



Course Overview

Unit Title	Unit Summary
<u>Rehearsal Techniques</u>	This unit covers how students should enter a rehearsal space, sit appropriately, stand appropriately, interact with peers, educators, and themselves appropriately, and function appropriately in the level of ensemble.
<u>Solfege & Sight Reading</u>	This Unit Covers Major keys (<u>C, F, Bb, Eb, Ab, G, D, A and E</u>), in which students will learn to read diatonic, stepwise motion, select skips (skips along the I, IV and V chords), select leaps D -> S (ascending and descending), D -> F (ascending and descending), SSA/TBB/SATB voicing
<u>Rhythm Reading</u>	In this unit, students will learn most simple meters, gain familiarity with compound meter, and familiarity with syncopated rhythm (in context of repertoire)
<u>Music Literacy</u>	In this unit, students will gain the ability to identify and define most common musicality markings (dynamics, articulation, tempi, etc.), basic musical building blocks (bar lines, staves, etc.) with minimal teacher guidance. Students will also be able to identify tonic/starting notes for sight-singing and repertoire based on key signature
<u>Vocal Technique</u>	In this unit, students will understand and consistently attempt implementation of: Singing posture, Breath Support/use of air when singing, Vowel Shape/alignment, and Diction techniques. Students will have a higher understanding of vocal practices : Tongue/soft palate musculature, Tension pitfalls (jaw, tongue, shoulder, throat), Resonance/placement of sound, Tone color based on style of literature, and will have consistent attempts of extended range.
<u>Repertoire</u>	This unit allows students to sing age appropriate music at an excellent or superior level and have familiarity with various genres and language pronunciations. Through the course of the year, the student will have the opportunity to participate in the following required performances: - Proficient Standard: - Fall Concert - Winter Concert - Pre-UIL Concert - Pops Concert - UIL Evaluation Through the course of the year, the student will have the opportunity to participate in the following recommended experiences. - Exceeds Standard: - Solo and Ensemble - TMEA All-State Auditions - Community Performances

Standards for Rehearsal Techniques

Texas Essential Knowledge and Skills (TEKS)

- (6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:
 - (A) exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;

Return to [Course Overview](#)

Standards for Solfege and Sight Reading

Texas Essential Knowledge and Skills (TEKS)

- (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:
 - (A) evaluate exemplary musical examples using technology and available live performances;
 - (B) explore musical textures such as monophony, homophony, and polyphony while using a melodic reading system;
- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:
 - (A) exhibit mature, characteristic sound appropriate for the genre while sight reading;
 - (B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing
 - (C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo; (D) demonstrate observance of multiple key signatures and changing modalities while sight reading;
 - (E) demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;
 - (F) demonstrate application of dynamics and phrasing while sight reading; and
 - (G) demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.

Return to [Course Overview](#)

Standards for Rhythm Reading

Texas Essential Knowledge and Skills (TEKS)

- (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:
 - (D) develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and
 - (E) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.
- (2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system. The student is expected to:
 - (A) read and notate music that incorporates melody and rhythm; and
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an appropriate level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive and psychomotor skills. The student is expected to:
 - (C) demonstrate rhythmic accuracy using appropriate tempo;
- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:
 - (C) demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;

Return to [Course Overview](#)

Standards for Music Literacy

Texas Essential Knowledge and Skills (TEKS)

- (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) compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;
 - (C) compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;
 - (H) compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and
- (2) Foundations: music literacy. The student reads and writes music notation using an appropriate notation system. The student is expected to:
 - (B) interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing High School level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:
 - (D) demonstrate observance of key signatures and modalities;
 - (E) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and
 - (F) create and notate or record original musical phrases at an appropriate level of difficulty
- (4) Creative expression. The student sight reads, individually and in groups, by singing or playing an instrument. The student reads from notation at an increasing level of difficulty in a variety of styles. The student is expected to:
 - (D) demonstrate observance of multiple key signature and changing modalities while sight reading;

Return to [Course Overview](#)

Standards for Vocal Technique

Texas Essential Knowledge and Skills (TEKS)

(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:

(I) apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices., and appropriate hygienic practices.

(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument individually and in groups. The student performs music in a variety of genres at an increasing level of difficulty. The student performs from notation and by memory as appropriate. The student develops cognitive, affective, and psychomotor skills. The student is expected to:

(A) demonstrate mature, characteristic sound appropriate for the genre;

(B) refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato,

Return to [Course Overview](#)

Standards for Repertoire

Texas Essential Knowledge and Skills (TEKS)

- (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:
 - (A) evaluate exemplary musical examples using technology and available live performances;
 - (F) compare and contrast concepts of balance and blend using appropriate terminology;
 - (G) compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals;
- (3) Creative expression. The student demonstrates musical artistry by singing 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:
 - (C) perform independently and expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
 - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
- (5) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
 - (A) classify representative examples of music by genre, style, culture, and historical period;
 - (B) explore the relevance of music to societies and cultures;
 - (C) define the relationships between music content and concepts and other academic disciplines;
 - (D) analyze music-related career options;
 - (E) analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and
 - (F) generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques.
- (6) Critical evaluation and response. The student responds to and evaluates written music and musical performance in formal and informal settings. The student is expected to:
 - (A) exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;
 - (B) create and apply specific criteria for evaluating performances of various musical styles;
 - (C) create and apply specific criteria for offering constructive feedback using a variety of music performances;
 - (D) develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and
 - (E) evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement

Return to [Course Overview](#)