





Elementary Music Curriculum Objectives

Kindergarten



Texas Essential Knowledge and Skills	Plano Course Objectives
<p>K.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:</p> <p>(A) identify the difference between the singing and speaking voice; and</p> <p>(B) identify the timbre of adult voices and instruments.</p> <p>K.2 Creative Expression / Performance. The student performs a varied repertoire of music. The student is expected to:</p> <p>(A) sing or play classroom instruments independently or in a group; and</p> <p>(B) sing songs from diverse cultures and styles or play such songs on musical instruments.</p> <p>K.3 Historical / Cultural Heritage. The student relates music to history, to society, and to culture. The student is expected to:</p> <p>(A) sing songs and play musical games from different cultures; and</p> <p>(B) identify simple relationships between music and subjects.</p> <p>K.4 Response / Evaluation. The student responds to and evaluates music and musical performance. The student is expected to:</p> <p>(A) identify steady beat in musical performances; and</p> <p>(B) identify higher/lower, louder/softer, faster/slower, and same/different in musical performances.</p>	<p>Through a diverse repertoire of songs, rhymes, singing games, and listening activities the student will be able to:</p> <p>K.1 experiment with his/her voice and demonstrate an appropriate singing voice.</p> <p>K.2 respond to and perform the beat in simple duple and simple compound meters.</p> <p>K.3 aurally identify and perform faster and slower.</p> <p>K.4 aurally identify and perform louder and softer.</p> <p>K.5 aurally identify and perform higher and lower.</p> <p>K.6 aurally identify and respond to louder and softer (stronger and weaker) beats.</p> <p>K.7 aurally identify and respond to higher and lower pitches.</p> <p>K.8 aurally identify and respond to motives and phrases</p> <p>K.9 aurally identify and perform the rhythm of a song or rhyme.</p> <p>K.10 aurally identify and perform beat and rhythm.</p> <p>K.11 create using movement, melody and language.</p>

Grade One

Texas Essential Knowledge and Skills	Plano Course Objectives
<p>1.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:</p> <p>(A) identify voices and selected instruments from various musical families;</p> <p>(B) use basic music terminology in describing musical sounds; and</p> <p>(C) identify repetition and contrast in music examples.</p> <p>1.2 Creative Expression / Performance. The student performs a varied repertoire of music. The student is expected to:</p> <p>(A) sing and play a classroom instrument independently or in groups; and</p> <p>(B) sing songs from diverse cultures and styles or plays such songs on a musical instrument.</p> <p>1.3 Creative Expression / Performance. The student reads and writes music notation. The student is expected to:</p> <p>(A) read simple examples of music notation; and</p> <p>(B) write simple examples of music notation.</p> <p>1.4 Creative Expression / Performance. The student creates and arranges music within specified guidelines. The student is expected to:</p> <p>(A) create short rhythmic patterns; and</p> <p>(B) create short melodic patterns.</p> <p>1.5 Historical / Cultural Heritage. The student relates music to history, to society, and to culture. The student is expected to:</p> <p>(A) sing songs and play musical games from diverse cultures; and</p> <p>(B) identify simple relationships between music and other subjects.</p>	<p>Through a diverse repertoire of songs, rhymes, singing games, and listening activities the student will be able to:</p> <p>1.1 perform the beat against the rhythm in simple and compound meter.</p> <p>1.2 aurally identify and respond physically to accent placement in simple duple and compound duple meters and name the stronger beats as “accented beats.”</p> <p>1.3 aurally identify and respond physically to motives and phrases.</p> <p>1.4 aurally identify and respond physically to one and two sounds on the beat.</p> <p>1.5 aurally and visually identify quarter note  and derive, read and perform motives containing this rhythm.</p> <p>1.6 aurally and visually identify two eighth notes  and derive, read, perform and create motives containing this rhythm.</p> <p>1.7 perform and construct four beat rhythm patterns as dictated by the teacher.</p> <p>1.8 aurally and visually identify quarter rest  and derive, read, perform, notate and create motives containing this rhythm.</p> <p>1.9 aurally identify and analyze the sequence of same and different motives.</p> <p>1.10 identify and name repeat sign  and read and notate songs using this symbol.</p> <p>1.11 perform and identify a rhythmic ostinato.</p>




