

Grade 3	Grade 4	Grade 5
Strand 1: Foundations—Music Literacy		
The student describes and analyzes musical sound. The student is expected to do the following:		
MUS 3.1A Categorize and explain a variety of musical sounds, including those of children and adult voices.	MUS 4.1A Categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices.	MUS.5.1A Distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices.
MUS 3.1B Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures.	MUS 4.1B Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures.	MUS.5.1B Distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures.
MUS 3.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally.	MUS 4.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally.	MUS.5.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally.
MUS 3.1D Identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.	MUS 4.1D Identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.	MUS.5.1D Identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works.

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Strand 2: Foundations—Music Literacy		
The student reads, writes, and reproduces music notation using a system. Technology and other tools may be used to read, write, and reproduce musical examples. The student is expected to do the following:		
MUS 3.2A Read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate.	MUS 4.2A Read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate.	MUS.5.2A Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate.
MUS.3.2B read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.	MUS 4.2B Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.	MUS.5.2B Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.
MUS 3.2C Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.	MUS 4.2C Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.	MUS.5.2C Identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.

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Strand 3: Creative Expression		
The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to do the following:		
MUS 3.3A Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.	MUS 4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in group.	MUS.5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.
MUS 3.3B Sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups.	MUS 4.3B Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.	MUS.5.3B Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups.
MUS 3.3C Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.	MUS 4.3C Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.	MUS.5.3C Move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.
MUS 3.3D Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.	MUS 4.3D Perform various folk dances and play parties.	MUS 5.3D Perform various folk dances and play parties.
MUS 3.3E Interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.	MUS 4.3E Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.	MUS 5.3E Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies.
	MUS 4.3F Interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.	MUS 5.3F Interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.

Grade 3	Grade 4	Grade 5
Strand 4: Creative Expression		
The student creates and explores new musical ideas within specified guidelines. The student is expected to do the following:		
MUS 3.4A Create rhythmic phrases through improvisation or composition.	MUS 4.4A Create rhythmic phrases through improvisation or composition.	MUS 5.4A Create rhythmic phrases through improvisation and composition.
MUS 3.4B Create melodic phrases through improvisation or composition.	MUS 4.4B Create melodic phrases through improvisation or composition.	MUS 5.4B Create melodic phrases through improvisation and composition.
MUS 3.4C Create simple accompaniments through improvisation or composition.	MUS 4.4C Create simple accompaniments through improvisation or composition.	MUS 5.4C Create simple accompaniments through improvisation and composition.



Elementary Curriculum and Development

INSPIRING TEACHING, IGNITING LITERACY & LEARNING.

2021-2022 Vertical Alignment Matrix

Fine Arts – Instrumental Music – Grades 3-5

Grade 3	Grade 4	Grade 5
Strand 5: Historical and Cultural Relevance		
The student examines music in relation to history and cultures. The student is expected to do the following:		
MUS 3.5A Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.	MUS 4.5A Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas.	MUS 5.5A Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America.
MUS 3.5B Identify music from diverse genres, styles, periods, and cultures.	MUS 4.5B Perform music representative of America and Texas, including "Texas, Our Texas".	MUS.5 5B Perform music representative of Texas and America, including "The Star Spangled Banner".
MUS 3.5C Identify the relationships between music and interdisciplinary concepts.	MUS 4.5C Identify and describe music from diverse genres, styles, periods, and cultures.	MUS.5.5C Identify and describe music from diverse genres, styles, periods, and cultures.
	MUS 4.5D Examine the relationships between music and interdisciplinary concepts.	MUS 5.5D Examine the relationships between music and interdisciplinary concepts.

Grade 3	Grade 4	Grade 5
Strand 6: Critical Evaluation and Response		
The student listens to, responds to, and evaluates music and musical performances. The student is expected to do the following:		
MUS 3.6A Exhibit audience etiquette during live and recorded performances.	MUS 4.6A Exhibit audience etiquette during live and recorded performances.	MUS 5.6A Exhibit audience etiquette during live and recorded performances.
MUS 3.6B Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.	MUS 4.6B Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.	MUS 5.6B Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary.
MUS 3.6C Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary.	MUS 4.6C Describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary.	MUS 5.6C Describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary.
MUS 3.6D Respond verbally and through movement to short musical examples.	MUS 4.6D Respond verbally and through movement to short musical examples.	MUS 5.6D Respond verbally and through movement to short musical examples.
MUS 3.6E Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.	MUS 4.6E Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.	MUS 5.6E Evaluate a variety of compositions and formal or informal musical performances using specific criteria.
	MUS 4.6F Justify personal preferences for specific music works and styles using music vocabulary.	MUS 5.6F Justify personal preferences for specific music works and styles using music vocabulary.

GLOBAL GRADUATE



PS - State Process Standard
AR - Aligned to Upcoming State Readiness Standard

R - State Readiness Standard
S - State Supporting Standard