatic melodies;

Band

Sightread literature (grade appropriate) using appropriate clefs in all modes of the concert keys of G, C, F, Bb, Eb, Ab, Db and Gb in 2/4, 3/4, 4/4, 5/4, cut time and 6/8 meters;
Sightreadband music using established UIL sightreading criteria and procedures.

Orchestra

Sightread literature (grade appropriate) using appropriate clefs in all modes of the concert keys of Eb, Bb, F, C, G, D and A in 2/4, 3/4, 4/4, 5/4, cut time, and 6/8 meters;
Sightread orchestra music using established UIL sightreading criteria and procedures.

Vocal

Sightread literature (grade appropriate) in all modes of the keys of Eb, Bb, F, C, G, D, A, and E with no meter changes or modulations in 2/4, 3/4 and 4/4, cut time meters;
Sightread literature with common altered tones (“fi”, “si”) and/or possible modulation to the relative minor key and back;
Sightread all diatonic chords (no altered chords);
Sightread choral part music using established UIL sightreading criteria and procedures.

III.2.2 (B) read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters; and

Band

Read and notate melodies and rhythms using known music symbols from III.2.2 A and III.2.2 C.

Orchestra

Read and notate melodies and rhythms using known music symbols from III.2.2 A and III.2.2 C.

Vocal

Read and notate melodies and rhythms using known music symbols from III.2.2 A and III.2.2 C.

III.2.2 (C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

Band

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

Orchestra

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

Vocal

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

TEK: III.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

III.2.3 (A) improvise musical melodies; and

Band

Improvise four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

Orchestra

Improvise four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

Vocal

Improvise four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

III.2.3 (B) compose or arrange segments of vocal or instrumental pieces (manuscript or computer-generated).

Band

Compose instrumental or vocal four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests;

Arrange segments of instrumental or vocal pieces for instruments or voices other than the original piece preserving the original rhythmic, melodic and harmonic content.

Orchestra

Compose instrumental or vocal four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests;

Arrange segments of instrumental or vocal pieces for instruments or voices other than the original piece preserving the original rhythmic, melodic and harmonic content.

Vocal

Compose instrumental or vocal four, eight and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests;

Arrange segments of instrumental or vocal pieces for instruments or voices other than the original piece preserving the original rhythmic, melodic and harmonic content.

TEK: III.3.1

STRAND: Historical/cultural

The student relates music to history, to society, and to culture.

III.3.1 (A) classify by style and by historical period or culture representative examples of music, justifying the classifications;

Band

Independently classify and categorize music by culture, genre (i.e. jazz, folk, pop, spiritual, etc.), basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern);
Articulate justifications of classifications and categorizations.

Orchestra

Independently classify and categorize music by culture, genre (i.e. jazz, folk, pop, spiritual, etc.), basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern);
Articulate justifications of classifications and categorizations.

Vocal

Independently classify and categorize music by culture, genre (i.e. jazz, folk, pop, spiritual, etc.), basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern);
Articulate justifications of classifications and categorizations.

III.3.1 (B) identify and describe the effects of society, culture, and technology on music;

Band

Identify and describe how society/culture impacts the creation and/or presentation of music for entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.;
Identify and describe how advances in technology may impact the creation and/or the presentation of music.

Orchestra

Identify and describe how society/culture impacts the creation and/or presentation of music for entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.;
Identify and describe how advances in technology may impact the creation and/or the presentation of music.

Vocal

Identify and describe how society/culture impacts the creation and/or presentation of music for entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.;
Identify and describe how advances in technology may impact the creation and/or the presentation of music.

III.3.1 (C) identify and describe music-related career options including musical performance and music teaching; and

Band

Identify and describe professional music vocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.

Orchestra

Identify and describe professional music vocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.

Vocal

Identify and describe professional music vocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.

III.3.1 (D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

Band

Define the relationships between the content, concepts and processes of the other fine arts and other subjects with music using a variety of media.
Describe how concepts and processes of other fine arts and subjects interrelate with music.

Orchestra

Define the relationships between the content, concepts and processes of the other fine arts and other subjects with music using a variety of media.
Describe how concepts and processes of other fine arts and subjects interrelate with music.

Vocal

Define the relationships between the content, concepts and processes of the other fine arts and other subjects with music using a variety of media.
Describe how concepts and processes of other fine arts and subjects interrelate with music.

TEK: III.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performance.

