## Units of Instruction

### Unit 1: Procedures, Rules and Review

In this unit choral students will review and be assessed on voice types, proper vocal placement, elements and knowledge of music, key components and skills taught in HS Music III class. Reviewing music theory, solfege syllables, Curwen hand signs with introduction to choral music repertoire, proper performance and rehearsal practices. Student may be introduced to familiar and new vocal warmups and techniques, unison and part singing. In addition, these first lessons are used to teach the classroom procedures, rules and expectations. The teacher will also begin introducing choral music repertoire for the start of the school year.

### Notes:

- Aug. 12-23 - Teacher Service Days (no students)
- Aug. 19 - Teacher Preparation Day (no students)
### 2019-2020 Pacing Calendar

#### Units of Instruction

**Unit 1: Procedures, Rules and Review**  
In this unit choral students will review and be assessed on voice types, proper vocal placement, elements and knowledge of music, key components and skills taught in HS Music III class. Reviewing music theory, solfege syllables, Curwen hand signs with introduction to choral music repertoire, proper performance and rehearsal practices. Student may be introduced to familiar and new vocal warmups and techniques, unison and part singing. In addition, these first lessons are used to teach the classroom procedures, rules and expectations. The teacher will also begin introducing choral music repertoire for the start of the school year.

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**Notes:**  
Sept. 2 - Labor Day  
Sept. 27 - Early Dismissal / Staff Development

This document offers suggestions for pacing instruction and does not replace the HISD Master Courses and/or Planning Guides.
# 2019-2020 Pacing Calendar

## Units of Instruction

**Unit 2: Choral Singing, Tools and Techniques**

In this unit, students will demonstrate vocal production, vowel formation, singing and breath control and begin development in SSA, SSAA, SAB, SAT, SATB singing music with accompaniment and acappella. Sight-reading, ear-training and sight-singing skills will be reinforced with four-part repertoire in multiple keys. Students may begin study in music from diverse genres, styles, and cultures, with increased sensitivity and expression making greater connections and distinctions between various cultures and languages. Student will also continue study in music theory and use of Curwen hand-signs through choral repertoire and further development of performance and rehearsal practices. Using music terminology, the student will listen to or watch and critique their rehearsals.

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**EXAMPLE:** Oct. 28 - Nov. 1 - Snapshot 1 Assessment window
Oct. 9 - Teacher Service Day (no students)
Oct. 18 - Early Dismissal / Staff Development

**Notes:**

This document offers suggestions for pacing instruction and does not replace the HISD Master Courses and/or Planning Guides.
### 2019-2020 Pacing Calendar

#### Units of Instruction

**Unit 3: Enhanced Vocal Production, Intonation, Choral Singing and Techniques**

In this unit, students will continue development in SSA, SSAA, SAB, SAT, SATB singing, demonstrating vocal production, vowel formation, singing and breath control with increased focus on following the conductor’s cues with greater expression, while maintaining their vocal part, balance and blend within the ensemble. The reinforcement of sight-reading, ear-training and sight-singing skills will be through four-part repertoire and choral exercises. Students will also continue study in music theory and use of Curwen hand-signs through choral repertoire and further development of performance and rehearsal practices. Choral students may also be introduced to seasonal music for performance purposes.

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**EXAMPLE:** Oct. 28 - Nov. 1 - Snapshot 1 Assessment window

Nov. 8 - Early Dismissal / Staff Development

Nov. 25-29 - Thanksgiving Break

This document offers suggestions for pacing instruction and does not replace the HISD Master Courses and/or Planning Guides.
## Units of Instruction

**Unit 3: Enhanced Vocal Production, Intonation, Choral Singing and Techniques**

In this unit, students will continue development in SSA, SSAA, SAB, SAT, SATB singing, demonstrating vocal production, vowel formation, singing and breath control with increased focus on following the conductor’s cues with greater expression, while maintaining their vocal part, balance and blend within the ensemble. The reinforcement of sight-reading, ear-training and sight-singing skills will be through four-part repertoire and choral exercises. Students will also continue study in music theory and use of Curwen hand-signs through choral repertoire and further development of performance and rehearsal practices. Choral students may also be introduced to seasonal music for performance purposes.

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| 05     | 06     | Notes: **EXAMPLE:** Dec. 2-19 - District-Level & District Pre-Approved (Fall) Assessments window  
Dec. 20 - Teacher Preparation Day (no students)  
Dec. 23 - Jan. 3 - Winter Break |
## 2019-2020 Pacing Calendar

### Units of Instruction

**Unit 4: Enhanced Vocal Production, Intonation Through Choral Repertoire**

In this unit, students will continue development in SSA, SSAA, SAB, SAT, SATB singing, demonstrating vocal production, vowel formation, singing and breath control with increased focus on following the conductor's cues with greater expression, while maintaining their vocal part, balance and blend within the ensemble. The reinforcement of sight-reading, ear-training and sight-singing skills will be through four-part repertoire and choral exercises. Choral students will sing a wide repertoire of music, with proper habits of posture, tone quality, proper diction and may begin study in music from diverse genres, styles, and cultures, with increased sensitivity and more expression for the piece being sung, by making greater connections and distinctions between various cultures. Students will also continue study in music theory and use of Curwen hand-signs through choral repertoire and further development of performance and rehearsal practices. The teacher may also begin introducing culturally relevant choral music repertoire for performances purposes.

