



Course Syllabus: Appreciation of Music
College of Music
MUSC 1033 Section X11
Fall 2025

Contact Information

Instructor: Isaac P. Swanson

Class Location: Online

Class Time: Online

Class Dates: August 25 – December 13

Contact me through email at isaac.swanson@msutexas.edu

Course Description

A course designed to increase the variety and depth of the student's exposure to music and to enhance understanding and enjoyment of music as an art.

Course Objectives and Student Learning Outcomes:

Student Learning Outcomes (SLOs) are also aligned with the Examinations of Educator Standards (TExES) State Board of Educator Certification (SBEC) EC-6 music standards. Please see Appendix A for a complete listing of the SBEC music standards.

Upon successful completion of this course, the student will be able to:

- Define basic musical concepts including pitch, interval, volume, melody, timbre, harmony and form (SBEC I:1.1k, 1.1s, 1.3s, 1.4s)
- Identify basic musical concepts including pitch, interval, volume, melody, timbre, harmony and form in a variety of musical genres (SBEC 1.5s, 1.6s, 1.8s, 1.9s, 5.4s, 6.3s, 7.13s)
- Identify musical trends and important composers in select periods of Western classical music (SBEC 5.1k, 5.2k, 5.3k, 5.1s, 5.2s, 5.3s, 5.4s, 7.9s, 7.11s, 7.12s, 7.13s, 7.14s, 7.15s)

Textbook & Instructional Materials

The required materials for this course are contained in an online learning platform called Connect 4 Education (C4E). The text we will be using is *OnMusic Appreciation 4th Edition*. Below is a link for information on how to purchase access to the online platform: http://dbkf6lrdbagw3.cloudfront.net/support/C4EStudentGuide_c4elink.pdf.

Please let me know if you have any trouble accessing the learning platform as the information contained will be necessary for completion of most assignments in the course starting on day one.

Daily access to Desire2Learn (D2L) is also required for this course. Some assignments will be submitted through D2L while some will be completed through C4E. Please check the syllabus before submitting assignments so that I can locate them easily for grading.

Student Handbook

Refer to: [Student Handbook](#)

Academic Misconduct Policy & Procedures

Academic Dishonesty: Cheating, collusion, and plagiarism (the act of using source material of other persons, either published or unpublished, without following the accepted techniques of crediting, or the submission for credit of work, not the individual to whom credit is given). Additional guidelines on procedures in these matters may be found in the Office of Student Conduct.

[Office of Student Conduct](#)

Moffett Library

Moffett Library provides resources and services to support student's studies and assignments, including books, peer-reviewed journals, databases, and multimedia materials accessible both on campus and remotely. The library offers media equipment checkout, reservable study rooms, and research assistance from librarians to help students effectively find, evaluate, and use information. Get started on this [Moffett Library webpage](#) to explore these resources and learn how to best utilize the library.

Grading

Grading Summary

Assessments (Chapters 1-17)	20%
Discussion Assignments	30%
Midterm Exam	15%
Listening Assignments	20%
Historical Periods Assessments	15%

All assignments are due at 11:59pm on the Friday of the week they are listed in the schedule below. All assignments can be completed and submitted early.

Musical Background Video – 0% of final grade

For this assignment, you will record and submit a 2- to 3-minute video detailing your musical background, current musical interests and hopes for this course. This assignment is not graded, but is required. You will not receive credit for any other assignments until this is submitted.

Start your video by stating your name and major here at MSU (or your high school if you are taking this as a dual credit course). After this brief intro, please freely talk about the following three topics. I have provided a sampling of questions to help get you started.

1. Musical Background – Do you play an instrument or sing? Did you participate in any school music organizations? Do you write or produce music (acoustically or electronically)? Did your parents' musical influences have a strong effect on your

musical background? Do you have any involvement in music with a church or community organization?

2. Musical Interests – What are your favorite styles or genres of music? What are some of your favorite bands, artists or composers? What styles of music have you not yet discovered the value of?
3. Hopes for this course – What do you hope to gain from this course? What are you excited to learn more about?

On D2L you will find a sample video that I recorded for this assignment. This will not only give you a good idea of the scope of this assignment, but also give you a little information about me.

