

§117.39. Music, Grade 8.

(a) General requirements. Students may select a music course from the following: General Music 8, Band 8, Choir 8, Orchestra 8, Jazz Band 8, Instrumental Ensemble 8.

(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) demonstrate characteristic vocal or instrumental timbre individually and in groups;

(B) describe in detail intervals, music notation, musical instruments, voices, and musical performances, using standard terminology; 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, incorporating appropriate stylistic qualities;

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

(D) 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 music in treble and/or other clefs in various keys and meters;

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

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

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

(A) create complex rhythmic and melodic phrases; and

(B) arrange complex 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) classify 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 content, the concepts, and the processes of subjects other than the arts to those of music.

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

(A) design and apply criteria for evaluating the quality and effectiveness of music and musical performance;

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

(C) apply specific criteria appropriate for the style of the music and offer constructive suggestions for improvement; and

(D) exhibit concert etiquette during live performances in a variety of settings.

Source: The provisions of this §117.39 adopted to be effective September 1, 1998, 22 TexReg 4943.