<p>1.6 Response / Evaluation. The student responds to and evaluates music and musical performance. The student is expected to:</p> <p>(A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, and same/different in musical performances; and</p> <p>(B) begin to practice appropriate audience behavior during live performances.</p>	<p>1.12aurally and visually identify accent and 2 meter, and read and notate songs using bar lines.</p> <p>1.13aurally identify, derive, read, perform and create motives containing <i>so</i> and <i>mi</i>.</p> <p>1.14identify the staff and read <i>so-mi</i> motives in <i>Gdo</i>, <i>Cdo</i> and <i>Fdo</i>.</p> <p>1.15construct <i>so-mi</i> motives on the staff in <i>Gdo</i>, <i>Cdo</i>, and <i>Fdo</i>.</p> <p>1.16aurally identify, derive, read, construct, perform and create motives containing the <i>so-la-so-mi</i> turn.</p> <p>1.17create using movement, rhythm and language.</p>
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Grade Two

Texas Essential Knowledge and Skills	Plano Course Objectives
<p>2.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:</p> <p>(A) identify instruments visually and aurally;</p> <p>(B) use music terminology to explain sounds and performances; and</p> <p>(C) identify music forms such as AB and ABA.</p> <p>2.2 Creative Expression / Performance. The student performs a varied repertoire of music. The student is expected to:</p> <p>(A) sing or play a classroom instrument independently or in groups; and</p> <p>(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.</p> <p>2.3 Creative Expression / Performance. The student reads and writes music notation. The student is expected to:</p> <p>(A) read and write simple music notation, using a system (letters, numbers, syllables); and</p> <p>(B) read and write music that incorporates basic rhythmic patterns in simple meters.</p> <p>2.4 Creative Expression / Performance. The student creates and arranges music within specified guidelines. The student is expected to:</p> <p>(A) create rhythmic phrases; and</p> <p>(B) create melodic phrases.</p> <p>2.5 Historical / Cultural Heritage. The student relates music to history, to society, and to culture. The student is expected to:</p> <p>(A) identify music from various periods of history and culture;</p> <p>(B) sing songs and play musical games from diverse cultures; and</p> <p>(C) identify relationships between music and other subjects.</p>	<p>Through a diverse repertoire of songs, rhymes, singing games, and listening activities the student will be able to:</p> <p>2.1 aurally identify, derive, read, construct, perform and create motives containing the <i>mi-la</i> turn.</p> <p>2.2 read and notate Grade 1 song material on manuscript paper.</p> <p>2.3 perform known songs in rhythmic canon as part of a large and small group.</p> <p>2.4 aurally identify, derive, read, construct, perform and create motives containing <i>do</i>.</p> <p>2.5 aurally and visually identify, define and conduct music in 2 meter .</p> <p>2.6 aurally and visually identify the tie  and derive, read, perform and notate motives containing this rhythm.</p> <p>2.7 aurally and visually identify the half note  and derive, read, perform notate and create motives containing this rhythm.</p> <p>2.8 aurally identify, derive, read, construct, perform and create motives containing <i>re</i>.</p> <p>2.9 perform and notate four beat rhythmic motives as directed by the teacher.</p> <p>2.10aurally and visually identify the rhythmic and melodic forms of motivic songs through the use of lower case letters.</p>





<p>2.6 Response / Evaluation. The student responds to and evaluates music and musical performance. The student is expected to:</p> <ul style="list-style-type: none">(A) distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower and same/different in musical performances; and(B) show appropriate audience behavior during live performances.	<p>2.11 perform a melodic ostinato as part of a large and small group.</p> <p>2.12 create using movement, rhythm, language and melody.</p>
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Grade Three

Texas Essential Knowledge and Skills	Plano Course Objectives
<p>3.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:</p> <p>(A) categorize a variety of musical sounds, including children’s and adult’s voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments from various cultures;</p> <p>(B) use music terminology in explaining sound, music, music notation, musical instruments and voices, and musical performances; and</p> <p>(C) identify music forms presented aurally such as AB, ABA, and rondo.</p> <p>3.2 Creative Expression / Performance. The student performs a varied repertoire of music. The student is expected to:</p> <p>(A) sing or play a classroom instrument independently or in groups; and</p> <p>(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.</p> <p>3.3 Creative Expression / Performance. The student reads and writes music notation. The student is expected to:</p> <p>(A) read music notation, using a system (letters, numbers, syllables);</p> <p>(B) write music notation, using a system (letters, numbers, syllables);</p> <p>(C) read and write music that incorporates basic rhythmic patterns in simple meters; and</p> <p>(D) identify music symbols and terms referring to dynamics and tempo.</p> <p>3.4 Creative Expression / Performance. The student creates and arranges music within specified guidelines. The student is expected to:</p> <p>(A) create rhythmic phrases; and</p> <p>(B) create melodic phrases.</p>	<p>Through a diverse repertoire of songs, rhymes, singing games, instrumental opportunities and listening activities the student will be able to:</p> <p>3.1 aurally identify, derive, read, construct, perform and create motives containing the <i>so-re</i> and <i>re-so</i> turns.</p> <p>3.2 sing known pitches indicated by hand signs against another part in large and small groups.</p> <p>3.3 perform and notate eight beat rhythm patterns as directed by the teacher.</p> <p>3.4 identify and sing the pitches of the pentatone in ascending and descending order.</p> <p>3.5 perform and notate four beat melodic motives as directed by the teacher.</p> <p>3.6 aurally and visually identify the rhythmic and melodic forms of phrasic songs through the use of capital letters.</p> <p>3.7 aurally and visually identify the separated eighth note  and derive, read, perform and notate motives containing this rhythm.</p> <p>3.8 aurally and visually identify the tie  and derive, read, perform and notate motives containing this rhythm.</p> <p>3.9 aurally and visually identify the <i>sny-CO-pa</i>  and derive, read, perform, notate and create motives containing this rhythm.</p> <p>3.10 perform known songs in melodic canon as part of a large and small group.</p> <p>3.11 aurally identify, derive, read, construct, perform and create motives containing <i>low la</i>.</p>









