



TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

Representing the expectation of learning for the course(s) listed

§117.106. Music, Grade 1 TEKS

- (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;
 - (B) identify visually and aurally the instrument families;
 - (C) use basic music terminology in describing changes in tempo, including allegro/largo, and dynamics, including forte/piano; and
 - (D) identify and label repetition and contrast in simple songs such as ab, aaba, or abac patterns.
- (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; and
 - (B) read, write, and 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;
 - (B) sing songs or play classroom instruments from diverse cultures and styles, independently or in groups;
 - (C) move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement;
 - (D) perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration; and
 - (E) perform music using tempo, including allegro/largo, and dynamics, including forte/piano.
- (4) Creative expression. The student creates and explores new musical ideas. The student is expected to:
 - (A) create short, rhythmic patterns using known rhythms;
 - (B) create short, melodic patterns using known pitches; and
 - (C) explore new musical ideas using singing voice and 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;
 - (B) identify steady beat in short musical excerpts from various periods or times in history and diverse cultures; and



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- (C) 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;
 - (B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;
 - (C) distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances; and
 - (D) respond verbally or through movement to short musical examples.