



Course Overview

Unit Title	Unit Summary
<u>Create</u>	In this unit, students explore how to create their own music by using familiar rhythms, patterns, and sounds in new and imaginative ways. They will improvise actions, rhythms, and melodies, experiment with changing the order of sounds, and add their own ideas to known songs through movement and musical patterns. By reflecting on what they've made and trying new approaches, students will learn how to improve and develop their musical creations.
<u>Read</u>	In this unit, students develop their music reading skills by clapping rhythms, singing melodies, and playing instruments using standard music notation. They will explore how to read and perform syncopated rhythms, melodic intervals, and expressive terms like staccato, legato, crescendo, and decrescendo. Through engaging activities such as hand signs, tone ladders, and performing on instruments, students build confidence in reading and interpreting music.
<u>Perform</u>	In this unit, students learn how to perform music confidently and respectfully, both as soloists and as part of a group. They will focus on proper vocal care, accurate rhythm and pitch, and how their individual parts fit within an ensemble. Through singing, playing instruments, performing folk dances, and practicing audience and performer etiquette, students build skills for successful live performance experiences.
<u>Respond</u>	In this unit, students will actively listen to music and respond by identifying elements such as rhythm, pitch, tempo, and dynamics. They will express their understanding through drawing, movement, and echo activities that connect sound to feeling and form. By using their voices, bodies, and instruments, students will explore how music communicates ideas and emotions.

<u>Listening</u>	In this unit, students will sharpen their listening skills by identifying rhythms, melodies, dynamics, tempo changes, and instrument families in various pieces of music. Through games, group discussions, and live or recorded performances, they will practice describing what they hear using musical vocabulary. Students will also learn to listen critically to their own playing and make adjustments to improve their ensemble sound.
<u>Rhythm</u>	In this unit, students will develop rhythmic skills by reading, clapping, creating, and performing a variety of rhythm patterns using proper counting and syllables. They will explore how time signatures, bar lines, and meter organize music and help maintain a steady beat. Through engaging activities like rhythm games, ostinatos, and movement, students will strengthen their understanding of 4/4 meter and more complex rhythmic combinations.
<u>Melody</u>	In this unit, students will explore melody by reading, singing, writing, and playing notes from the extended pentatonic scale using solfege, hand signs, and standard notation. They will practice matching pitch with their voices and instruments like the xylophone and recorder, working to stay in tune and follow melodic direction. Through engaging songs, games, and hands-on activities, students will develop confidence in creating and performing simple melodies.

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 and play classroom instruments with accurate intonation and rhythm, independently or in groups;
 - (B) sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local 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 part work, including rhythmic and melodic ostinati, derived from known repertoire; and
 - (F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.
- (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
 - (C) create simple accompaniments through improvisation or composition.

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 the voice and body;
 - (B) describe characters, their relationships, and their surroundings;
 - (C) develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history;
 - (D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and
 - (E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme;
 - (B) alter space to create suitable performance environments for playmaking;
 - (C) plan brief dramatizations collaboratively; and

- (D) interact cooperatively with others in brief dramatizations.

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Standards for Read

Texas Essential Knowledge and Skills (TEKS)

Music

- (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's voices and soprano and alto adult voices;
 - (B) categorize and explain a variety of musical sounds, 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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally; and
 - (D) identify and label small and large musical forms such as, abac, AB, ABA, and rondo 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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.

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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 and play classroom instruments with accurate intonation and rhythm, independently or in groups;
 - (B) sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local 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 part work, including rhythmic and melodic ostinati, derived from known repertoire; and
 - (F) interpret through performance new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.
- (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) describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary;
 - (D) respond verbally and through movement to short musical examples;
 - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary; and
 - (F) justify personal preferences for specific music works and styles using music vocabulary.

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) integrate sensory and emotional responses in dramatic play;
 - (B) develop body awareness and spatial perception using rhythmic and expressive movement;
 - (C) respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue;
 - (D) express emotions and ideas using interpretive movements, sounds, and dialogue;
 - (E) imitate and synthesize life experiences in dramatic play;

- (F) use common objects to represent the setting, enhance characterization, and clarify actions; and
 - (G) define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme.
- (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 the voice and body;
 - (B) describe characters, their relationships, and their surroundings;
 - (C) develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history;
 - (D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings; and
 - (E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings.
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
 - (A) describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme;
 - (B) alter space to create suitable performance environments for playmaking;
 - (C) plan brief dramatizations collaboratively; and
 - (D) interact cooperatively with others in brief dramatizations.
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) explain theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to Texas;
 - (B) identify the role of live theatre, film, television, and electronic media in American society; and
 - (C) compare theatre artists and their contributions to theatre and society.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) apply appropriate audience behavior at formal and informal performances;
 - (B) compare visual, aural, oral, and kinetic aspects of informal playmaking with formal theatre; and
 - (C) discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

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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. The student is expected to:
 - (A) categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices;
 - (B) categorize and explain a variety of musical sounds, 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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally; and
 - (D) identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.
- (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) describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary;
 - (D) respond verbally and through movement to short musical examples;
 - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary; and
 - (F) justify personal preferences for specific music works and styles using music vocabulary.

Theatre

- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) apply appropriate audience behavior at formal and informal performances;
 - (B) compare visual, aural, oral, and kinetic aspects of informal playmaking with formal theatre; and
 - (C) discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

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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) perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas;
 - (B) perform music representative of America and Texas, including "Texas, Our Texas";
 - (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) recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary;
 - (C) describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary;
 - (D) respond verbally and through movement to short musical examples;
 - (E) describe a variety of compositions and formal or informal musical performances using specific music vocabulary; and
 - (F) justify personal preferences for specific music works and styles using music vocabulary.

Theatre

- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
 - (A) explain theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to Texas;
 - (B) identify the role of live theatre, film, television, and electronic media in American society; and
 - (C) compare theatre artists and their contributions to theatre and society.
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
 - (A) apply appropriate audience behavior at formal and informal performances;
 - (B) compare visual, aural, oral, and kinetic aspects of informal playmaking with formal theatre; and
 - (C) discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

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Standards for Rhythm

Texas Essential Knowledge and Skills (TEKS)

Music

- (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's voices and soprano and alto adult voices;
 - (B) categorize and explain a variety of musical sounds, 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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally; and
 - (D) identify and label small and large musical forms such as, abac, AB, ABA, and rondo 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 separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.

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Standards for Melody

Texas Essential Knowledge and Skills (TEKS)

Music

- (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's voices and soprano and alto adult voices;
 - (B) categorize and explain a variety of musical sounds, 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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally; and
 - (D) identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.
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 - (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; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.

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