## Cycle 1
### Unit: Performance Review
Teachers will assess students for current level of music knowledge and skills in the 5 competency areas through performance, written, and/or aural dictation assessments. Students will continue to develop their fundamental concepts learned the previous year. This will include more in-depth music theory, literacy, and performance skills.

<table>
<thead>
<tr>
<th>29 Days</th>
<th>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.</th>
</tr>
</thead>
</table>

### # Class Periods
- **14 class periods (90-min. each)** or **29 class periods (45-min. each)**

#### Labor Day
- Sept. 2

#### Early Dismissal
- Sept. 27

### Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)
The student will:

- **MUSIC III.1A** Evaluate exemplary musical examples using technology and available live performances.
- **MUSIC III.1B** Explore musical textures such as monophony, homophony, and polyphony while using a melodic reading system.
- **MUSIC III.1E** Compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening.
- **MUSIC III.1G** Compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals.
- **MUSIC III.1I** Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.
- **MUSIC III.2A** Read and notate music that incorporates melody and rhythm.
- **MUSIC III.2B** Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.
- **MUSIC III.3A** Demonstrate mature, characteristic sound appropriate for the genre.
- **MUSIC III.3B** Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.
- **MUSIC III.3C** Demonstrate rhythmic accuracy using appropriate tempo.
- **MUSIC III.3D** Demonstrate observance of key signatures and modalities.
- **MUSIC III.3E** Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.
- **MUSIC III.5C** Define the relationships between music content and concepts and other academic disciplines.
- **MUSIC III.6A** Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.
- **MUSIC III.6B** Create and apply specific criteria for evaluating performances of various musical styles.
- **MUSIC III.6C** Create and apply specific criteria for offering constructive feedback using a variety of music performances.
- **MUSIC III.6D** Develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings.
- **MUSIC III.6E** Evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.
Cycle 2

24 Days

Oct. 7 - Nov. 8, 2019

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</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 2: Developing Ensemble Performance Skills</td>
<td>12 class periods (90-min. each) or 24 class periods (45-min. each)</td>
<td>The student will:</td>
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<tr>
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<td>MUSIC III.1D Compare and contrast concepts of rhythm and meter using appropriate terminology and counting system.</td>
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<tr>
<td></td>
<td></td>
<td>MUSIC III.1I Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</td>
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<td>MUSIC III.2A Read and notate music that incorporates melody and rhythm.</td>
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<td>MUSIC III.2B Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.</td>
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<tr>
<td></td>
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<td>MUSIC III.3A Demonstrate mature, characteristic sound appropriate for the genre.</td>
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<tr>
<td></td>
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<td>MUSIC III.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</td>
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<td>MUSIC III.3C Demonstrate rhythmic accuracy using appropriate tempo.</td>
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<td>MUSIC III.3D Demonstrate observance of key signatures and modalities.</td>
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<td>MUSIC III.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</td>
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<td>MUSIC III.5C Define the relationships between music content and concepts and other academic disciplines.</td>
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<td></td>
<td>MUSIC III.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.</td>
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<td>MUSIC III.6B Create and apply specific criteria for evaluating performances of various musical styles.</td>
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<td>MUSIC III.6C Create and apply specific criteria for offering constructive feedback using a variety of music performances.</td>
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<td>MUSIC III.6D Develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings.</td>
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<tr>
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<td>MUSIC III.6E Evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.</td>
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</tbody>
</table>

Historical backgrounds of their ensemble area will start to be explored.

Fall Holiday (students only) Oct. 9

Early Dismissals Oct. 18 Nov. 8
# Fine Arts – High School Music – Instrumental Music III

<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>24 Days</th>
<th>Nov. 11-Dec. 19, 2019</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Unit 3: Fall Concert Performance Assessment | 12 class periods (90-min. each) or 24 class periods (45-min. each) | MUSIC III.1I Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.  
MUSIC III.2A Read and notate music that incorporates melody and rhythm.  
MUSIC III.2B Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.  
MUSIC III.3A Demonstrate mature, characteristic sound appropriate for the genre.  
MUSIC III.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.  
MUSIC III.3C Demonstrate rhythmic accuracy using appropriate tempo.  
MUSIC III.3D Demonstrate observance of key signatures and modalities.  
MUSIC III.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.  
MUSIC III.5C Define the relationships between music content and concepts and other academic disciplines.  
MUSIC III.5F Generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques.  
MUSIC III.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings. |

Thanksgiving Break  
Nov. 25-29  
Teacher Prep Day  
Dec. 20  
Winter Break  
Dec. 23 - Jan. 3

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.
The student will:

**MUSIC III.1A** Evaluate exemplary musical examples using technology and available live performances.

**MUSIC III.1B** Explore musical textures such as monophony, homophony, and polyphony while using a melodic reading system.

