

TEXAS MUSIC EDUCATORS ASSOCIATION

TEXAS MUSIC ADMINISTRATORS CONFERENCE

MUSIC CURRICULUM

K-5

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: K.1.1

STRAND: Perception

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

K.1.1 (A) identify the difference between the singing and speaking voice; and

Distinguish low, middle and high vocal registers;
Identify speaking voice and singing voice.

K.1.1 (B) identify the timbre of adult voices and instruments.

Distinguish the difference between adult and children's voices;
Recognize the difference between melodic and percussive instruments.

TEK: K.2.1

STRAND: Creative performance/expression

The student performs a varied repertoire of music.

K.2.1 (A) sing or play classroom instruments independently or in a group; and

Demonstrate singing, speaking, shouting, and whispering voices;
Sing independently and/or in a group, simple songs with a limited range;
Explore music making with unpitched instruments and body percussion.

K.2.1 (B) sing songs from diverse cultures and styles or play such songs on musical instruments.

Sing simple songs with a limited range and play games from diverse cultures, particularly those of the local community;
Explore music from diverse cultures with unpitched instruments and body percussion.

TEK: K.3.1

STRAND: Historical/cultural

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

K.3.1 (A) sing songs and play musical games from different cultures; and

Sing beginning songs and play musical games of the various cultures represented in the United States.

K.3.1 (B) identify simple relationships between music and other subjects.

Identify the relationship between music and other Fine Arts, including movement and visual arts;
Discover connections between music and other curriculum areas.

TEK: K.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performance.

K.4.1 (A) identify steady beat in musical performances; and

Aurally identify steady beat in live and recorded performances.

K.4.1 (B) identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.

Aurally identify large changes in pitch or register as "higher" or "lower" in live and recorded performances;
Aurally identify changes in dynamics as "louder" or "softer" in live and recorded performances;
Aurally identify changes in tempo as "faster" or "slower" in live and recorded performances;
Aurally identify rhythmic or melodic patterns as "same" or "different" in live and recorded performances.

TEK: 1.1.1

STRAND: Perception

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

1.1.1 (A) identify voices and selected instruments from various musical families;

Distinguish between children's voices, adult male and female voices;
Recognize one instrument from each of the following instrument families:
strings, woodwinds, brass, percussion, keyboard.

1.1.1 (B) use basic music terminology in describing musical sounds; and

Use the following comparatives in describing musical sounds:
higher/lower, softer/louder, faster/slower, same/different, longer/shorter, etc.

1.1.1 (C) identify repetition and contrast in music examples.

Recognize repeated musical motives/parts that are the same and the ones that are different.

TEK: 1.2.1

STRAND: Creative performance/expression

The student performs a varied repertoire of music.

1.2.1 (A) sing or play a classroom instrument independently or in groups; and

Identify shouting and whispering voices;
Sing independently and/or in a group simple songs within a six-note range;
Play beat patterns with percussion instruments (pitched and non-pitched).

1.2.1 (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

Sing songs and play games from diverse cultures, particularly those of the local community;
Play ethnic music with unpitched instruments and body percussion.

TEK: 1.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

1.2.2 (A) read simple examples of music notation; and

Read rhythmic patterns using quarter notes, eighth notes, and quarter rests;
Read melodic patterns that contain steps and skips.

1.2.2 (B) write simple examples of music notation.

Write simple rhythmic patterns containing quarter and eighth notes and quarter rest and reinforce their relationship to the beat;
Write simple melodic patterns that contain steps and skips.

TEK: 1.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

1.2.3 (A) create short rhythmic patterns; and

Create rhythmic patterns using quarter notes, eighth notes, and quarter rests.

1.2.3 (B) create short melodic patterns.

Echo sing simple melodic patterns;
When competent with echo singing, then improvise singing in question/answer format;
Explore melodic patterns (without rhythm) on barred instruments;
Try to sing all patterns discovered.

TEK: 1.3.1

STRAND: Historical/cultural

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

1.3.1 (A) sing songs and play musical games from diverse cultures; and

Sing simple songs and musical games from various cultures presented in the United States and neighboring countries.

1.3.1 (B) identify simple relationships between music and other subjects.

Relate music to reading, writing, language and math.

TEK: 1.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performance.

1.4.1 (A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and

Aurally identify beat or rhythm in live and recorded performances;

Aurally identify higher and lower pitches and registers in live and recorded performances;

Aurally identify louder and softer dynamics in live and recorded performances;

Aurally identify faster and slower tempos in live and recorded performances;

Aurally identify pitches, rhythmic, or melodic patterns as "same" or "different" in live and recorded performances.

