

TEXAS MUSIC EDUCATORS ASSOCIATION

TEXAS MUSIC ADMINISTRATORS CONFERENCE

MUSIC CURRICULUM

Grades 7-8

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: 7.1.1

STRAND: Perception

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

7.1.1 (A) demonstrate characteristic vocal or instrumental timbre individually and in groups;

Band

Demonstrate characteristic instrumental timbre using proper posture, instrument position, embouchure formation, breath support, articulation, and appropriate vibrato both in individual and ensemble settings;
Demonstrate an understanding of intonation by playing in tune and adjusting tuning through bodily and mechanical means using grade one literature.

Orchestra

Demonstrate characteristic arco and pizzicato techniques with a resonant tone, full sound and vibrato using appropriate posture and bow control within first to third positions for violin/viola and within first to fourth positions for cello/bass.

Vocal

Demonstrate characteristic vocal tone with round, tall vowels, diction and articulation with appropriate posture and breath support/control, both in individual and ensemble settings;
Demonstrate the difference between basic vocal registers (head voice, chest voice and falsetto).

7.1.1 (B) describe intervals, music notation, musical instruments or voices, and musical performances, using standard terminology; and

Band

Demonstrate knowledge and use of:
A system for writing/reading the diatonic scales, and recognize or label within music;
A prescribed counting system, and recognize or label within music;
Identify the components of printed music including:
-Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings
-Composer/arranger credits;
publisher/copyright credits
-Vocal/Instrumental parts and or groupings;
Label simple intervals from prime to octave.

Orchestra

Demonstrate knowledge and use of:
A system for writing/reading the diatonic scales, and recognize or label within music;
A prescribed counting system, and recognize or label within music;
Identify the components of printed music including:
-Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings
-Composer/arranger credits;
publisher/copyright credits
-Vocal/Instrumental parts and or groupings;
Label simple intervals from prime to octave.

Vocal

Demonstrate knowledge and use of:
A system for writing/reading the diatonic scales, and recognize or label within music;
A rhythm syllables and/or counting system, and recognize or label within music;
Identify the components of printed music including:
Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings
Composer/arranger credits;
publisher/copyright credits
Vocal/Instrumental parts and or groupings;
Label simple intervals from prime to octave;
Recognize and label I, IV, & V chords.

7.1.1 (C) identify music forms presented aurally and through music notation.

Band

Identify musical forms (theme and variations, AB, ABA, rondo);
Identify phrase forms (same and different, question and answer, melodic sequence, etc.)

Orchestra

Identify musical forms (theme and variations, AB, ABA, rondo);
Identify phrase forms (same and different, question and answer, melodic sequence, etc.);

Vocal

Identify musical forms (strophic, AB, ABA, rondo, through-composed, etc.);
Identify phrase forms (same and different, question and answer, call and response, melodic sequence, etc.);

TEK: 7.2.1

STRAND: Creative performance/expression

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

7.2.1 (A) perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

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;
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 and major scales in the concert keys of C, F, Bb, Eb, Ab, and Db major;
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 Bb, F, C, G, and D major;
Perform with appropriate dynamic contour, texture and vibrato.

Vocal

Demonstrate correct posture at all times by sitting or standing 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 F, C, and G major.

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

Band

Perform music of various styles and diverse cultures using appropriate stylistic techniques (note and phrase length/stress) and expression (dynamic contrast).

Orchestra

Perform music of various styles and diverse cultures using appropriate stylistic techniques (note and phrase length/stress) and expression (dynamic contrast).

Vocal

Perform music of various styles and diverse cultures using appropriate stylistic techniques (word stress), phrasing and expression (dynamic contrast).

7.2.1 (C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

Band

Using literature grade-appropriate music:

Demonstrate 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;
Play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Dress appropriately and demonstrate proper stage etiquette in concert settings.

Orchestra

Using literature grade-appropriate music:

Demonstrate 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;
Play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Dress appropriately and demonstrate proper stage etiquette in concert settings.

Vocal

Using literature grade-appropriate music:

Demonstrate balance, blend, and intonation within and between choir sections;
Demonstrate diaphragmatic breathing, breath control, and proper ensemble breathing;
Perform with note accuracy, intonation, rhythmic accuracy and stability, appropriate style, and accurate phrasing with dynamic contrast;

Use pure and unified vowel formation and strong consonant enunciation for ensemble singing;

Demonstrate pleasing tone quality in both upper and lower registers and the ability to move freely between registers;

Play or sing independent part within the ensemble;

Respond to conductors' gestures with precise attacks and releases;

Dress appropriately and demonstrate proper stage etiquette in concert settings.