**MUSIC III.1E** Compare and contrast musical forms such as sonata, rondo, and sonata-allegro selected for performance and listening.

**MUSIC III.1G** Compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals.

**MUSIC III.1I** Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygiene practices.

**MUSIC III.2A** Read and notate music that incorporates melody and rhythm.

**MUSIC III.2B** Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.

**MUSIC III.3A** Demonstrate mature, characteristic sound appropriate for the genre.

**MUSIC III.3B** Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.

**MUSIC III.3C** Demonstrate rhythmic accuracy using appropriate tempo.

**MUSIC III.3D** Demonstrate observance of key signatures and modalities.

**MUSIC III.3E** Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.

**MUSIC III.4A** Exhibit mature, characteristic sound appropriate for the genre while sight reading.

**MUSIC III.4B** Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading.

**MUSIC III.4C** Demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo.

**MUSIC III.4D** Demonstrate observance of multiple key signatures and changing modalities while sight reading.

**MUSIC III.4E** Demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading.

**MUSIC III.4F** Demonstrate application of dynamics and phrasing while sight reading.

**MUSIC III.4G** Demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.

**MUSIC III.5C** Define the relationships between music content and concepts and other academic disciplines.

**MUSIC III.6A** Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.

**MUSIC III.6C** Create and apply specific criteria for offering constructive feedback using a variety of music performances.

**MUSIC III.6E** Evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.
## Cycle 5

### 29 Days

Feb. 17 - Apr. 3, 2020

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.

### Unit

**Unit 5: Mid-Semester / UIL Student Assessment Measures**

Teachers will prepare students to participate in ensemble performance events that are adjudicated based on an academic rubric to assess student progress and effectiveness of instruction. These events can include district sponsored events, UIL, and university-based events.

<table>
<thead>
<tr>
<th># Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| 15 class periods (90-min. each) or 29 class periods (45-min. each) | **MUSIC III.1I** Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.  
**MUSIC III.2A** Read and notate music that incorporates melody and rhythm.  
**MUSIC III.2B** Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.  
**MUSIC III.3A** Demonstrate mature, characteristic sound appropriate for the genre.  
**MUSIC III.3B** Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.  
**MUSIC III.3C** Demonstrate rhythmic accuracy using appropriate tempo.  
**MUSIC III.3D** Demonstrate observance of key signatures and modalities.  
**MUSIC III.3E** Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.  
**MUSIC III.4A** Exhibit mature, characteristic sound appropriate for the genre while sight reading.  
**MUSIC III.4B** Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading.  
**MUSIC III.4C** Demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo.  
**MUSIC III.4D** Demonstrate observance of multiple key signatures and changing modalities while sight reading.  
**MUSIC III.4E** Demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading.  
**MUSIC III.4F** Demonstrate application of dynamics and phrasing while sight reading.  
**MUSIC III.4G** Demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.  
**MUSIC III.5C** Define the relationships between music content and concepts and other academic disciplines.  
**MUSIC III.6A** Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.  

**Spring Break**  
Mar. 16-20  

**Chávez / Huerta Day**  
Mar. 30
# Fine Arts – High School Music – Instrumental Music III

## Cycle 6

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
<th>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.</th>
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<tbody>
<tr>
<td><strong>Unit 6: EOY Assessments and Performances</strong> Teachers will use end of the year performances to integrate culturally and socially relevant music, explore vocations and avocations in music, and cross-curricular relationships.</td>
<td>19 class periods (90-min. each) or 38 class periods (45-min. each)</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</td>
</tr>
<tr>
<td>38 Days Apr. 6 - May 29, 2020</td>
<td>Spring Holiday Apr. 10 Memorial Day May 25</td>
<td>MUSIC III.1G Compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals. MUSIC III.1H Compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance. MUSIC III.1I Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. MUSIC III.2A Read and notate music that incorporates melody and rhythm. MUSIC III.2B Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation. MUSIC III.3A Demonstrate mature, characteristic sound appropriate for the genre. MUSIC III.3B Refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques. MUSIC III.3C Demonstrate rhythmic accuracy using appropriate tempo. MUSIC III.3D Demonstrate observance of key signatures and modalities. MUSIC III.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics. MUSIC III.3F Create and notate or record original musical phrases at an appropriate level of difficulty. MUSIC III.5A Classify representative examples of music by genre, style, culture, and historical period. MUSIC III.5B Explore the relevance of music to societies and cultures. MUSIC III.5C Define the relationships between music content and concepts and other academic disciplines. MUSIC III.5D Analyze music-related career options. MUSIC III.5E Analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances. MUSIC III.5F Generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques. MUSIC III.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.</td>
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