1.4.1 (B) begin to practice appropriate audience behavior during live performances.

Practice sitting still and quiet during short live classroom performances;

Practice responding to short live classroom performances at the appropriate time with applause.

TEK: 2.1.1

STRAND: Perception

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

2.1.1 (A) identify instruments visually and aurally;

Recognize visually & aurally, instruments from each of the following instrument families:
strings, woodwinds, brass, percussion and keyboard.

2.1.1 (B) use music terminology to explain sounds and performances; and

Begin labeling to label sounds and performances using standard music terminology:
dynamics – piano and forte;
tempo – andante and allegro;
articulation – legato and staccato, etc.

2.1.1 (C) identify music forms such as AB and ABA.

Label identical or similar sections as “A” and contrasting section as “B”;
Label returning section (ABA).

TEK: 2.2.1

STRAND: Creative performance/expression

The student performs a varied repertoire of music.

2.2.1 (A) sing or play a classroom instrument independently or in groups; and

Sing independently or in a group, songs within an octave range;
Accompany songs using rhythmic and/or melodic ostinati on percussion instruments (pitched and non-pitched.)

2.2.1 (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

Sing songs and play games from diverse cultures;
Play ethnic music on instruments (pitched and unpitched).

TEK: 2.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

2.2.2 (A) read and write simple music notation, using a system (letters, numbers, syllables); and

Read and notate melodies using steps and skips.

2.2.2 (B) read and write music that incorporates basic rhythmic patterns in simple meters.

Read and write simple music in 2/4 and 4/4 using half notes and whole notes in addition to previously learned rhythms; Demonstrate and understand the tie, measure, bar line, and double bar line.

TEK: 2.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

2.2.3 (A) create rhythmic phrases; and

Create rhythmic phrases using half note, whole note, and previously known rhythms.

2.2.3 (B) create melodic phrases.

Create short melodic patterns using a "pitch bank" of known tones;
Perform the patterns created by singing or playing on pitched instruments;
Improvise short melodic patterns in question/answer format.

TEK: 2.3.1

STRAND: Historical/cultural

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

2.3.1 (A) identify music from various periods of history and culture;

Aurally identify music from one or more historical periods;

Aurally identify music from one or more cultures.

2.3.1 (B) sing songs and play musical games from diverse cultures; and

Sing songs and play musical games from a variety of cultures including North and South America, Native American, African American, and Mexican American.

2.3.1 (C) identify relationships between music and other subjects.

Identify the relationship between music, visual arts, dance, theatre, and core subjects.

TEK: 2.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performance.

2.4.1 (A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and

Aurally identify beat and rhythm in live and recorded performances;

Aurally identify higher and lower pitches and registers in live and recorded performances;

Aurally identify dynamic changes in live and recorded performances;

Aurally identify changes in tempo in live and recorded performances;

Aurally identify pitches, rhythmic or melodic patterns as "same" or "different" in live and recorded performances.

2.4.1 (B) show appropriate audience behavior during live performances.

Sit still and quiet during live performances of short to moderate length;

Respond to the live performances of short to moderate length at the appropriate time with applause.

TEK: 3.1.1

STRAND: Perception

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

3.1.1 (A) categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures;

Distinguish and categorize voices in children's performing groups and adult performing groups;
Distinguish and categorize instruments in band, orchestra and folk ensembles;
Distinguish and categorize acoustic and digital keyboards.

3.1.1 (B) use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances; and

Use a system for writing/reading music notes;
Use rhythm syllables;
Recognize and label the music staff including:
meter, tempo markings and dynamics.

3.1.1 (C) identify music forms presented aurally such as AB, ABA, and rondo.

Label known forms (AB and ABA);
Identify contrasting section to "A" or "B" as "C".

TEK: 3.2.1

STRAND: Creative performance/expression

The student performs a varied repertoire of music.

3.2.1 (A) sing or play a classroom instrument independently or in groups; and

Sing/play songs independently and/or in a group within an octave range.

3.2.1 (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

Sing songs and play games from diverse cultures;
Play ethnic music with instruments (pitched and unpitched).

TEK: 3.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

3.2.2 (A) read music notation, using a system (letters, numbers, syllables);

Read pentatonic melodies using a system.

3.2.2 (B) write music notation, using a system (letters, numbers, syllables);

Write sixteenth-note patterns in addition to previously learned rhythms;
Write simple pentatonic melodies.

3.2.2 (C) read and write music that incorporates basic rhythmic patterns in simple meters; and

Read and notate rhythm patterns in 2/4 and 4/4 meters using sixteenth notes and previously learned rhythms.