III.4.1 (A) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement; and

Band

Analyze individual and group performance characteristics using recordings and/or live performances;
Make individual judgments regarding quality and compare with other models of performance.
Using developed criteria, offer positive, constructive suggestions to improve individual and group performances.

Orchestra

Analyze individual and group performance characteristics using recordings and/or live performances;
Make individual judgments regarding quality and compare with other models of performance.
Using developed criteria, offer positive, constructive suggestions to improve individual and group performances.

Vocal

Analyze individual and group performance characteristics using recordings and/or live performances;
Make individual judgments regarding quality and compare with other models of performance.
Using developed criteria, offer positive, constructive suggestions to improve individual and group performances.

III.4.1 (B) exhibit informed concert etiquette during live performances in a variety of settings.

Band

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

Orchestra

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

Vocal

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

TEK: IV.1.1

STRAND: Perception

The student describes and analyzes musical sound and demonstrates musical artistry.

IV.1.1 (A) demonstrate independence in interpreting music through the performance of appropriate literature;

Band

Independently interpret and perform appropriate literature demonstrating correct tempo, rhythmic accuracy, dynamics, articulation, phrase shaping, tone quality, and intonation.

Orchestra

Independently interpret and perform appropriate literature demonstrating correct tempo, rhythmic accuracy, dynamics, articulation, phrase shaping, tone quality, and intonation.

Vocal

Independently interpret and perform appropriate literature demonstrating correct tempo, rhythmic accuracy, dynamics, articulation, phrase shaping, tone quality, intonation, appropriate textual meaning, diction and language enunciation.

IV.1.1 (B) analyze musical performances, intervals, music notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology; and

Band

Analyze:
A musical performance;
Intervals (distance, direction and labeling);
Components of music notation including staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
Score/part identification, instrumentation/voicing;
Major and minor tonalities;
Harmonic texture (structure, progression, consonance, dissonance);
Simple and compound rhythms and meters with respect to utilizing a standardized counting system.

Orchestra

Analyze:
A musical performance;
Intervals (distance, direction and labeling);
Components of music notation including staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
Score/part identification, instrumentation/voicing;
Major and minor tonalities;
Harmonic texture (structure, progression, consonance, dissonance);
Simple and compound rhythms and meters with respect to utilizing a standardized counting system.

Vocal

Analyze:
A musical performance;
Intervals (distance, direction and labeling) using an established pitch system;
Components of music notation including staff, clef, key and meter signature, tempo, dynamic, articulation and style markings;
Score/octavo/part identification, instrumentation/voicing;
Chordal structures related to a tonal center;
Major and minor tonalities;
Harmonic texture (structure, progression, consonance, dissonance);
Simple and compound rhythms and meters with respect to utilizing a standardized counting system.

IV.1.1 (C) analyze music forms of performance and listening repertoire.

Band

Analyze forms of selected scores, recordings or performance repertoire (i.e. AB, ABA, binary, ternary, fugue, passacaglia, rondo, sonata form, free, variations)

Orchestra

Analyze forms of selected scores, recordings or performance repertoire (i.e. AB, ABA, binary, ternary, fugue, passacaglia, rondo, sonata form, free, variations)

Vocal

Analyze forms of selected scores/octavos, recordings or performance repertoire (i.e. AB, ABA, binary, ternary, fugue, rondo, variations, strophic, through-composed);
Analyze phrase forms in written and aural examples (i.e. same and different, question and answer, call and response, melodic sequence, etc.)

TEK: IV.2.1

STRAND: Creative performance/expression

The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music.

IV.2.1 (A) perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques, and using literature ranging from moderately difficult to difficult;

Band

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;

Maintain correct hand position and orientation of the instrument to the body;

Use diaphragmatic breathing as a habitual part of playing;

Set and maintain the proper embouchure when playing;

Know the tuning tendencies of their own personal instrument;

Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;

Perform legato, marcato, and staccato articulations using proper tongue placement;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature, scales (major, pure minor, harmonic minor, melodic minor) and major arpeggios in all concert keys;

Perform chromatic scale(s) at least two octaves;

Perform with appropriate dynamic contour, texture and vibrato.

Orchestra

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed, and both feet flat on the floor;

Maintain correct hand position and orientation of the instrument to the body;

Recognize "in tune" and "out of tune" playing and be able to adjust pitch up or down;

Produce a characteristic pizzicato and arco sound;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature and scales (major, pure, harmonic, melodic minor) and major arpeggios in all keys.

Perform with appropriate dynamic contour, texture and vibrato.

