

Strand	Level 1	Level 2	Level 3
Strand 1: Foundations: Music Literacy	<b>The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to do the following:</b>		<b>The student describes and analyzes music and musical sound. The student demonstrates fundamental skills appropriate for a developing a young musician. The student is expected to do the following:</b>
	<b>MUSIC I.1A</b> Experience and explore exemplary musical examples using technology and available live performances.	<b>MUSIC II.1A</b> Compare and contrast exemplary musical examples using technology and available live performances.	<b>MUSIC III.1A</b> Evaluate exemplary musical examples using technology and available live performances
	<b>MUSIC I.1B</b> Describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting system.	<b>MUSIC II.1B</b> Demonstrate knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems.	<b>MUSIC III.1B</b> Demonstrate detailed knowledge of tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems.
	<b>MUSIC I.1C</b> Describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology.	<b>MUSIC II.1C</b> Demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology.	<b>MUSIC III.1C</b> Demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology.
	<b>MUSIC I.1D</b> Identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations.	<b>MUSIC II.1D</b> Interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation.	<b>MUSIC III.1D</b> Analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations.
	<b>MUSIC I.1E</b> Explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.	<b>MUSIC II.1E</b> Describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.	<b>MUSIC III.1E</b> Demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice.
	<b>The student reads and writes music notation using an established system for rhythm and melody. The student is expected to do the following:</b>		
	<b>MUSIC I.2A</b> Identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato,	<b>MUSIC II.2A</b> Interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements.	<b>MUSIC III.2A</b> Analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements.

Strand	Level 1	Level 2	Level 3
	<b>MUSIC I.2B</b> Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format.	<b>MUSIC II.2B</b> Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format.	<b>MUSIC III.2B</b> Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format.
	<b>MUSIC I.2C</b> Create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation,	<b>MUSIC II.2C</b> Create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation.	<b>MUSIC III.2C</b> Create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation.
	<b>MUSIC I.2D</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs,	<b>MUSIC II.2D</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.	<b>MUSIC III.2D</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.
	<b>MUSIC I.2E</b> Sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.	<b>MUSIC II.2E</b> Sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4, and 4/4.	<b>MUSIC III.2E</b> Sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.
	<b>The student demonstrates musical artistry by singling or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to do the following:</b>		
Strand 2: Creative Expression	<b>MUSIC I.3A</b> Demonstrate, alone and in groups, characteristic vocal or instrumental timbre.	<b>MUSIC II.3A</b> Demonstrate, alone and in groups, characteristic vocal or instrumental timbre.	<b>MUSIC III.3A</b> Model, alone and in groups, characteristic vocal or instrumental timbre.
	<b>MUSIC I.3B</b> Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture.	<b>MUSIC II.3B</b> Perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture.	<b>MUSIC III.3B</b> Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture.
	<b>MUSIC I.3C</b> Perform independently and expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques.	<b>MUSIC II.3C</b> Perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques.	<b>MUSIC III.3C</b> Perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques.

Strand	Level 1	Level 2	Level 3
	<b>MUSIC I.3D</b> Perform independently and expressively a varied repertoire of music representing various styles and cultures.	<b>MUSIC II.3D</b> Perform independently and expressively a varied repertoire of music representing various styles and cultures.	<b>MUSIC III.3D</b> Perform independently and expressively a varied repertoire of music representing various styles and cultures.
	<b>MUSIC I.3E</b> Sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms.	<b>MUSIC II.3E</b> Sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms.	<b>MUSIC III.3E</b> Sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms.
	<b>MUSIC I.3F</b> Interpret music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations, including staccato and legato, appropriately when performing.	<b>MUSIC II.3F</b> Interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing.	<b>MUSIC III.3F</b> Interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements.
	<b>MUSIC I.3G</b> Create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty,	<b>MUSIC II.3G</b> Create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.	<b>MUSIC III.3G</b> create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty.
<b>Strand 3: Historical and Cultural Relevance</b>	<b>The student relates music to history, culture, and the world. The student is expected to do the following:</b>		
	<b>MUSIC I.4A</b> Perform music representative of diverse cultures, including American and Texas heritage.	<b>MUSIC II.4A</b> Perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage.	<b>MUSIC III.4A</b> Perform music such as "The Star-Spangled Banner" and "Texas, Our Texas" that is representative of diverse cultures, including American and Texas heritage.
	<b>MUSIC I.4B</b> Describe written and aurally presented music representative of diverse styles, periods, and cultures,	<b>MUSIC II.4B</b> Examine written and aurally presented music representative of diverse genres, styles, periods, and cultures.	<b>MUSIC III.4B</b> Compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures.
	<b>MUSIC I.4C</b> Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.	<b>MUSIC II.4C</b> Identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences	<b>MUSIC III.4C</b> Compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language.
	<b>MUSIC I.4D</b> Describe music-related vocations and avocations.	<b>MUSIC II.4D</b> Describe music-related vocations and avocations.	<b>MUSIC III.4D</b> Describe music-related vocations and avocations.

Strand	Level 1	Level 2	Level 3
Strand 4: Critical Evaluation and Response	<b>The student listens to, responds to, and evaluates music and musical performances. The student is expected to do the following:</b>		
	<b>MUSIC I.5A</b> Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.	<b>MUSIC II.5A</b> Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.	<b>MUSIC III.5A</b> Model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.
	<b>MUSIC I.5B</b> Identify criteria for listening to and evaluating musical performances.	<b>MUSIC II.5B</b> Apply criteria for listening to and evaluating musical performances.	<b>MUSIC III.5B</b> Apply criteria for listening to and evaluating musical performances.
	<b>MUSIC I.5C</b> Describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings.	<b>MUSIC II.5C</b> Demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings.	<b>MUSIC III.5C</b> Demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings.
	<b>MUSIC I.5D</b> Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models.	<b>MUSIC II.5D</b> Identify and apply criteria for evaluating personal performances	<b>MUSIC III.5D</b> Apply criteria for listening to and evaluating personal performances.
	<b>MUSIC I.5E</b> Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.	<b>MUSIC II.5E</b> Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models.	<b>MUSIC III.5E</b> Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement.
		<b>MUSIC II.5F</b> Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.	<b>MUSIC III.5F</b> Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.