3.2.2 (D) identify music symbols and terms referring to dynamics and tempo.

Identify and interpret the following music symbols and terms: dynamics (p and f), tempo (faster and slower).

TEK: 3.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

3.2.3 (A) create rhythmic phrases; and

Create rhythmic phrases using sixteenth notes and other known rhythms.

3.2.3 (B) create melodic phrases.

Create simple melodic patterns using a "pitch bank" of known notes;
Perform the patterns created by singing or playing pitched instruments;
Echo sing 8-beat melodic patterns;
When competent echoing, improvise 8-beat melodic patterns in question/answer format.

TEK: 3.3.1

STRAND: Historical/cultural

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

3.3.1 (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;

Identify aurally presented excerpts of music representing two or more of the following: art, popular, and folk music.

3.3.1 (B) perform songs and musical games from diverse cultures; and

Perform songs and musical games from a variety of cultures including North and South America, Native American, African American, Asian American and Mexican American.

3.3.1 (C) describe relationships between music and other subjects.

Identify the relationship between music, visual arts, dance, theatre, and core subjects.

TEK: 3.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performance.

3.4.1 (A) define basic criteria for evaluating musical performances; and

Define basic criteria for evaluating the accuracy or effectiveness of steady beat, rhythmic proficiency, intonation, appropriate tempo and dynamics in musical performances.

3.4.1 (B) exhibit audience etiquette during live performances.

Sit still and quiet during live performances of moderate length;

Respond to live performances of moderate length at the appropriate time with applause.

TEK: 4.1.1

STRAND: Perception

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

4.1.1 (A) categorize a variety of musical sounds, including children's and adults' voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures;

Distinguish and categorize voices in children's performing groups and adult performing groups, including small ensembles (duet, trio, etc.);
Distinguish and categorize instruments in band, orchestra and folk ensembles including small ensembles (duet, trio, etc.);
Distinguish and categorize acoustic and digital keyboards.

4.1.1 (B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; and

Use a system for writing/reading the extended pentatonic scale;
Use rhythm syllables;
Recognize and label the Treble Clef and the parts of the music staff including:
meter, tempo markings, dynamics, genres, and vocal/instrumental groupings.

4.1.1 (C) identify music forms presented aurally such as AB, ABA, and rondo.

Identify known musical forms (AB, ABA, ABC, etc.);
Label alternating form Rondo.

TEK: 4.2.1

STRAND: Creative performance/expression

The student performs a varied repertoire of music.

4.2.1 (A) sing or play a classroom instrument independently or in groups; and

Sing/play songs independently and/or in a group in various keys and ranges.

4.2.1 (B) sing songs from diverse cultures and styles or play such songs on a musical instrument.

Sing songs and play games from diverse cultures;
Play ethnic music with instruments (pitched and unpitched).

TEK: 4.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

4.2.2 (A) read and write music notation, using a system (letters, numbers, syllables);

Read and notate extended pentatonic melodies using a system;
Identify absolute pitches on the treble staff.

4.2.2 (B) incorporate basic rhythmic patterns in simple meters in musical compositions; and

Read and write simple music in 2/4, 3/4, and 4/4 meters.

4.2.2 (C) identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing.

Identify and interpret the following music symbols and terms: dynamics (p, mp, mf, f), tempo (allegro, andante and largo).

TEK: 4.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

4.2.3 (A) create rhythmic and melodic phrases; and

Create rhythmic/melodic phrases by using known tones and rhythms of the extended pentatonic scales.

4.2.3 (B) create simple accompaniments

Compose or arrange non-pitched percussion or body percussion accompaniments;
Compose or arrange music accompaniments for available instruments.

TEK: 4.3.1

STRAND: Historical/cultural

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

4.3.1 (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;

Identify aurally presented excerpts of music representing three or more of the following:
art, popular, and folk music.

4.3.1 (B) perform music and movement from diverse cultures;

Sing, play and move to music from a variety of cultures including North and South America, Native American, African American, Asian American and Mexican American.

4.3.1 (C) perform music representative of American and Texas heritage; and

Perform "Texas Our Texas", "The Star Spangled Banner", and other American and Texas songs.

4.3.1 (D) identify connections between music and the other fine arts.

Identify the relationship between music, visual arts, dance and theatre.

TEK: 4.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performance.

4.4.1 (A) apply basic criteria in evaluating musical performances and compositions;

Use basic criteria for evaluating the accuracy or effectiveness of rhythm, melody, tempo and dynamics in oral and/or written performance evaluations;

Use specific criteria for evaluating the use of rhythm, melody, form, tempo and dynamics in musical compositions in oral and/or written compositional evaluations.

