## Cycle 1

<table>
<thead>
<tr>
<th>Unit</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1: Music Review</strong></td>
<td>6 class periods</td>
<td><strong>MUS 4.1A</strong> Categorize and explain a variety of musical sounds, including those of children's voices and soprano and alto adult voices.</td>
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<tr>
<td></td>
<td>(45-min. each)</td>
<td><strong>MUS 4.1B</strong> Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures.</td>
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<td><strong>MUS 4.3A</strong> Sing and play classroom instruments with accurate intonation and rhythm, independently or in group.</td>
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<td><strong>MUS 4.5A</strong> Perform music representative of America and Texas, including &quot;Texas, Our Texas&quot;.</td>
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<td></td>
<td><strong>MUS 4.5B</strong> Identify and describe music from diverse genres, styles, periods, and cultures.</td>
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<td><strong>MUS 4.6A</strong> Describe specific musical events in aural examples such as changes in timbre, form, tempo, dynamics, or articulation using appropriate vocabulary.</td>
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<td><strong>MUS 4.6B</strong> Respond verbally and through movement to short musical examples.</td>
</tr>
</tbody>
</table>

**Complete instructional planning information and support are in the HISD Curriculum documents.**

**Teachers Report to Work Aug. 24**

**Labor Day Sept. 7**

**Teacher Service Day (no students) Sept. 28**

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.
## Cycle 2

### Unit: Preparing and Performance for Fall Concert

Student will use knowledge and skills gained to begin preparing for their first official formal concert. Students will reflect on daily practice to continue to develop performance skills including balance, blend, intonation and tone quality. Teachers should give daily feedback for improvement and continue to supply sound concept models to students to imitate and emulate.

<table>
<thead>
<tr>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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</table>
| 6 class periods (45-min. each) | MUS 4.1C 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.  
MUS 4.2A 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.  
MUS 4.2C Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.  
MUS 4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in group.  
MUS 4.3B 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.  
MUS 4.3C 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.  
MUS 4.3E Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.  
MUS 4.3F 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.  
MUS 4.5A 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. |

### Teacher Service Day (no students) Oct. 21

**Thanksgiving Holiday Nov. 23-27**
The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

<table>
<thead>
<tr>
<th>Unit 3: Fall Concert Performance Assessment</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Student will use knowledge and skills to prepare for their fall performance assessment concert. | 5 class periods (45-min. each) | MUS 4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in group.  
MUS 4.3B 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.  
MUS 4.3C 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.  
MUS 4.3D Perform various folk dances and play parties.  
MUS 4.3E Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.  
MUS 4.3F 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.  
MUS 4.4A Create rhythmic phrases through improvisation or composition.  
MUS 4.4B Create melodic phrases through improvisation or composition.  
MUS 4.4C Create simple accompaniments through improvisation or composition.  
MUS 4.5A 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.  
MUS 4.5D Examine the relationships between music and interdisciplinary concepts.  
MUS 4.6E Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.  
MUS 4.6F Justify personal preferences for specific music works and styles using music vocabulary. |

Winter Break  
Dec. 21 - Jan. 1  
MLK Jr. Day  
Jan. 18  
Teacher Prep Day (no students)  
Jan. 29
<table>
<thead>
<tr>
<th>Cycle 4</th>
<th>Number of Lessons</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
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<tbody>
<tr>
<td>Unit 4: Introducing Improvisation</td>
<td>6 class periods (45-min. each)</td>
<td>The student will:</td>
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<tr>
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<td>MUS 4.1D Identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.</td>
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<td>MUS 4.2B Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</td>
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<td>MUS 4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in group.</td>
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<td>MUS 4.3B 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.</td>
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<td>MUS 4.3C 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.</td>
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<td></td>
<td>MUS 4.3E Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.</td>
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<tr>
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<td></td>
<td>MUS 4.3F 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.</td>
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<td>MUS 4.5A 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.</td>
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<td>MUS 4.6A Exhibit audience etiquette during live and recorded performances.</td>
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**Global Graduate**

- State Process Standard
- Aligned to Upcoming State Readiness Standard
- State Readiness Standard
- State Supporting Standard

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## 2020-2021 Scope and Sequence
### Fine Arts – Instrumental Music – Grade 4

#### Cycle 5

<table>
<thead>
<tr>
<th>28 Days</th>
<th>Mar. 22 - Apr. 30, 2021</th>
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</table>

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>6 class periods (45-min. each)</td>
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</table>

### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)

**The student will:**

- **MUS 4.3A** Sing and play classroom instruments with accurate intonation and rhythm, independently or in group.
- **MUS 4.3B** 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.
- **MUS 4.3C** 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.
- **MUS 4.3E** Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.
- **MUS 4.3F** 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.
- **MUS 4.5A** 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.
- **MUS 4.6A** Exhibit audience etiquette during live and recorded performances.

### Unit 5: District Student Assessment Measures

Teachers will prepare students for Pre-Approved District Assessments. For Music 2 students, this will be district sanctioned band, orchestra, Mariachi, guitar and jazz band events.

- **Chavez/Huerta Day** Mar. 29
- **Spring Holiday** Apr. 2

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**GLOBAL GRADUATE**

- State Process Standard
- Aligned to Upcoming State Readiness Standard
- State Readiness Standard
- State Supporting Standard

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<table>
<thead>
<tr>
<th>Cycle 6</th>
<th>29 Days</th>
<th>May 3 – June 11, 2021</th>
</tr>
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</table>

The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.

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</table>
| Unit 6: EOY Assessments and Performances | 6 class periods (45-min. each) | **MUS 4.3A** Sing and play classroom instruments with accurate intonation and rhythm, independently or in group.  
**MUS 4.3B** 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.  
**MUS 4.3C** 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.  
**MUS 4.3D** Perform various folk dances and play parties.  
**MUS 4.3E** Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.  
**MUS 4.3F** 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.  
**MUS 4.4A** Create rhythmic phrases through improvisation or composition.  
**MUS 4.4B** Create melodic phrases through improvisation or composition.  
**MUS 4.4C** Create simple accompaniments through improvisation or composition.  
**MUS 4.5A** 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.  
**MUS 4.5D** Examine the relationships between music and interdisciplinary concepts.  
**MUS 4.6A** Exhibit audience etiquette during live and recorded performances.  
**MUS 4.6B** Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.  
**MUS 4.6E** Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.  
**MUS 4.6F** Justify personal preferences for specific music works and styles using music vocabulary. |

Memorial Day  
May 31  
Teacher Prep Day  
(no students)  
June 14