

§117.33. Music, Grade 6.

(a) General requirements. When Grade 6 is part of a departmentalized middle school, students may select a music course from the following: General Music 6, Band 6, Choir 6, Orchestra 6.

(b) Introduction.

(1) Four basic strands--perception, creative expression/performance, historical and cultural heritage, and critical evaluation--provide broad, unifying structures for organizing the knowledge and skills students are expected to acquire. In music, students develop their intellect and refine their emotions, understanding the cultural and creative nature of musical artistry and making connections among music, the other arts, technology, and other aspects of social life. Through creative performance, students apply the expressive technical skills of music and critical-thinking skills to evaluate multiple forms of problem solving.

(2) By reflecting on musical periods and styles, students understand music's role in history and are able to participate successfully in a diverse society. Students analyze and evaluate music, developing criteria for making critical judgments and informed choices.

(c) Knowledge and skills.

(1) Perception. The student describes and analyzes musical sound and demonstrates musical artistry. The student is expected to:

(A) individually demonstrate characteristic vocal or instrumental timbre;

(B) use standard terminology in explaining intervals, music notation, musical instruments or voices, and musical performances; and

(C) identify music forms presented aurally and through music notation.

(2) Creative expression/performance. The student sings or plays an instrument, individually and in groups, performing a varied repertoire of music. The student is expected to:

(A) perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques;

(B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures; and

(C) demonstrate appropriate small- and large-ensemble performance techniques during formal and informal concerts.

(3) Creative expression/performance. The student reads and writes music notation. The student is expected to:

(A) sight-read simple music in treble and/or other clefs in various keys and meters;

(B) use standard symbols to notate meter, rhythm, pitch, and dynamics (manuscript or computer-generated); and

(C) identify music symbols and terms referring to dynamics, tempo, and articulation and interpret them appropriately when performing.

(4) Creative expression/performance. The student creates and arranges music within specified guidelines. The student is expected to:

(A) create rhythmic and melodic phrases; and

(B) arrange rhythmic and melodic phrases.

(5) Historical/cultural heritage. The student relates music to history, to society, and to culture. The student is expected to:

(A) describe aurally-presented music representing diverse styles, periods, and cultures;

(B) describe music-related vocations and avocations;

(C) perform music representative of diverse cultures, including American and Texas heritage; and

(D) relate the other fine arts to music concepts.

(6) Response/evaluation. The student responds to and evaluates music and musical performance. The student is expected to:

(A) identify criteria for evaluating performances;

(B) evaluate the quality and effectiveness of music and musical performances; and

(C) exhibit concert etiquette as an informed, actively involved listener during varied live performances.

Source: The provisions of this §117.33 adopted to be effective September 1, 1998, 22 TexReg 4943.