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#### Notes:

**EXAMPLE:** Jan. 27-31 - Snapshot 2 Assessment window
Dec. 23 - Jan. 3 - Winter Break
Jan. 17 - Early Dismissal / Staff Development
Jan. 20 - Martin Luther King, Jr. Day

This document offers suggestions for pacing instruction and does not replace the HISD Master Courses and/or Planning Guides.
## Fine Arts – High School Music – Choral IV

### 2019-2020 Pacing Calendar

#### Units of Instruction

**Unit 4: Enhanced Vocal Production, Intonation Through Choral Repertoire**

In this unit, students will continue development in SSA, SSAA, SAB, SAT, SATB singing, demonstrating vocal production, vowel formation, singing and breath control with increased focus on following the conductor’s cues with greater expression, while maintaining their vocal part, balance and blend within the ensemble. The reinforcement of sight-reading, ear-training and sight-singing skills will be through four-part repertoire and choral exercises. Choral students will sing a wide repertoire of music, with proper habits of posture, tone quality, proper diction and may begin study in music from diverse genres, styles, and cultures, with increased sensitivity and more expression for the piece being sung, by making greater connections and distinctions between various cultures. Students will also continue study in music theory and use of Curwen hand-signs through choral repertoire and further development of performance and rehearsal practices. The teacher may also begin introducing culturally relevant choral music repertoire for performances purposes.

**Unit 5: Performance Through Choral Repertoire**

In this unit, through the progression of SATB singing, choral students will demonstrate vocal production, vowel formation, singing and breath control, balance and blend within the ensemble.

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#### Notes:

**EXAMPLE:** Feb. 24-28 - STAAR-Released Assessment window
Feb. 14 - Early Dismissal / Staff Development
### Units of Instruction

**Unit 5: Performance Through Choral Repertoire**

In this unit, through the progression of SATB singing, choral students will demonstrate vocal production, vowel formation, singing and breath control, sight-reading and build ear-training and sight-singing skills with four-part repertoire. The student will sing a wide repertoire of music, in different languages with proper habits of posture, tone quality, proper diction and may begin study in music from diverse genres, styles, and cultures, with increased sensitivity and more expression for the piece being sung, by making greater connections and distinctions between various cultures. Student will also continue study in music theory and use of Curwen hand-signs through choral repertoire and further development of performance and rehearsal practices. Students may also be introduced to culturally relevant choral music repertoire for performances purposes and for Spring/End of Year performances.

### Notes:

**EXAMPLE:** Mar. 23-27 STAAR-Released Assessment window  
Mar. 16-20 - Spring Break  
Mar. 30 - César Chávez / Dolores Huerta Day
# Fine Arts – High School Music – Choral IV

## 2019-2020 Pacing Calendar

### Units of Instruction

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**Unit 5: Performance Through Choral Repertoire**

In this unit, through the progression of SATB singing, choral students will demonstrate vocal production, vowel formation, singing and breath control, sight-reading and build ear-training and sight-singing skills with four-part repertoire. The student will sing a wide repertoire of music, some in different languages with proper habits of posture, tone quality, proper diction and may begin study in music from diverse genres, styles, and cultures, with increased sensitivity and more expression for the piece being sung, by making greater connections and distinctions between various cultures. Student will also continue study in music theory and use of Curwen hand-signs through choral repertoire and further development of performance and rehearsal practices. Students may also be introduced to culturally relevant choral music repertoire for performances purposes and for Spring/End of Year performances.

**Unit 6: Performance Practices Unit**

In this unit, the student will be expected to have successfully learned tools, techniques and aesthetic qualities needed to communicate specific musical works. Singing in four to six-part harmony with vocal production, vowel formation, singing and breath control, they will perform literature selections demonstrating proficiency in sight-reading, ear-training and sight-singing skills.

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**Notes:**

- Apr. 10 - Spring Holiday

This document offers suggestions for pacing instruction and does not replace the HISD Master Courses and/or Planning Guides.

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Curriculum and Development
2019-2020
# Fine Arts – High School Music – Choral IV

## 2018-2019 Pacing Calendar

### Units of Instruction

**Unit 6: Performance Practices Unit**

In this unit, the student will be expected to have successfully learned tools, techniques and aesthetic qualities needed to communicate specific musical works. Singing in four to six-part harmony with vocal production, vowel formation, singing and breath control, they will perform literature selections demonstrating proficiency in sight-reading, ear-training and sight-singing skills. Student will demonstrate study in music theory and use of Curwen hand-signs through choral repertoire with increased focus on following the conductor’s cues with greater expression, while maintaining their vocal part, balance and blend within the ensemble.

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<td>END OF CYCLE 6</td>
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</table>

**Notes:**

*EXAMPLE: May 11-29 - District Pre-Approved (Spring) Assessment window
May 25 - Memorial Day

This document offers suggestions for pacing instruction and does not replace the HISD Master Courses and/or Planning Guides.
### Fine Arts – High School Music – Choral IV

#### 2019-2020 Pacing Calendar

<table>
<thead>
<tr>
<th><strong>SUNDAY</strong></th>
<th><strong>MONDAY</strong></th>
<th><strong>TUESDAY</strong></th>
<th><strong>WEDNESDAY</strong></th>
<th><strong>THURSDAY</strong></th>
<th><strong>FRIDAY</strong></th>
<th><strong>SATURDAY</strong></th>
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<td>02</td>
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<td>04</td>
<td>05</td>
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<tr>
<td>Weather Make-Up/Teacher Prep Day (no students)</td>
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</tbody>
</table>

**Notes:**
- June 1 - Weather Make-Up Day (if needed)
- June 1-2 - Teacher Preparation Day (no students)

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