<p>3.5 Historical / Cultural Heritage. The student relates music to history, to society, and to culture. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures; (B) perform songs and musical games from diverse cultures; and (C) describe relationships between music and other subjects. <p>3.6 Response / Evaluation. The student responds to and evaluates music and musical performance. The student is expected to:</p> <ul style="list-style-type: none"> (A) define basic criteria for evaluating musical performances; and (B) exhibit audience etiquette during live performances. 	<p>3.12aurally and visually identify the tonal center of songs ending on <i>do</i> and <i>la</i>.,</p> <p>3.13aurally and visually identify the sixteenth notes  and derive, read, perform, notate and create motives containing this rhythm.</p> <p>3.14aurally identify, derive, read, construct, perform and create motives containing <i>low so</i>.</p> <p>3.15create using movement, rhythm, language and melody.</p>
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Grade Four

Texas Essential Knowledge and Skills	Plano Course Objectives
<p>4.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:</p> <p>(A) categorize a variety of musical sounds, including children’s and adult’s voices; woodwind, brass, string, percussion, keyboard, and electronic instruments; and instruments of various cultures;</p> <p>(B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; and</p> <p>(C) identify music forms presented aurally such as AB, ABA, and rondo.</p> <p>4.2 Creative Expression / Performance. The student performs a varied repertoire of music. The student is expected to:</p> <p>(A) sing or play a classroom instrument independently or in groups; and</p> <p>(B) sing songs from diverse cultures and styles or play such songs on a musical instrument.</p> <p>4.3 Creative Expression / Performance. The student reads and writes music notation. The student is expected to:</p> <p>(A) read and write music notation, using a system (letters, numbers, syllables);</p> <p>(B) incorporate basic rhythmic patterns in simple meters in musical compositions; and</p> <p>(C) identify music symbols and terms referring to dynamics and tempo, interpreting them appropriately when performing.</p> <p>4.4 Creative Expression / Performance. The student creates and arranges music within specified guidelines. The student is expected to:</p> <p>(A) creates rhythmic and melodic phrases; and</p> <p>(B) creates simple accompaniments.</p>	<p>Through a diverse repertoire of songs, rhymes, singing games, instrumental opportunities and listening activities the student will be able to:</p> <p>4.1 aurally and visually identify the slur  and derive, read, perform and notate motives containing this symbol.</p> <p>4.2 aurally and visually identify the eighth – sixteenth note combinations  and  and derive, read, perform, notate and create motives containing this rhythm.</p> <p>4.3 aurally identify, derive, read, construct, perform and create motives containing <i>high do</i>.</p> <p>4.4 aurally and visually identify the internal and initial anacrusis and derive, read, perform and notate motives containing this rhythm.</p> <p>4.5 aurally and visually identify the intervals create by the pitches of the extended pentatone.</p> <p>4.6 aurally and visually identify the tonal center of songs ending on <i>so</i>, and <i>re</i>.</p> <p>4.7 identify, perform and construct pentatonic scales starting on <i>do</i>, <i>la</i>, <i>so</i>, <i>re</i> and <i>mi</i>.</p> <p>4.8 identify the tonic and dominant pitches in <i>do</i> and <i>la</i>, centered song material and perform these pitches as an accompaniment.</p> <p>4.9 aurally and visually identify, define and conduct music in 4/4 meter.</p> <p>4.10aurally and visually identify the whole note  and derive, read, perform and notate motives containing this rhythm.</p>