After you record your video on your phone or computer, go to the course home on D2L, then click “Communication,” “Discussions,” and “Musical Background Videos.” In this discussion forum, you can create a “topic” and either embed your video or post a link to the video if it is hosted on a different website (like Google Drive or YouTube). Please make sure that everyone can view your video by correctly setting the permissions (“everyone with link can view” on Google Drive or “unlisted” on YouTube.)

Class Assignments – 0% of final grade

These are to be read, listened to and studied. These assignments are not part of your grade, but will be necessary for many, if not all, of the assessments, discussion assignments and the midterm exam. Notes should be taken to aid in the completion of the assessments. All of the *Class Assignments* are located on the Connect 4 Education platform.

Assessments (Chapters 1-17) – 20% of final grade

All assessments are completed within the C4E website. You have one attempt at each quiz. Use the notes you took when reading through the Class Assignments within each section. Assessments must be submitted by 11:59pm on the Friday of the week they are listed on the schedule in the syllabus. Most assessments have 10 questions (some have less) and a 20-minute time limit.

Discussion Assignments – 30% of final grade

As the largest portion of your grade in this course, time and care should be taken with each of the six Discussion Assignments. The specifics of each assignment are located on D2L. Click on the “Communication” tab at the top of the course page and select “Discussions.” There you will find the “Discussion Assignments” forum with topics dedicated to each of the assignments. For Assignments 1-3 and 5, please submit your responses as new threads under the topic designated for each assignment. For Assignments 4 and 6, you will respond to your classmates' previously posted threads in the topics for Discussions 3 and 5.

Each response should be at least 300 words in length. This typically equals about 20 sentences or 3-4 paragraphs. Your responses will be graded using the rubric below.

Scoring Rubric for Discussion Assignments Total Points Available: 40				
	Exemplary: 7-8	Effective: 5-6	Limited: 3-4	Unsatisfactory: 0-2
Length of response	Response is 300-400 words.	Response is between 250 and 300 words	Response is between 150 and 250 words.	Response is less than 150 or more than 400 words.
Relevant to Question Posed	Addresses all parts of the assignment thoroughly.	Addresses all parts of the assignment but lacks depth in parts of the topic response	Addresses only some parts of the assignment. Lacks depth in response to the topic proposed.	Addresses very little or none of the assignment. Most of the response is off topic.
Knowledge of Assigned Reading Material	Demonstrates exemplary understanding of the reading material in references to passages and/or ideas. Uses specific references from reading material to support own ideas.	Demonstrates effective understanding of the reading material, making references to passages or ideas from the text.	Demonstrates limited understanding of the reading material using only personal opinions to support ideas.	Demonstrates little or no understanding of the reading material.
Application of Knowledge Beyond Reading Material	Demonstrates exemplary ability to apply ideas from previously learned knowledge or other sources, making insightful connections that demonstrate a clear, accurate and precise understanding.	Demonstrates effective ability to apply ideas from previously learned knowledge or other sources. Connections are clear, accurate and precise.	Demonstrates limited ability to apply ideas from previously learned knowledge or other sources. Connections are sometimes clear, accurate and precise.	Demonstrates little or no ability to apply ideas from previously learned knowledge or other sources. Connections are unclear, inaccurate and not precise.
Style and Mechanics	Grammar usage is always correct with regard to subject/verb agreement; verb tense and usage; pronoun usage; adjective/adverb usage, etc. Sentence structure is exemplary. Capitalization and spelling are always correct.	Grammar usage is consistently correct. Sentence structure is effective. Capitalization and spelling are mostly correct. Better proofreading and editing would take responses to exemplary level.	Grammar usage is mostly correct. One or two capitalization or spelling errors exist. Sentence structure is limited in its effectiveness. Better proofreading and editing could have occurred.	Grammar usage is rarely correct. Too many capitalization and/or spelling errors. Sentence structure is weak. Work is unsatisfactory. It is obvious very little proofreading or editing occurred.

Midterm Exam – 15% of final grade

The midterm exam is due on Friday, November 7th at 11:59pm. You will find the exam under *Class 18* on the Connect 4 Education platform. Materials from the first 17 classes are covered on the exam so be sure to have your notes from all 17 lessons available. There are 80 questions with a 2-hour time limit.

