

eDynamic Learning Course Title: Music Appreciation: The Enjoyment of Listening

State: Texas  
State Course Title: Music Studies  
State Course Code: 117.314  
State Standards: Chapter 117. Texas Essential Knowledge and Skills for Fine Arts Subchapter C. High School  
Date of Standards: Adopted 2013

TEKS	Unit Name(s)	Lesson(s) Numbers
<b>(1) Foundations: music literacy. The student describes and analyzes music and musical sounds. The student develops organizational skills, engages in problem solving, and explores the properties and capabilities of various musical idioms. The student is expected to:</b>		
(A) experience and explore exemplary musical examples using technology and available live performances;	All Units	All Lessons
(B) identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;	All Units	All Lessons
(C) define concepts of music notation, intervals, and chord structure using appropriate terminology;	All Units	All Lessons
(D) define concepts of rhythm and meter using appropriate terminology and counting system;	All Units	All Lessons
(E) explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance;	All Units	All Lessons
(F) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.		
<b>(2) Foundations: music literacy. The student reads and notates music using an appropriate notation system. The student is expected to:</b>		
(A) read notation systems or manipulate sounds as appropriate to the course of study;	Unit 1	Unit 1 All Lessons
(B) read and notate or record and produce music that incorporates rhythmic patterns in simple, compound, and asymmetric meters as appropriate;	Unit 1	Unit 1 All Lessons
(C) interpret music symbols and expressive terms referring to concepts such as dynamics, tempo, and articulation as appropriate;	Unit 1	Unit 1 All Lessons
(D) demonstrate cognitive skills, including observance of key signature and modalities, while studying or producing music at an appropriate level of difficulty;	All Units	All Lessons
(E) demonstrate music-making skills such as appropriate use of technology in recording, notating, editing, manipulating, arranging, Standard Motion Picture Time Encryption (SMPT), and emergent technologies.	All Units	All Lessons
<b>(3) Creative expression. The student, individually and in groups, makes music of an appropriate level of difficulty in a variety of genres from notation, recording, or by memory as appropriate. The student is expected to:</b>		

(A) demonstrate, create, or apply characteristic sounds appropriate for the genre;	All Units	All Lessons
(B) create, examine, or perform a repertoire of music representing a variety of styles, including those from diverse cultures;	All Units	All Lessons
(C) demonstrate understanding of correct articulation and rhythmic accuracy;	All Units	All Lessons
(D) demonstrate understanding of correct dynamics and phrasing;	All Units	All Lessons
(E) demonstrate understanding of correct intonation;	All Units	All Lessons
(F) exhibit and explain appropriate performance techniques for formal and informal concerts or recording sessions.		
<b>(4) Creative expression. The student creates original music within specified guidelines. The student is expected to:</b>		
(A) create original musical phrases;		
(B) notate or record original musical phrases.		
<b>(5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:</b>		
(A) compare and contrast music by genre, style, culture, and historical period;	All Units	All Lessons
(B) identify music-related vocations and avocations;	All Units	All Lessons
(C) identify and describe the uses of music in societies and cultures;	All Units	All Lessons
(D) identify and explore the relationship between music and other academic disciplines;		
(E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances;	All Units	All Lessons
(F) identify and explore tools for college and career preparation such as social media applications, repertoire lists, and audition and interview techniques.		
<b>(6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in formal and informal settings. The student is expected to:</b>		
(A) practice informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;		
(B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;		
(C) develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings;	All Units	All Lessons
(D) evaluate musical performances by comparing them to exemplary models.	All Units	All Lessons