



TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

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

§117.109. Music, Grade 2 TEKS

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (A) identify choral voices, including unison versus ensemble;
 - (B) identify instruments visually and aurally;
 - (C) use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo; and
 - (D) identify and label simple small forms such as aaba and abac.
- (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 using standard notation in 2/4 meter, including half note/half rest;
 - (B) read, write, and reproduce pentatonic melodic patterns using standard staff notation; and
 - (C) read, write, and reproduce basic music terminology, including allegro/largo and forte/piano.
- (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 rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting; and
 - (E) perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.
- (4) Creative expression. The student creates and explores new musical ideas. The student is expected to:
 - (A) create rhythmic phrases using known rhythms;
 - (B) create melodic phrases using known pitches; and
 - (C) explore new musical ideas in phrases 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:



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- (A) sing songs and play musical games, including patriotic, folk, and seasonal music;
 - (B) examine short musical excerpts from various periods or times in history and diverse and local cultures; and
 - (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) begin to practice appropriate audience behavior during live or recorded performances;
 - (B) recognize known rhythmic and melodic elements in simple aural examples using known terminology;
 - (C) distinguish between rhythms, higher/lower pitches, louder/softer dynamics, faster/slower tempos, and simple patterns in musical performances; and
 - (D) respond verbally or through movement to short musical examples.