Listening Assignments – 20% of final grade

Two listening assignments are to be completed toward the end of the course. For each of the assignments, you will choose a piece of music to study and write about. I am open to any genre or style of music that you can find from J. S. Bach, Charlie Parker, or Indonesian Gamelan music to Elvis Presley, The Rolling Stones, J Dilla, or Taylor Swift. The bulk of your writing will detail how the composers, performers, producers, lyricists

and engineers use each of the seven organizing elements of music (rhythm, tempo, meter, melody, harmony, texture and form) outlined in Section 3 of the text.

Although the music you select is completely up to you, I would consider a few things before making your selections. First, does the piece you select utilize each of the seven elements with enough depth that will allow you to write meaningfully about them. Different pieces of music will emphasize different elements with different weights. Whether each element is used significantly in the piece you choose or not, think about what the composer is trying to convey. For example, a lack of harmony could purposefully help the composer evoke a certain feeling or emotion.

Second, I don't expect you to detail all of the intricacies of each of your chosen pieces like a professional musicologist. That being said, I do expect you to use some of the vocabulary that you have encountered in the text throughout the duration of this course.

And third, choose two pieces of music that have significant differences. I do not want to see pieces by the same artist or even in the same genre. One thing you can get from this course (if you are open to it) is a broadening of your musical umbrella. Try to find music that you haven't discovered yet, and I bet you will find it is easier and more exciting to study and write about than a piece you have heard dozens of times.

Below are the elements to include in your writing:

- General Information (name of selected work, people who worked on the piece, year composed or recorded, link to a performance, background information)
- Details about the usage of the elements of music (rhythm, tempo, meter, melody, harmony, texture and form)
- Conclusion about how these musical elements combine to create a meaningful piece of music

Lastly, I understand that some of this information can be found with a quick Google search. That is fine for the general information section of the assignment. Once you begin discussing how the elements of music are used in the piece, your own thoughts should dominate your writing. Explicit plagiarism will be disciplined as stated in the MSU Texas Student Code of Conduct.

To get started with this assignment, log into D2L, click "Assessments" then "Assignments." Here you will find links for each of the three Listening Assignments. Within each assignment I have attached a template in .pdf, .docx and .pages file formats. Download the file type that works best for you and add your comments about the work you selected in the blank spaces of the template. Don't delete any of the prompts. They are there to guide you through the assignment. The entire submission should total about 3 pages in length (single spaced) and will be graded with the rubric below.

Scoring Rubric for Listening Assignments Total Points Available: 40				
	Exemplary: 7-8	Effective: 5-6	Limited: 3-4	Unsatisfactory: 0-2
Length of response	Response is 3-4 pages in length and contains substantial responses to most, if not all, prompts.	Response is 3 pages in length and contains responses to most prompts.	Response is less than 3 pages in length or lacks substantial answers to many prompts.	Response is less than 3 or more than 4 pages in length and lacks substantial answers to most prompts.
Relevant to Question Posed	Addresses all parts of the assignment thoroughly.	Addresses all parts of the assignment but lacks depth in parts of the topic response	Addresses only some parts of the assignment. Lacks depth in response to the topic proposed.	Addresses very little or none of the assignment. Most of the response is off topic.
Knowledge of Assigned Reading Material	Demonstrates exemplary understanding of the reading material in references to passages and/or ideas. Uses specific references from reading material to support own ideas.	Demonstrates effective understanding of the reading material, making references to passages or ideas from the text.	Demonstrates limited understanding of the reading material using only personal opinions to support ideas.	Demonstrates little or no understanding of the reading material.
Application of Knowledge Beyond Reading Material	Demonstrates exemplary ability to apply ideas from previously learned knowledge or other sources, making insightful connections that demonstrate a clear, accurate and precise understanding.	Demonstrates effective ability to apply ideas from previously learned knowledge or other sources. Connections are clear, accurate and precise.	Demonstrates limited ability to apply ideas from previously learned knowledge or other sources. Connections are sometimes clear, accurate and precise.	Demonstrates little or no ability to apply ideas from previously learned knowledge or other sources. Connections are unclear, inaccurate and not precise.
Style and Mechanics	Grammar usage is always correct with regard to subject/verb agreement; verb tense and usage; pronoun usage; adjective/adverb usage, etc. Sentence structure is exemplary. Capitalization and spelling are always correct.	Grammar usage is consistently correct. Sentence structure is effective. Capitalization and spelling are mostly correct. Better proofreading and editing would take responses to exemplary level.	Grammar usage is mostly correct. One or two capitalization or spelling errors exist. Sentence structure is limited in its effectiveness. Better proofreading and editing could have occurred.	Grammar usage is rarely correct. Too many capitalization and/or spelling errors. Sentence structure is weak. Work is unsatisfactory. It is obvious very little proofreading or editing occurred.