TEK: 7.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

7.2.2 (A) sight-read music in treble and/or other clefs in various keys and meters;

Band

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

Orchestra

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

Vocal

Sightread diatonic melodies in 2 or 3 parts using the key of C, F, and G major in 2/4, 3/4, 4/4 and C meters using simple eighth, quarter, half, and whole notes;
Introduce simple reading and aural activities using relative minor keys of a, d, and e, 6/8 meter, and dotted rhythms
Sightread individual melodic lines using melodic skips within the tonic (I), subdominant (IV), and dominant (V) chords only;
Sightread part music using established UIL sightreading guidelines and procedures.

7.2.2 (B) notate meter, rhythm, pitch, and dynamics using standard symbols (manuscript or computer-generated); and

Band

Notate simple melodies and rhythms using known music symbols from 7.2.2 A and 7.2.2 C.

Orchestra

Notate simple melodies and rhythms using known music symbols from 7.2.2 A and 7.2.2 C.

Vocal

Notate simple rhythms and melodies using known music symbols from 7.2.2 A and 7.2.2 C;

7.2.2 (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: 7.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

7.2.3 (A) The student creates and arranges music within specified guidelines.

Band

Write or improvise eight-measure rhythmic or melodic phrases utilizing eighth, quarter, half, or whole notes with corresponding rests starting and ending on the tonic.

Orchestra

Write or improvise eight-measure rhythmic or melodic phrases utilizing eighth, quarter, half, or whole notes with corresponding rests starting and ending on the tonic.

Vocal

Write or improvise eight-measure rhythmic or melodic phrases utilizing eighth, quarter, half, or whole notes with corresponding rests starting and ending on the tonic;
Write or improvise rhythmic phrases to speech patterns;
Write rhythmic ostinati to selected performance repertoire.

7.2.3 (B) arrange increasingly complex rhythmic and melodic phrases.

Band

Arrange eight-measure rhythmic or melodic phrases using eighth, quarter, half, and whole notes with corresponding rests, starting and ending on the tonic.

Orchestra

Arrange eight-measure rhythmic or melodic phrases using eighth, quarter, half, and whole notes with corresponding rests, starting and ending on the tonic.

Vocal

Arrange eight-measure melodies using eighth, quarter, half and whole notes with corresponding rests, starting and ending on the tonic.

TEK: 7.3.1

STRAND: Historical/cultural

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

7.3.1 (A) classify aurally-presented music representative of diverse genres, styles, periods, and cultures;

Band

Classify traits of music from diverse genres, styles, periods, and cultures.

Orchestra

Classify traits of music from diverse genres, styles, periods, and cultures.

Vocal

Classify traits of music from diverse genres, styles, periods, and cultures.

7.3.1 (B) describe music-related vocations and avocations;

Band

Describe 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.

Orchestra

Describe 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.

Vocal

Describe 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.

7.3.1 (C) perform music representative of diverse cultures, including American and Texas heritage; and

Band

Perform music from various historical periods and/or cultures;
Explore and discuss the significance and background of that music.

Orchestra

Perform music from various historical periods and/or cultures;
Explore and discuss the significance and background of that music.

Vocal

Perform music from various historical periods and/or cultures;
Explore and discuss the significance and background of that music.

7.3.1 (D) identify the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music.

Band

Identify common themes or concepts between music and other arts disciplines and subject areas;
Explain how concepts from other arts disciplines and subject areas relate to music.

Orchestra

Identify common themes or concepts between music and other arts disciplines and subject areas;
Explain how concepts from other arts disciplines and subject areas relate to music.

Vocal

Identify common themes or concepts between music and other arts disciplines and subject areas;
Explain how concepts from other arts disciplines and subject areas relate to music.

TEK: 7.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performances.

7.4.1 (A) design and apply criteria for evaluating the quality and effectiveness of music and 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 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 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 judgments of quality regarding: ensemble clarity, tone, intonation, balance, blend, technical skill and facility, musicality and structure.

7.4.1 (B) evaluate the quality and effectiveness of personal performances; and

Band

Using the list of musical criteria from 7.4.1(A), evaluate the quality and effectiveness of specific musical compositions;

Using the list of musical and extra-musical criteria from 7.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

Orchestra

Using the list of musical criteria from 7.4.1(A), evaluate the quality and effectiveness of specific musical compositions;

Using the list of musical and extra-musical criteria from 7.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

Vocal

Using the list of musical criteria from 7.4.1(A), evaluate the quality and effectiveness of specific musical compositions;

Using the list of musical and extra-musical criteria from 7.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

7.4.1 (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: 8.1.1

STRAND: Perception

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

8.1.1 (A) demonstrate characteristic vocal or instrumental timbre individually and in groups;

Band

Demonstrate characteristic instrumental timbre using proper posture, instrument position, embouchure formation, breath support, articulation, and appropriate vibrato both in individual and ensemble settings;

Using grade two literature, demonstrate an understanding of intonation by playing in tune and adjusting tuning through bodily and mechanical means

Orchestra

Demonstrate characteristic arco and pizzicato techniques with a resonant tone, full sound and vibrato using appropriate posture and bow control within first to third positions for violin/viola and within first to fourth positions for cello/bass.

