



Course Overview

Unit Title	Unit Summary
<u>CHAMPS for Music</u>	This unit introduces students to the classroom rules and procedures by teaching expectations related to classroom management, safety, instrument and equipment responsibility, and curriculum. The student learns the classroom expectations and how to follow them with an instrument.
<u>Posture</u>	This unit introduces the standing and/or sitting postures for band class. Students learn and demonstrate the posture to correctly hold and perform their instrument.
<u>Hand Position</u>	This unit demonstrates the correct hand position or grip required to perform an instrument. Students learn and demonstrate the hand position and posture required to hold their instrument in playing positions as well as non playing positions.
<u>Technique</u>	This unit introduces techniques that are essential on each instrument towards a higher level of mastery on the instrument. Students will learn and demonstrate technique exercises that help them develop more range, dexterity, and control over their instrument.
<u>Rhythm and Counting</u>	This unit reviews fundamental rhythms, introduces new rhythms, and how to count and perform them. Students will review and learn new simple meter rhythms, their lengths, how to count them aloud, and how to perform them on their instruments. Beginning music theory is needed for this unit.
<u>Advanced Music Theory</u>	This unit builds on beginner music theory, and introduces new musical terms and concepts needed to read and perform music on an instrument. Students will learn new musical vocabulary terms and symbols, describe those terms and symbols, and be able to demonstrate them on their instrument.
<u>Performance Preparation</u>	This unit provides students with the opportunity to use the knowledge gained in the previous units to perform their instruments for an audience. Students learn rehearsal techniques, how to play with others, concert etiquette, and what personal and group performance preparation entails.

Standards for CHAMPS for Music

Texas Essential Knowledge and Skills (TEKS)

a) Introduction.

- (1) The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
- (2) Four basic strands--foundations: music literacy; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire.
 - The foundation of music literacy is fostered through reading, writing, reproducing, and creating music, thus developing a student's intellect.
 - Through creative expression, students apply their music literacy and the critical-thinking skills of music to sing, play, read, write, and/or move.
 - By experiencing musical periods and styles, students will understand the relevance of music to history, culture, and the world, including the relationship of music to other academic disciplines and the vocational possibilities offered.
 - Through critical listening, students analyze, evaluate, and respond to music, developing criteria for making critical judgments and informed choices.

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Standards for Posture

Texas Essential Knowledge and Skills (TEKS)

(b) Knowledge and skills.

- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
 - (C) move alone and 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;

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Standards for Hand Position

Texas Essential Knowledge and Skills (TEKS)

(b) Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
 - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
- (3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:
 - (C) move alone and 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;
- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
 - (D) examine the relationships between music and interdisciplinary concepts.

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Standards for Technique

Texas Essential Knowledge and Skills (TEKS)

(b) Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (A) distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices;
 - (B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
 - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
 - (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations 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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;
 - (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
 - (C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (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 and play classroom instruments independently or in groups with accurate intonation and rhythm;
 - (B) sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups;
 - (C) move alone and 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 various folk dances and play parties;
 - (E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and
 - (F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (4) Creative expression. The student creates and explores new musical ideas within specified guidelines. The student is expected to:

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- (A) create rhythmic phrases through improvisation and composition;
- (B) create melodic phrases through improvisation and composition; and
- (C) create simple accompaniments through improvisation and 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 diverse cultures such as historical folk songs of Texas and America and European and African cultures in America;
 - (B) perform music representative of Texas and America, including "The Star Spangled Banner";
 - (C) identify and describe music from diverse genres, styles, periods, and cultures; and
 - (D) examine 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) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary;
 - (C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary;
 - (D) respond verbally and through movement to short musical examples;
 - (E) evaluate a variety of compositions and formal or informal musical performances using specific criteria; and
 - (F) justify personal preferences for specific music works and styles using music vocabulary.

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Standards for Rhythm and Counting

Texas Essential Knowledge and Skills (TEKS)

(b) Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
 - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
- (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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;
 - (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
 - (C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (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 and play classroom instruments independently or in groups with accurate intonation and rhythm;
 - (C) move alone and 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;
 - (F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (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 and composition;
 - (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performances. The student is expected to:
 - (B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary;

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Standards for Advanced Music Theory

Texas Essential Knowledge and Skills (TEKS)

(b) Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
 - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
 - (D) identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations 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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;
 - (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
 - (C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (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 and play classroom instruments independently or in groups with accurate intonation and rhythm;
 - (B) sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups;
 - (C) move alone and 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;
 - (E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and
 - (F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (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 and composition;
 - (B) create melodic phrases through improvisation and composition; and
 - (C) create simple accompaniments through improvisation and composition.

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- (5) Historical and cultural relevance. The student examines music in relation to history and cultures. The student is expected to:
 - (C) identify and describe music from diverse genres, styles, periods, and cultures; and
 - (D) examine 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:
 - (B) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary;
 - (C) describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary;
 - (D) respond verbally and through movement to short musical examples;
 - (E) evaluate a variety of compositions and formal or informal musical performances using specific criteria; and
 - (F) justify personal preferences for specific music works and styles using music vocabulary.

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Standards for Performance Preparation

Texas Essential Knowledge and Skills (TEKS)

(b) Knowledge and skills.

- (1) Foundations: music literacy. The student describes and analyzes musical sound. The student is expected to:
 - (B) distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures;
 - (C) use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally; and
- (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 syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate;
 - (B) read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation; and
 - (C) identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (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 and play classroom instruments independently or in groups with accurate intonation and rhythm;
 - (B) sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups;
 - (C) move alone and 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 various folk dances and play parties;
 - (E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and
 - (F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.
- (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 diverse cultures such as historical folk songs of Texas and America and European and African cultures in America;

- (B) perform music representative of Texas and America, including "The Star Spangled Banner";
- (C) identify and describe music from diverse genres, styles, periods, and cultures; and
- (D) examine 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) identify known rhythmic and melodic elements in aural examples using appropriate vocabulary;
 - (F) justify personal preferences for specific music works and styles using music vocabulary.

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