Historical Periods Assignments – 15% of final grade

The final portion of this course is dedicated to the historical periods of symphonic music. You get to choose which four historical periods you study during these four days of class. The 10 options to choose from are listed below. Please note that most selections will require you to complete more than one “class” on the C4E website. Please consult the chart below when completing these assignments. You will only be graded on the assessments in the four sections you complete.

	Period	Classes	Assessments
Selection 1	Medieval Period (500-1450)	19, 20	Medieval Period 1, 2
Selection 2	Renaissance Period (1450-1600)	21, 22	Renaissance Period 1, 2
Selection 3	Baroque Period (1600-1750)	23, 24, 25	Baroque Period 1, 2
Selection 4	Classical Period (1750-1825)	26, 27	Classical Period 1, 2
Selection 5	Romantic Period I (1820-1910)	28, 29	Romantic Period 1, 2
Selection 6	Romantic Period II (1820-1910)	30	Romantic Period 3
Selection 7	Contemporary Period I	31	Contemporary Period 1
Selection 8	Contemporary Period II	32, 33, 34	Contemporary Period 2
Selection 9	Contemporary Period III	35, 36	Contemporary Period 3
Selection 10	Contemporary Period IV	37, 38, 39	Contemporary Period 4, 5

Final Exam - 0% of final grade

There is no final exam for this course. The midterm exam is the large content assessment with the listening assignments serving as the culmination of the course.

Important Dates

Last day for term schedule changes: Check the date on the [Academic Calendar](#).

Deadline to file for graduation: Check the date on the [Academic Calendar](#).

Last Day to drop with a grade of "W:"

Check the date on the [Academic Calendar](#).

Refer to: [Drops, Withdrawals & Void](#)

Desire-to-Learn (D2L)

Extensive use of the MSU D2L program is a part of this course. Each student is expected to be familiar with this program as it provides a primary source of communication regarding assignments, examination materials, and general course information. You can log into [D2L](#) through the MSU Homepage. If you experience difficulties, please contact the technicians listed for the program or contact your instructor.

Online Computer Requirements

Taking an online class requires you to have access to a computer (with Internet access) to complete and upload your assignments. It is your responsibility to have (or have access to) a working computer in this class. ****Assignments and tests are due by the due date, and personal computer technical difficulties will not be considered a reason for the instructor to allow students extra time to submit assignments, tests, or discussion postings.*** Computers are available on campus in various areas of the buildings as well as the Academic Success Center. ****Your computer being down is not an excuse for missing a deadline!!*** There are many places to access your class! Our online classes can be accessed from any computer in the world that is connected to the internet. Contact your instructor immediately upon having computer trouble. If you have technical difficulties in the course, there is also a student helpdesk available to you. The college cannot work directly on student computers due to both liability and resource limitations however they are able to help you get connected to our online services. For help, log into [D2L](#).

Change of Schedule

A student dropping a course (but not withdrawing from the University) within the first 12 class days of a regular semester or the first four class days of a summer semester is eligible for a 100% refund of applicable tuition and fees. Dates are published in the Schedule of Classes each semester.

Refund and Repayment Policy

A student who withdraws or is administratively withdrawn from Midwestern State University (MSU) may be eligible to receive a refund for all or a portion of the tuition, fees, and room/board charges that were paid to MSU for the semester. However, if the student received financial aid (federal/state/institutional grants, loans, and/or scholarships), all or a portion of the refund may be returned to the financial aid programs. As described below, two formulas (federal and state) exist in determining the amount of the refund. (Examples of each refund calculation will be made available upon request).

Services for Students with Disabilities

In accordance with Section 504 of the Federal Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, Midwestern State University endeavors to make reasonable accommodations to ensure equal opportunity for qualified persons with disabilities to participate in all educational, social, and recreational programs and activities. After notification of acceptance, students requiring accommodations should make an application for such assistance through Disability Support Services, located in the Clark Student Center, Room 168, (940) 397-4140. Current documentation of a disability will be required in order to provide appropriate services, and each request will be individually reviewed. For more details, please go to [Disability Support Services](#).