<p>4.5 Historical / Cultural Heritage. The student relates music to history, to society, and to culture. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures; (B) perform music and movement from diverse cultures; (C) perform music representative of American and Texas heritage; and (D) identify connections between music and the other fine arts. <p>4.6 Response / Evaluation. The student responds to and evaluates music and musical performance. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply basic criteria in evaluating musical performances and compositions; (B) justify, using music terminology, personal preferences for specific music works and styles; and (C) practice concert etiquette as an actively involved listener during live performances. 	<p>4.11 perform and notate eight beat melodic patterns as directed by the teacher.</p> <p>4.12 aurally and visually identify dotted quarter – eighth note combinations  and  and derive, read, perform, notate and create motives containing this rhythm.</p> <p>4.13 aurally identify, derive, read, construct, perform and create motives containing <i>fa</i>.</p> <p>4.14 perform and notate sixteen beat rhythmic patterns as directed by the teacher.</p> <p>4.15 aurally and visually identify, define and conduct music in 3/4 meter.</p> <p>4.16 aurally and visually identify the dotted half note  and derive, read, perform, notate and create motives containing this rhythm.</p> <p>4.17 aurally identify, derive, read, construct, perform and create motives containing <i>ti</i>.</p> <p>4.18 aurally identify and perform the macro beat and micro beat in simple and compound meters.</p> <p>4.19 create using movement, rhythm, language and melody.</p>
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Grade Five

Texas Essential Knowledge and Skills	Plano Course Objectives
<p>5.1 Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:</p> <p>(A) distinguish among a variety of musical timbres;</p> <p>(B) use standard terminology in explaining music, music notation, musical instruments and voices, and musical performances; and</p> <p>(C) identify a variety of music forms such as AB, ABA, rondo, and theme and variations.</p> <p>5.2 Creative Expression / Performance. The student performs a varied repertoire of music. The student is expected to:</p> <p>(A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;</p> <p>(B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and</p> <p>(C) demonstrate appropriate small- and large- ensemble performance techniques during formal and informal concerts.</p> <p>5.3 Creative Expression / Performance. The student reads and writes music notation. The student is expected to:</p> <p>(A) read standard notation;</p> <p>(B) use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript or computer-generated);</p> <p>(C) read and write music that incorporates rhythmic patterns in various meters; and</p> <p>(D) identify music symbols and terms referring to dynamics, tempo, and articulation.</p>	<p>Through a diverse repertoire of songs, rhymes, singing games, instrumental opportunities and listening activities the student will be able to:</p> <p>5.1 aurally and visually identify the dotted eighth – sixteenth note combinations  and  and derive, read, perform, notate and create motives containing this rhythm.</p> <p>5.2 identify and perform major and minor diatonic scales.</p> <p>5.3 aurally and visually identify songs in Major and minor tonalities.</p> <p>5.4 identify, derive, read, construct, and perform known melodic patterns in absolute pitch in the treble clef.</p> <p>5.5 aurally and visually identify, define and conduct music in 6/8 meter and aurally and visually identify compound meter rhythms ,  and , and derive, read, perform, notate and create motives containing these rhythms.</p> <p>5.6 aurally identify, read and perform major and minor 2nds and 3rds.</p> <p>5.7 perform and notate sixteen beat melodic patterns as directed by the teacher.</p> <p>5.8 aurally and visually identify the dotted eighth – sixteenth note combinations in 6/8 meter  and derive, read, perform, notate and create motives containing this rhythm.</p> <p>5.9 visually identify, read, perform and notate melodies in staff notation using  and .</p>

<p>5.4 Creative Expression / Performance. The student creates and arranges music within specified guidelines. The student is expected to:</p> <ul style="list-style-type: none"> (A) create rhythmic and melodic phrases; and (B) create/arrange simple accompaniments. <p>5.5 Historical / Cultural Heritage. The student relates music to history, to society, and to culture. The student is expected to:</p> <ul style="list-style-type: none"> (A) identify aurally-presented excerpts of music representing diverse genres, styles, periods, and cultures; (B) describe various music vocations and avocations; (C) perform music and movement from diverse cultures; (D) perform music representative of American and Texas heritage; and (E) identify concepts taught in the other fine arts and their relationships to music concepts. <p>5.6 Response / Evaluation. The student responds to and evaluates music and musical performance. The student is expected to:</p> <ul style="list-style-type: none"> (A) apply criteria in evaluating musical performances and compositions; (B) evaluate, using music terminology, personal preferences for specific music works and styles; and (C) exhibit concert etiquette as an actively involved listener during varied live performances. 	<p>5.10 identify and construct Major scales through the use of the whole step – half step formula.</p> <p>5.11 derive key signatures implied by major scales and identify the functions of the key signature in various keys.</p> <p>5.12 create using movement, rhythm, language and melody.</p>
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