



TEXAS ESSENTIAL KNOWLEDGE AND SKILLS

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

§117.112. Music, Grade 3 TEKS

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (A) categorize and explain a variety of musical sounds, including those of children and adult voices;
 - (B) categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures;
 - (C) 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; and
 - (D) identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.
- (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:
 - (A) 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;
 - (B) read, write, and reproduce extended pentatonic melodic patterns using standard staff notation; and
 - (C) identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.
- (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 or play classroom instruments with accurate intonation and rhythm independently or in groups;
 - (B) sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups;
 - (C) 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;
 - (D) perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire; and
 - (E) interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:
 - (A) create rhythmic phrases through improvisation or composition;
 - (B) create melodic phrases through improvisation or composition; and



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- (C) create simple accompaniments through improvisation or composition.
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
 - (A) perform a varied repertoire of songs, movement, and musical games representative of American and local cultures;
 - (B) identify music from diverse genres, styles, periods, and cultures; and
 - (C) identify the relationships between music and interdisciplinary concepts.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
 - (A) exhibit audience etiquette during live and recorded performances;
 - (B) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary;
 - (C) identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary;
 - (D) respond verbally and through movement to short musical examples; and
 - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary.