

Texas Essential Knowledge and Skills (TEKS) Breakouts		
Subject	Chapter 117. Texas Essential Knowledge and Skills for Fine Arts	
Subchapter	Subchapter D. Elementary, Adopted 2013	
Course	§117.106. Music, Grade 1, Adopted 2013.	
(a) Introduction.		
<p>(1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.</p>		
<p>(2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect. Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move. By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered. Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.</p>		
<p>(3) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.</p>		
(b) Knowledge and Skills.		
Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(A) identify the known five voices and adult/children singing voices	(i) identify the known five voices

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<p>(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:</p>	<p>(A) identify the known five voices and adult/children singing voices</p>	<p>(ii) identify adult/children singing voices</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:</p>	<p>(B) identify visually and aurally the instrument families</p>	<p>(i) identify visually the instrument families</p>
<p>(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:</p>	<p>(B) identify visually and aurally the instrument families</p>	<p>(ii) identify aurally the instrument families</p>

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano	(i) use basic music terminology in describing changes in tempo, including allegro/largo
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano	(ii) use basic music terminology in describing changes in dynamics, including forte/piano
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac pattern	(i) identify repetition in simple songs

Knowledge and Skills Statement	Student Expectation	Breakout
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac pattern	(ii) identify contrast in simple songs
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac pattern	(iii) label repetition in simple songs
(1) Foundations: music literacy. The student describes and analyzes musical sound and reads, writes, and reproduces music notation. The student is expected to:	(D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac pattern	(iv) label contrast in simple songs
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter	(i) read rhythmic patterns, including quarter note/paired eighth notes

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<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter</p>	<p>(ii) read rhythmic patterns, including quarter [rest]</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter</p>	<p>(iii) write rhythmic patterns, including quarter note/paired eighth notes</p>
<p>(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:</p>	<p>(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter</p>	<p>(iv) write rhythmic patterns, including quarter [rest]</p>

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(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter	(v) reproduce rhythmic patterns, including quarter note/paired eighth notes
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(A) read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter	(vi) reproduce rhythmic patterns, including quarter [rest]
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale	(i) read melodic patterns, including three tones from the pentatonic scale

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(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale	(ii) write melodic patterns, including three tones from the pentatonic scale
(2) Foundations: music literacy. The student reads, writes, and reproduces music notation. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to:	(B) read, write, and reproduce melodic patterns, including three tones from the pentatonic scale	(iii) reproduce melodic patterns, including three tones from the pentatonic scale
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	(i) sing tunefully or play classroom instruments including rhythmic patterns independently or in groups

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(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(A) sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups	(ii) sing tunefully or play classroom instruments, including melodic patterns independently or in groups
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups	(i) sing songs or play classroom instruments from diverse cultures, independently or in groups
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups	(ii) sing songs or play classroom instruments from diverse styles, independently or in groups

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(i) move alone or with others to a varied repertoire of music using gross locomotor movement
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(ii) move alone or with others to a varied repertoire of music using gross non-locomotor movement
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(iii) move alone or with others to a varied repertoire of music using fine locomotor movement

Knowledge and Skills Statement	Student Expectation	Breakout
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement	(iv) move alone or with others to a varied repertoire of music using fine non-locomotor movement
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration	(i) perform simple part work including beat versus rhythm
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration	(ii) perform simple part work, including rhythmic ostinato
(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:	(D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration	(iii) perform simple part work, including vocal exploration

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<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(E) perform music using tempo, including <i>allegro/largo</i>, and dynamics, including <i>forte/piano</i></p>	<p>(i) perform music using tempo, including <i>allegro/largo</i></p>
<p>(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:</p>	<p>(E) perform music using tempo, including <i>allegro/largo</i>, and dynamics, including <i>forte/piano</i></p>	<p>(ii) perform music using dynamics, including <i>forte/piano</i></p>
<p>(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:</p>	<p>(A) create short, rhythmic patterns using known rhythms</p>	<p>(i) create short, rhythmic patterns using known rhythms</p>

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(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(B) create short, melodic patterns using known pitches	(i) create short, melodic patterns using known pitches
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(C) explore new musical ideas using singing voice and classroom instruments	(i) explore new musical ideas using singing voice
(4) Creative expression. The student creates and explores new musical ideas. The student is expected to:	(C) explore new musical ideas using singing voice and classroom instruments	(ii) explore new musical ideas using classroom instruments
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(i) sing songs, including rhymes

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(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(ii) sing songs, including patriotic events
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(iii) sing songs including folk music
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(iv) sing songs including seasonal music

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(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(v) play musical games, including rhymes
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(vi) play musical games, including patriotic events
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(vii) play musical games, including folk music

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(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(A) sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music	(viii) play musical games, including seasonal music
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures	(i) identify steady beat in short musical excerpts from various periods or times in history
(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures	(ii) identify steady beat in short musical excerpts from diverse cultures

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(5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:	(C) identify simple interdisciplinary concepts relating to music	(i) identify simple interdisciplinary concepts relating to music
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) identify and demonstrate appropriate audience behavior during live or recorded performances	(i) identify appropriate audience behavior during live or recorded performances
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(A) identify and demonstrate appropriate audience behavior during live or recorded performances	(ii) demonstrate appropriate audience behavior during live or recorded performances

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(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology	(i) recognize known rhythmic elements in simple aural examples using known terminology
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(B) recognize known rhythmic and melodic elements in simple aural examples using known terminology	(ii) recognize known melodic elements in simple aural examples using known terminology
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(i) distinguish same/different between beat/rhythm in musical performances

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(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(ii) distinguish same/different between higher/lower in musical performances
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(iii) distinguish same/different between louder/softer in musical performances
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(iv) distinguish same/different between faster/slower in musical performances

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(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances	(v) distinguish same/different between simple patterns in musical performances
(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:	(D) respond verbally or through movement to short musical examples	(i) respond verbally or through movement to short musical examples