College Policies

Campus Carry Rules/Policies

Refer to: [Campus Carry Rules and Policies](#)

Smoking/Tobacco Policy

College policy strictly prohibits the use of tobacco products in any building owned or operated by WATC. Adult students may smoke only in the outside designated smoking areas at each location.

Alcohol and Drug Policy

To comply with the Drug-Free Schools and Communities Act of 1989 and subsequent amendments, students and employees of Midwestern State are informed that strictly enforced policies are in place which prohibit the unlawful possession, use, or distribution of any illicit drugs, including alcohol, on university property or as part of any university-sponsored activity. Students and employees are also subject to all applicable legal sanctions under local, state, and federal law for any offenses involving illicit drugs on University property or at University-sponsored activities.

Campus Carry

Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. The new Constitutional Carry

law does not change this process. Concealed carry still requires a License-to-carry permit, and openly carrying handguns is not allowed on college campuses. For more information, visit [Campus Carry](#).

Active Shooter

The safety and security of our campus is the responsibility of everyone in our community. Each of us has an obligation to be prepared to appropriately respond to threats to our campus, such as an active aggressor. Please review the information provided by the MSU Police Department regarding the options and strategies we can all use to stay safe during difficult situations. For more information, visit [MSUReady – Active Shooter](#). Students are encouraged to watch the video entitled “Run. Hide. Fight.” which may be electronically accessed via the University police department’s webpage: ["Run. Hide. Fight."](#)

Grade Appeal Process

Update as needed. Students who wish to appeal a grade should consult the Midwestern State University [MSU Catalog](#)

***Notice:** Changes in the course syllabus, procedure, assignments, and schedule may be made at the discretion of the instructor.

Course Schedule:

Week or Module	Activities/Assignments/Exams
Week 1 8-25 to 8-29	<ul style="list-style-type: none">• Purchase textbook: http://dbkf6lrdbagw3.cloudfront.net/support/C4EStudentGuide_c4elink.pdf• Complete <i>Getting Started (on C4E)</i>• Submit <i>Musical Background Video (D2L)</i>
Week 2 9-1 to 9-5	<ul style="list-style-type: none">• Complete <i>Class 1: Unity and Variety</i>, and <i>Class 2: Structure of Music</i> (on C4E)• Respond to <i>Discussion Assignment 1 (on D2L)</i>
Week 3 9-8 to 9-12	<ul style="list-style-type: none">• Complete <i>Class 3: Types of Listeners</i> and <i>Class 4: Folk Music, Art Music, and All That Jazz</i> (on C4E)• Take <i>Section 1 Assessment</i> (on C4E)• Respond to <i>Discussion Assignment 2 (on D2L)</i>
Week 4 9-15 to 9-19	<ul style="list-style-type: none">• Complete <i>Class 5: Duration and Pitch</i> and <i>Class 6: Intervals and Volume</i> (on C4E)• Take <i>Duration Assessment, Pitch Assessment, Pitch Names Assessment, Pitch Notation Assessment, Intervals Assessment, and Volume Assessment</i> (on C4E)
Week 5 9-22 to 9-26	<ul style="list-style-type: none">• Complete <i>Class 7: Timbre, Class 8: The Symphony Orchestra</i>, and <i>Class 9: Strings and Woodwinds</i> (on C4E)• Take <i>Instrumental Timbre Assessment, and Vocal Timbre Assessment, The Symphony Orchestra Assessment, Strings Assessment, and Woodwinds Assessment</i> (on C4E)