Vocal

Demonstrate characteristic vocal tone with round, tall vowels, diction and articulation with appropriate posture and breath support/control, both in individual and ensemble settings;

Demonstrate the difference between basic vocal registers (head voice, chest voice and falsetto) and transition easily in and out of each register.

8.1.1 (B) describe in detail intervals, music notation, musical instruments, voices, and musical performances, using standard terminology; and

Band

Demonstrate knowledge and use of:

- A system for writing/reading the diatonic scales, and recognize or label within music;
- A prescribed counting system, and recognize or label within music;

Identify the components of printed music including:

- Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings
- Composer/arranger credits; publisher/copyright credits
- Vocal/Instrumental parts and or groupings;

Label simple intervals from prime to octave.

Orchestra

Demonstrate knowledge and use of:

- A system for writing/reading the diatonic scales, and recognize or label within music;
- A prescribed counting system, and recognize or label within music;

Identify the components of printed music including:

- Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings
- Composer/arranger credits; publisher/copyright credits
- Vocal/Instrumental parts and or groupings;

Label simple intervals from prime to octave.

Vocal

Demonstrate knowledge and use of:

- A system for identifying writing/reading of the diatonic and chromatic scales;
- A prescribed counting system for identifying rhythms within the written score;

Identify the components of printed music including:

- Staff, clef, key and meter signature, tempo, dynamic, articulation and style markings
- Composer/arranger credit
- Publisher/copyright credits
- Vocal/Instrumental parts and or groupings;

Label simple intervals from prime to octave;

Recognize and label I, IV, & V chords.

8.1.1 (C) identify music forms presented aurally and through music notation.

Band

Identify musical forms (theme and variations, AB, ABA, rondo);

Identify phrase forms (same and different, question and answer, melodic sequence, etc.).

Orchestra

Identify musical forms (theme and variations, AB, ABA, rondo);

Identify phrase forms (same and different, question and answer, melodic sequence, etc.).

Vocal

Identify musical forms (strophic, AB, ABA, rondo, through-composed, etc.);

Identify phrase forms (same and different, question and answer, call and response, melodic sequence, etc.).

TEK: 8.2.1

STRAND: Creative performance/expression

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

8.2.1 (A) perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

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 the concert keys of G, C, F, Bb, Eb, Ab, and Db major;

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 Bb, F, C, G, D, and A 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 F, C, G and D major.

8.2.1 (B) perform expressively, incorporating appropriate stylistic qualities;

Band

Demonstrate expressive playing through the use of many different styles and techniques; using appropriate note stress, dynamics, and musical markings, with precise attacks and releases.

Orchestra

Demonstrate expressive playing through the use of many different styles and techniques; using appropriate note stress, dynamics, and musical markings, with precise attacks and releases.

Vocal

Demonstrate expressive singing through the use of many different styles and techniques; using word and syllabic stress, dynamic and musical markings, with precise attacks and releases.

8.2.1 (C) perform, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

Band

Perform music of various styles and cultures with understanding of appropriate stylistic techniques, phrasing and expression.

Orchestra

Perform music of various styles and cultures with understanding of appropriate stylistic techniques, phrasing and expression.

Vocal

Perform music of various styles and cultures with understanding of appropriate stylistic techniques, phrasing and expression;
Perform world music in its respective language.

8.2.1 (D) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

Band

Using literature grade-appropriate music:

Demonstrate 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;

Play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Dress appropriately and demonstrate proper stage etiquette in concert settings.

Orchestra

Using literature grade-appropriate music:

Demonstrate 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;

Play or sing independent part within the ensemble;

Respond to the conductor's gestures;

Dress appropriately and demonstrate proper stage etiquette in concert settings.

Vocal

Using literature grade-appropriate music:

Demonstrate balance, blend, and intonation within and between choir sections;

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

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

Use pure and unified vowel formation and strong consonant enunciation for ensemble singing;

Demonstrate pleasing tone quality in both upper and lower registers and the ability to move freely between registers;

Play or sing independent part within the ensemble;

Respond to conductors' gestures with precise attacks and releases;

Dress appropriately and demonstrate proper stage etiquette in a concert setting.

TEK: 8.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

8.2.2 (A) sight-read music in treble and/or other clefs in various keys and meters;

Band

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

Orchestra

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

Vocal

Sightread diatonic melodies in 2, 3, or 4 parts using the key of C, F, and G major in 2/4, 3/4, 4/4 and C meters using simple eighth, quarter, half, whole, and dotted rhythms;
Continue simple reading and aural activities using relative minor keys of a, d, and e, 6/8 meter;
Sightread individual melodic lines using melodic skips within the tonic (I), subdominant (IV), and dominant (V) chords only;
Sightread part music using established UIL sightreading guidelines and procedures.

