



Course Overview

Unit Title	Unit Summary
<u>Create</u>	In this unit, students will explore how to express musical ideas through movement, invented symbols, and sound patterns. They will improvise rhythms and actions, represent music visually, and create original ostinatos using familiar songs. Through playful exploration, students will learn to communicate their musical thinking in ways others can see, hear, and understand.
<u>Read</u>	In this unit, students will discover how visual tools like charts, icons, and notation help them understand and perform music. They will track beats, decode rhythms, and recognize patterns in familiar songs to build early music reading skills. Through interactive games and hands-on activities, students will learn to connect what they see with what they hear and do.
<u>Perform</u>	In this unit, students will develop confidence performing alone and with others through singing, movement, and playing instruments. They will explore how to listen and respond as part of an ensemble, creating music together as a team. Through engaging activities like body percussion, singing games, and storytelling with instruments, students will bring music to life with expression and joy.
<u>Respond</u>	In this unit, students will explore how to listen actively and show what they hear through movement, visuals, and simple musical responses. They will use their bodies, voices, and creative tools to reflect musical elements like tempo, dynamics, and rhythm. Through engaging activities, students will learn to connect sound with meaning and express their musical understanding in playful, personal ways.
<u>Listening</u>	In this unit, students will learn how to be respectful audience members and active listeners during performances. They will explore musical elements like repetition, contrast, and dynamics, and respond with movement, instruments, or discussion. Through guided listening and reflection, students will develop appreciation for music and an understanding of how sound communicates ideas and feelings.
<u>Rhythm</u>	In this unit, students will explore the difference between steady beat and rhythm through clapping, movement, and instruments. They will learn to read, write, and perform basic rhythms using quarter notes, eighth notes, and rests with the help of visuals and manipulatives. Through interactive activities and partner work, students will develop their rhythmic accuracy.

	and understanding of how rhythm fits within the beat.
<u>Melody</u>	In this unit, students will explore how to use their voices to match pitch and sing simple melodic patterns. They will learn to identify, sing, and create melodies using the pitches Sol and Mi, supported by body and hand signs. Through songs, games, and visual tools, students will develop an understanding of high and low sounds and begin reading simple melodies on the music staff.

Standards for Create

Texas Essential Knowledge and Skills (TEKS)

Music

- (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.

Theatre

- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - (A) demonstrate safe use of movement and voice;
 - (B) create roles through imitation;
 - (C) dramatize simple stories; and
 - (D) dramatize poems and songs.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) discuss aspects of the environment for use in dramatic play such as location or climate;
 - (B) adapt the environment for dramatic play using common objects such as tables or chairs;
 - (C) rehearse dramatic play; and
 - (D) cooperate with others in dramatic play.

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Standards for Read

Texas Essential Knowledge and Skills (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.

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Standards for Perform

Texas Essential Knowledge and Skills (TEKS)

Music

- (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.
- (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.

Theatre

- (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
 - (A) develop confidence and self-awareness through dramatic play;
 - (B) develop spatial awareness in dramatic play using expressive and rhythmic movement;
 - (C) imitate actions and sounds; and
 - (D) imitate and create animate and inanimate objects in dramatic play.
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
 - (A) demonstrate safe use of movement and voice;
 - (B) create roles through imitation;
 - (C) dramatize simple stories; and
 - (D) dramatize poems and songs.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

- (A) discuss aspects of the environment for use in dramatic play such as location or climate;
 - (B) adapt the environment for dramatic play using common objects such as tables or chairs;
 - (C) rehearse dramatic play; and
 - (D) cooperate with others in dramatic play.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) imitate life experiences from school and community cultures in dramatic play; and
 - (B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) discuss, practice, and display appropriate audience behavior;
 - (B) discuss dramatic activities; and
 - (C) discuss the use of music, creative movement, and visual components in dramatic play.

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Standards for Respond

Texas Essential Knowledge and Skills (TEKS)

Music

- (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
- (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.

Theatre

- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) discuss, practice, and display appropriate audience behavior;
 - (B) discuss dramatic activities; and
 - (C) discuss the use of music, creative movement, and visual components in dramatic play.

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Standards for Listening

Texas Essential Knowledge and Skills (TEKS)

Music

- (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
 - (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.

Theatre

- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) imitate life experiences from school and community cultures in dramatic play; and
 - (B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) discuss, practice, and display appropriate audience behavior;
 - (B) discuss dramatic activities; and
 - (C) discuss the use of music, creative movement, and visual components in dramatic play.

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Standards for Rhythm

Texas Essential Knowledge and Skills (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.

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Standards for Melody

Texas Essential Knowledge and Skills (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.

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