Week or Module	Activities/Assignments/Exams
Week 6 9-29 to 10-3	<ul style="list-style-type: none"> • Complete <i>Class 10: Brass and Percussion, Class 11: Keyboard Instruments</i> and <i>Class 12: Keyboard Instruments (Cont.)</i> (on C4E) • Take <i>Brass Assessment, Percussion Assessment Keyboard Assessment, Harpsichord Assessment, Piano Assessment, Organ Assessment</i> and <i>Synthesizer Assessment</i> (on C4E)
Week 7 10-6 to 10-10	<ul style="list-style-type: none"> • Complete <i>Class 13: Rhythm, Tempo, and Meter</i> (on C4E) • Take <i>Rhythm, Tempo, Meter Assessment</i> (on C4E) • Respond to <i>Discussion Assignment 3</i> (on D2L)
Week 8 10-13 to 10-17	<ul style="list-style-type: none"> • Complete <i>Class 14: Melody</i> (on C4E) • Take <i>Melody Assessment</i> (on C4E) • Respond to <i>Discussion Assignment 4</i> (on D2L)
Week 9 10-20 to 10-24	<ul style="list-style-type: none"> • Complete <i>Class 15: Harmony</i> and <i>Class 16: Texture</i> • Take <i>Harmony Assessment</i> and <i>Texture Assessment</i> (on C4E) • Respond to <i>Discussion Assignment 5</i> (on D2L)
Week 10 10-27 to 10-31	<ul style="list-style-type: none"> • Complete <i>Class 17: Form</i> (on C4E) • Take <i>Form Assessment</i> (on C4E) • Respond to <i>Discussion Assignment 6</i> (on D2L)
Week 11 11-3 to 11-7	<ul style="list-style-type: none"> • Take <i>Midterm Exam</i> (on C4E) • Begin work on <i>Listening Assignment 1</i>. See assignment details above in the "Listening Assignments" section of the syllabus.
Week 12 11-10 to 11-14	<ul style="list-style-type: none"> • Complete <i>Listening Assignment 1</i>. See assignment details above in the "Listening Assignments" section of the syllabus. (on D2L)
Week 13 11-17 to 11-21	<ul style="list-style-type: none"> • Choose and complete the first and second <i>Historical Periods</i> selections. This will likely require completion of more than one "class" and assessment. See assignment details above in the "Historical Periods Assignments" section of this syllabus. (on C4E)
Week 14 11-24 to 11-28 (Short week due to Thanksgiving)	<ul style="list-style-type: none"> • Choose and complete the third and fourth <i>Historical Periods</i> selection. This will likely require completion of more than one "class" and assessment. See assignment details above in the "Historical Periods Assignments" section of this syllabus. (on C4E) • Begin work on <i>Listening Assignment 2</i>. See assignment details above in the "Listening Assignments" section of the syllabus. (on D2L)

Week or Module	Activities/Assignments/Exams
Week 15 12-1 to 12-5	<ul style="list-style-type: none"> • Complete <i>Listening Assignment 2</i>. See assignment details above in the "Listening Assignments" section of the syllabus. (on D2L)

Appendix A

TExES Domains and Competencies

Texas Examinations of Educator Standards (TExES)

The Student Learning Outcomes (SLOs) for Music Appreciation link to the following EC-6 TExES domains and competencies necessary to become a music educator in the state of Texas:

Standard I: The music teacher has a comprehensive visual and aural knowledge of musical perception and performance.

Teacher Knowledge: What Teachers Know

- 1.1k the standard terminology used to describe and analyze musical sound*; and
- 1.2k how to demonstrate musical artistry both through vocal or instrumental performance and by conducting vocal or instrumental performances*.

Application: What Teachers Can Do

- 1.1s Identify and interpret music symbols and terms*
- 1.2s Perceive performance problems and detect errors accurately*;
- 1.3s Identify vocal and instrumental sounds*;
- 1.4s Use standard music terminology*;
- 1.5s Distinguish among timbres*;
- 1.6s Identify different rhythms and meters*;
- 1.7s Use appropriate techniques of musical performance for instruments and voice*;
- 1.8s Recognize and describe melody, harmony, and texture of a musical work*; and
- 1.9s Identify music forms*.

Standard V: The music teacher has a comprehensive knowledge of music history and the relationship of music to history, society, and culture.

Teacher Knowledge: What Teachers Know

- 5.1k music of diverse genres, styles, and cultures;
- 5.2k how music can reflect elements of a specific society or culture*; and
- 5.3k various music vocations and avocations*.

Application: What Teachers Can Do

- 5.1s Analyze various purposes and roles of music in society and culture*;
- 5.2s Explain a variety of music and music-related career options*;
- 5.3s Recognize and describe music that reflects the heritage of the United States and Texas*; and
- 5.4s Identify concepts from other fine arts and their relationships to music concepts*.