8.2.2 (B) notate meter, rhythm, pitch, and dynamics, using standard symbols (manuscript or computer-generated); and

Band

Notate simple melodies and rhythms using known music symbols from 8.2.2 A and 8.2.2 C.

Orchestra

Notate simple melodies and rhythms using known music symbols from 8.2.2 A and 8.2.2 C.

Vocal

Notate simple melodies and rhythms using known music symbols from 8.2.2 A and 8.2.2 C.

8.2.2 (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: 8.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

8.2.3 (A) create complex rhythmic and melodic phrases; and

Band

Write or improvise eight-measure rhythmic or melodic phrases utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

Orchestra

Write or improvise eight-measure rhythmic or melodic phrases utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests.

Vocal

Write or improvise eight-measure rhythmic or melodic phrases utilizing sixteenth, eighth, quarter, half, whole, or dotted notes with corresponding rests;

Write or improvise rhythmic phrases to speech patterns;

Write rhythmic ostinati to selected performance repertoire.

8.2.3 (B) arrange complex rhythmic and melodic phrases.

Band

Arrange eight-measure melodies using sixteenth, eighth, half, whole, dotted notes, and corresponding rests starting and ending on the tonic.

Orchestra

Arrange eight-measure melodies using sixteenth, eighth, half, whole, dotted notes, and corresponding rests starting and ending on the tonic.

Vocal

Arrange eight-measure melodies using sixteenth, eighth, half, whole, dotted notes, and corresponding rests starting and ending on the tonic.

TEK: 8.3.1

STRAND: Historical/cultural

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

8.3.1 (A) classify aurally-presented music representing diverse styles, periods, and cultures;

Band

Classify and categorize traits of music from diverse genres, styles, periods, and cultures.

Orchestra

Classify and categorize traits of music from diverse genres, styles, periods, and cultures.

Vocal

Classify and categorize traits of music from diverse genres, styles, periods, and cultures.

8.3.1 (B) describe music-related vocations and avocations;

Band

Describe 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.

Orchestra

Describe 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.

Vocal

Describe 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.

8.3.1 (C) perform music representative of diverse cultures, including American and Texas heritage; and

Band

Perform music from various historical periods and/or cultures;
Explore and discuss the significance and background of that music.

Orchestra

Perform music from various historical periods and/or cultures;
Explore and discuss the significance and background of that music.

Vocal

Perform music from various historical periods and/or cultures;
Explore and discuss the significance and background of that music.

8.3.1 (D) relate the content, the concepts, and the processes of subjects other than the arts to those of music.

Band

Compare and contrast the content, common themes, and concepts between music and other disciplines with music using a variety of media.
Describe how principles and concepts of other subjects interrelate with music.

Orchestra

Compare and contrast the content, common themes, and concepts between music and other disciplines with music using a variety of media.
Describe how principles and concepts of other subjects interrelate with music.

Vocal

Compare and contrast the content, common themes, and concepts between music and other disciplines with music using a variety of media.
Describe how principles and concepts of other subjects interrelate with music.

TEK: 8.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performances.

8.4.1 (A) design and apply criteria for evaluating the quality and effectiveness of music and musical performance;

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

8.4.1 (B) evaluate the quality and effectiveness of personal musical performances;

Band

Using the list of musical criteria from 8.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
Using the list of musical and extra-musical criteria from 8.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

Orchestra

Using the list of musical criteria from 8.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
Using the list of musical and extra-musical criteria from 8.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

Vocal

Using the list of musical criteria from 8.4.1(A), evaluate the quality and effectiveness of specific musical compositions;
Using the list of musical and extra-musical criteria from 8.4.1(A), evaluate the accuracy and effectiveness of individual and group performances.

8.4.1 (C) apply specific criteria appropriate for the style of the music and offer constructive suggestions for improvement; and

Band

Using the list of musical criteria from 8.4.1(A), articulate in written and verbal formats the stylistic features of performance repertoire;
Produce a written or verbal plan containing constructive comments for improving performance using established evaluative criteria.

Orchestra

Using the list of musical criteria from 8.4.1(A), articulate in written and verbal formats the stylistic features of performance repertoire;
Produce a written or verbal plan containing constructive comments for improving performance using established evaluative criteria.

Vocal

Using the list of musical criteria from 8.4.1(A), articulate in written and verbal formats the stylistic features of performance repertoire;
Produce a written or verbal plan containing constructive comments for improving performance using established evaluative criteria.

8.4.1 (D) 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.