Vocal

Demonstrate correct posture at all times:

Sit or stand tall with head erect, shoulders back but relaxed and both feet flat on the floor;

Demonstrate diaphragmatic breathing and breath support/control;

Demonstrate pure vowel formation;

Demonstrate appropriate consonant enunciation and syllabic stress;

Sing in tune with musical phrasing and interpretation;

Demonstrate rhythmic accuracy and internalized pulse;

Perform literature and major/minor scales in all keys.

IV.2.1 (B) demonstrate comprehension of musical styles by selecting appropriate literature for performances;

Band

Select music that is stylistically appropriate for an occasion or venue for a specific performance.

Orchestra

Select music that is stylistically appropriate for an occasion or venue for a specific performance.

Vocal

Select music that is stylistically appropriate for an occasion or venue for a specific performance.

IV.2.1 (C) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

Band

Perform expressively using appropriate note stress, dynamics, articulations and vibrato through the use of music from various genres, styles, and cultures.

Orchestra

Perform expressively using appropriate note stress, dynamics, articulations and vibrato through the use of music from various genres, styles, and cultures.

Vocal

Perform expressively using appropriate word and syllabic stress, enunciation, dynamics, diction, and pure vowel formation through the use of music from various genres, styles, and cultures.

IV.2.1 (D) exhibit, describe, and critique small- and large- ensemble performance techniques experienced and observed during formal and informal concerts.

Band

In addition to III.2.1(C), experience a formal or informal concert and:

Describe and critique the balance, blend, and intonation within section and between sections;

Describe and critique the note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Describe and critique the playing or independent part singing within the ensemble;

Critique the conductor's gestures;

Comment concerning the appropriateness of the dress and etiquette of the performers and audience members.

Orchestra

In addition to III.2.1(C,) experience a formal or informal concert and:

Describe and critique the balance, blend, and intonation within section and between sections;

Describe and critique the note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Describe and critique the playing or independent part singing within the ensemble;

Critique the conductor's gestures;

Comment concerning the appropriateness of the dress and etiquette of the performers and audience members.

Vocal

In addition to III.2.1(C,) experience a formal or informal concert and:

Describe and critique the balance, blend, and intonation within section and between sections;

Describe and critique the use of diaphragmatic breathing, breath control, and proper ensemble breathing;

Describe and critique the note/pitch accuracy, rhythmic accuracy and stability, appropriate style, accurate phrasing, with dynamic contrast;

Describe and critique the playing or independent part singing within the ensemble;

Critique the conductor's gestures;

Comment concerning the appropriateness of the dress and etiquette of the performers and audience members.

TEK: IV.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

IV.2.2 (A) sight-read major, minor, modal, and chromatic melodies;

Band

Sightread literature (grade appropriate) using appropriate clefs in all modes of the concert keys of G, C, F, Bb, Eb, Ab, Db and Gb in 2/4, 3/4, 4/4, 5/4, cut time and 6/8 meters;
Sightread band music using established UIL sightreading criteria and procedures.

Orchestra

Sightread literature (grade appropriate) using appropriate clefs in all modes of the concert keys of Eb, Bb, F, C, G, D and A in 2/4, 3/4, 4/4, 5/4, cut time, and 6/8 meters;
Sightread orchestra music using established UIL sightreading criteria and procedures.

Vocal

Sightread literature (grade appropriate) in all modes of the keys of Eb, Bb, F, C, G, D, A, and E with no meter changes or modulations in 2/4, 3/4 and 4/4, cut time and 6/8 meters;
Sightread literature with common altered tones ("fi", "si", "di", "te") and/or possible modulation to the relative minor key and back;
Sightread all diatonic chords (no altered chords);
Sightread choral part music using established UIL sightreading criteria and procedures.

IV.2.2 (B) read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters; and

Band

Read and notate melodies and rhythms using known music symbols from IV.2.2 A and IV.2.2 C.

Orchestra

Read and notate melodies and rhythms using known music symbols from IV.2.2 A and IV.2.2 C.

Vocal

Read and notate melodies and rhythms using known music symbols from IV.2.2 A and IV.2.2 C.

IV.2.2 (C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.

Band

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

Orchestra

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

Vocal

Perform music literature of appropriate difficulty representing various styles;
Identify, define and demonstrate knowledge of all terms regarding tempo, style and dynamics as experienced in the selected literature.