4.4.1 (B) justify, using music terminology, personal preferences for specific music works and styles; and

Justify personal preferences for specific music works and styles using known music terminology related to rhythm, melody, timbre, form, style and expressive qualities in oral and/or written statements.

4.4.1 (C) practice concert etiquette as an actively involved listener during live performances.

Practice sitting quietly and focusing on the performer during varied live performances;

Practice responding to varied live performances at the appropriate time with applause.

TEK: 5.1.1

STRAND: Perception

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

5.1.1 (A) distinguish among a variety of musical timbres;

Recognize and distinguish characteristic vocal and instrumental timbres from various cultures in assorted types of performances.

5.1.1 (B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; and

Use a system for writing/reading the diatonic scale;

Use rhythm syllables;

Recognize and label the Treble Clef and the parts of the music staff including the meter, tempo markings, dynamics, composers, genres, styles, and vocal/Instrumental groupings.

5.1.1 (C) identify a variety of music forms such as AB, ABA, rondo, and theme and variations.

Identify known musical forms (AB, ABA, Rondo, etc.);

Identify theme in Theme and Variations;

Distinguish variations using comparatives (faster/slower, etc.)

TEK: 5.2.1

STRAND: Creative performance/expression

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

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

Demonstrate proper breathing, posture and appropriate articulation while performing independently or in a group.

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

Read and sing various styles of music from diverse cultures;

Read and perform ethnic music on available instruments.

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

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

Respond to conductor's gestures;

Demonstrate proper stage etiquette.

TEK: 5.2.2

STRAND: Creative performance/expression

The student reads and writes music notation.

5.2.2 (A) read standard notation;

Read pentatonic and diatonic melodies from the Treble Clef using a system in 2/4, 3/4, and 4/4, using sixteenth, eighth, quarter, half, whole notes and rests;

Identify absolute pitch names on the staff;

Identify and recognize the Grand Staff.

5.2.2 (B) use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript or computer-generated);

Write simple rhythmic and melodic patterns using known rhythms and pitches.

5.2.2 (C) read and write music that incorporates rhythmic patterns in various meters; and

Read and notate music in 2/4, 3/4 and 4/4 meters.

5.2.2 (D) identify music symbols and terms referring to dynamics, tempo, and articulation.

Identify and interpret the following music symbols: dynamics (crescendo, decrescendo, pp through ff), tempo (allegro, andante, largo, ritardando, and accelerando), and articulation (staccato and legato).

TEK: 5.2.3

STRAND: Creative performance/expression

The student creates and arranges music within specified guidelines.

5.2.3 (A) create rhythmic and melodic phrases; and

Create rhythmic/melodic phrases by using known tones and rhythms with diatonic scales.

5.2.3 (B) create/arrange simple accompaniments.

Compose or arrange non-pitched percussion or body percussion accompaniments;

Compose or arrange music specifically for Orff instrument accompaniments.

TEK: 5.3.1

STRAND: Historical/cultural

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

5.3.1 (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures;

Identify aurally presented excerpts of music representing three or more of the following:
art, popular, and folk music.

5.3.1 (B) describe various music vocations and avocations;

Describe the purpose and roles of music vocations/avocations such as singer, instrumentalist, composer, conductor, and other music professions.

5.3.1 (C) perform music and movement from diverse cultures;

Perform advanced songs and musical games represented of world cultures.

5.3.1 (D) perform music representative of American and Texas heritage; and

Perform "Texas Our Texas", "The Star Spangled Banner", and other American and Texas songs.

5.3.1 (E) identify concepts taught in the other fine arts and their relationships to music concepts.

Identify relationship from visual arts, dance and theatre to concepts taught in music.

TEK: 5.4.1

STRAND: Response/evaluation

The student responds to and evaluates music and musical performance.

5.4.1 (A) apply criteria in evaluating musical performances and compositions;

Use specific criteria for evaluating the accuracy or effectiveness of rhythm, melody, stylistic interpretation, expressive qualities, ensemble skills and performance demeanor in oral and/or written performance evaluations;

Use specific criteria for evaluating the use of rhythm, melody, harmony, timbre, tempo and dynamics in musical compositions in oral and/or written evaluations.

5.4.1 (B) evaluate, using music terminology, personal preferences

Discuss personal musical preferences using known musical terminology related to rhythm, melody, harmony, timbre, form, style, expressive qualities, ensemble skill and performance demeanor in oral and/or written form.