



## Course Overview

Unit Title	Unit Summary
<a href="#"><u>Rehearsal Techniques</u></a>	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.
<a href="#"><u>Sight Reading</u></a>	This Unit Covers Major keys (C, F, Bb, G, D), in which students will learn to ready 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), SA/TB voicing
<a href="#"><u>Rhythm Reading</u></a>	In this unit, students will learn most simple meters, gain familiarity with compound meter, and familiarity with syncopated rhythm (in context of repertoire)
<a href="#"><u>Music Literacy</u></a>	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
<a href="#"><u>Vocal Technique</u></a>	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.
<a href="#"><u>Repertoire</u></a>	<p>This unit allows students to sing age appropriate music at an excellent or superior level and have familiarity with various genres and language pronunciations.</p> <p>Through the course of the year, the student will have the opportunity to participate in the following required performances:</p> <ul style="list-style-type: none"> <li>Proficient Standard: <ul style="list-style-type: none"> <li>Fall Concert</li> <li>Winter Concert</li> <li>Pre-UIL Concert</li> <li>Pops Concert</li> <li>UIL Evaluation</li> </ul> </li> </ul> <p>Through the course of the year, the student will have the opportunity to participate in the following recommended experiences.</p> <ul style="list-style-type: none"> <li>Exceeds Standard: <ul style="list-style-type: none"> <li>Solo and Ensemble</li> <li>TMEA All-State Auditions</li> <li>Community Performances</li> </ul> </li> </ul>

## Standards for Rehearsal Techniques

### Texas Essential Knowledge and Skills (TEKS)

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

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## Standards for 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:
  - (C) define concepts of music notation, intervals, and chord structure using appropriate terminology;
- (4) Creative expression. The student sight reads, individually and in groups, by singing. The student reads from notation at an appropriate level of difficulty in a variety of styles. The student is expected to:
  - (A) demonstrate mature, characteristic sound appropriate for the genre while sight reading;
  - (B) demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, while sight reading;
  - (C) demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;
  - (D) demonstrate observance of key signature and 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; and
  - (F) demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.

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## 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) define concepts of rhythm and meter using appropriate terminology and counting system;
  - (E) explore elements of music such as rhythm, meter
- (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 rhythmic patterns in simple, compound, and asymmetric meters;
- (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 appropriate level of difficulty in a variety of styles. The student is expected to:
  - (C) demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;

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## 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) identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;
  - (G) compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre;
- (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 appropriate level of difficulty in a variety of styles. The student is expected to:
  - (D) demonstrate observance of key signature and modalities while sight reading;

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## Standards for Vocal Technique

### Texas Essential Knowledge and Skills (TEKS)

- 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:
  - (A) demonstrate mature, characteristic sound appropriate for the genre;
  - (B) demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato,

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## Standards for Repertoire

### Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (A) experience and explore exemplary musical examples using technology and available live performances;
- (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) compare and contrast music by genre, style, culture, and historical period;
  - (B) define uses of music in societies and cultures;
  - (C) identify and explore the relationships between music and other academic disciplines;
  - (D) identify music-related vocations and avocations;
  - (E) identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances;
  - (F) identify and explore tools for college and career preparation such as personal performance recordings, social media applications, repertoire lists, auditions, and interview techniques.
- (6) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
  - (A) practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings;
  - (B) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;
  - (C) develop processes for self-evaluation and select tools for personal artistic improvement; and
  - (D) evaluate musical performances by comparing them to exemplary models

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