TEK: IV.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

IV.2.3 (A) improvise musical melodies; and

Band

Improvise four, eight, twelve and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

Orchestra

Improvise four, eight, twelve and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

Vocal

Improvise four, eight, twelve and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

IV.2.3 (B) compose or arrange vocal or instrumental pieces (manuscript or computer-generated).

Band

Compose instrumental or vocal four, eight, twelve and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests;
Arrange an instrumental or vocal piece for instruments or voices other than the original preserving or enhancing the original rhythmic, melodic and harmonic content.

Orchestra

Compose instrumental or vocal four, eight, twelve and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests;
Arrange an instrumental or vocal piece for instruments or voices other than the original preserving or enhancing the original rhythmic, melodic and harmonic content.

Vocal

Compose instrumental or vocal four, eight, twelve and sixteen-measure melodic and rhythmic material utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests;
Arrange an instrumental or vocal piece for instruments or voices other than the original preserving or enhancing the original rhythmic, melodic and harmonic content.

TEK: IV.3.1

STRAND: Historical/cultural

The student relates music to history, to society, and to culture.

IV.3.1 (A) classify representative examples of music by style and by historical period or culture, justifying the classifications;

Band

Independently classify and categorize music by culture, genre (i.e. jazz, folk, pop, spiritual, etc.), basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern);
Articulate justifications of classifications and categorizations.

Orchestra

Independently classify and categorize music by culture, genre (i.e. jazz, folk, pop, spiritual, etc.), basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern);
Articulate justifications of classifications and categorizations.

Vocal

Independently classify and categorize music by culture, genre (i.e. jazz, folk, pop, spiritual, etc.), basic style (method of performance/expression) and basic historical periods (Renaissance, Baroque, Classical, Romantic, Modern);
Articulate justifications of classifications and categorizations.

IV.3.1 (B) describe the effects of music on society, culture, and technology;

Band

Identify and describe how the creation and/or presentation of music impacts a society's/culture's entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.;
Identify and describe how music impacts development of technologies.

Orchestra

Identify and describe how the creation and/or presentation of music impacts a society's/culture's entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.;
Identify and describe how music impacts development of technologies.

Vocal

Identify and describe how the creation and/or presentation of music impacts a society's/culture's entertainment, education, recreation, furthering traditions, political, commercialism, intellectual expression, etc.;
Identify and describe how music impacts development of technologies.

IV.3.1 (C) explain a variety of music and music-related career options; and

Band

Independently explain a variety of professional music vocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.

Orchestra

Independently explain a variety of professional music vocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.

Vocal

Independently explain a variety of professional music vocations including music educator, singer, instrumentalist, composer, conductor, audio and video engineer, marketing and public relations, and other music careers.

IV.3.1 (D) define the relationships between the content, the concepts, and the processes of the other fine arts and those of music.

Band

Define the relationships between the content, concepts and processes of the other fine arts with music using a variety of media.
Describe how concepts and processes of other fine arts interrelate with music.

Orchestra

Define the relationships between the content, concepts and processes of the other fine arts with music using a variety of media.
Describe how concepts and processes of other fine arts interrelate with music.

Vocal

Define the relationships between the content, concepts and processes of the other fine arts with music using a variety of media.
Describe how concepts and processes of other fine arts interrelate with music.

TEK: IV.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performances.

IV.4.1 (A) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement; and

Band

Analyze individual and group performance characteristics using recordings and/or live performances;
Make individual judgments regarding quality and compare with other models of performance.
Using developed criteria offer positive, constructive suggestions to improve individual and group performances;
Evaluate compositions making individual judgments regarding quality and compare with others offering informed, positive, constructive comments for improvement.

Orchestra

Analyze individual and group performance characteristics using recordings and/or live performances;
Make individual judgments regarding quality and compare with other models of performance.
Using developed criteria offer positive, constructive suggestions to improve individual and group performances;
Evaluate compositions making individual judgments regarding quality and compare with others offering informed, positive, constructive comments for improvement.

Vocal

Analyze individual and group performance characteristics using recordings and/or live performances;
Make individual judgments regarding quality and compare with other models of performance.
Using developed criteria offer positive, constructive suggestions to improve individual and group performances;
Evaluate compositions making individual judgments regarding quality and compare with others offering informed, positive, constructive comments for improvement.

IV.4.1 (B) exhibit concert etiquette during live performances in a variety of settings

Band

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

Orchestra

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.

Vocal

Attend and participate appropriately in various performance venues both formal and informal;
Demonstrate appropriate concert etiquette and attire;
Provide appropriate responses with respect to the effect and quality of the performance.