### Cycle 1

#### 29 Days
Aug. 26 - Oct. 4, 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 1</th>
<th>14/29 Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| **Unit 1:** Procedures, Rules and Review. Introduction to Piano, Five-Finger Position and the Key of “C”, Five-Finger Position, the Major Scale and the “I” Chord  
This unit will review elements basic knowledge and skills taught in middle school music classes. The student will also be introduced to the piano, proper hands and sitting posture with the appropriate piano technique and care. Ultimately, it is the expectation that this process will begin the introduction to the Key of C Major and the Five-Finger Position. The student is then introduced to the “I Chord”. The application of knowledge of the major scale and “I Chord” will also be | 14 class periods (90 minutes each) or 29 class periods (45 minutes each)  
Labor Day  
Sept. 2  
Early Dismissal  
Sept. 27 | **MUSIC 1.1C** Define concepts of music notation, intervals, and chord structure using appropriate terminology.  
**MUSIC 1.1D** Define concepts of rhythm and meter using appropriate terminology and counting system.  
**MUSIC 1.1E** Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.  
**MUSIC 1.1F** apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.  
**MUSIC 1.2A** Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.  
**MUSIC 1.2B** Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.  
**MUSIC 1.3A** Demonstrate mature, characteristic sound appropriate for the genre.  
**MUSIC 1.3B** Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterity, and percussion techniques.  
**MUSIC 1.3C** Demonstrate rhythmic accuracy using appropriate tempo.  
**MUSIC 1.3D** Demonstrate observance of key signature and modalities.  
**MUSIC 1.3E** Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.  
**MUSIC 1.3F** create and notate or record original musical phrases. |

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**GLOBAL GRADUATE**

- State Process Standard
- State Readiness Standard
- State Supporting Standard

- Aligned to Upcoming State Readiness Standard

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<table>
<thead>
<tr>
<th>Cycle 1</th>
<th>29 Days</th>
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<td>Unit 1</td>
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<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</td>
</tr>
</tbody>
</table>

covered through the music literacy, skills of reading, writing and improvisation. In addition, these lessons will include music theory component focusing on the music staff, rhythms in music, 4/4-time signature and the keys on the piano. These first lessons are also, used to teach the classroom procedures, rules and expectations.
<table>
<thead>
<tr>
<th>Unit</th>
<th>11/22 Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
</table>
| Unit 2: Continuing the Key of C Major, adding I, IV, V7 Chord Progression and Introduction to the Key of G Major | 11 class periods (90 minutes each) or 22 class periods (45 minutes each) | MUSIC I.1B Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees.  
MUSIC I.1C Define concepts of music notation, intervals, and chord structure using appropriate terminology.  
MUSIC I.1D Define concepts of rhythm and meter using appropriate terminology and counting system.  
MUSIC I.1E Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.  
MUSIC I.1F apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.  
MUSIC I.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.  
MUSIC I.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.  
MUSIC I.3A Demonstrate mature, characteristic sound appropriate for the genre.  
MUSIC I.3B Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.  
MUSIC I.3C Demonstrate rhythmic accuracy using appropriate tempo.  
MUSIC I.3D Demonstrate observance of key signature and modalities.  
MUSIC I.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.  
emphasize I.3F create and notate or record original musical phrases.  
MUSIC I.4A demonstrate mature, characteristic sound appropriate for the genre while sight reading;  
MUSIC I.4B demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;  
MUSIC I.4C demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;  
MUSIC I.4D demonstrate observance of key signature and modalities while sight reading;  
MUSIC I.4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and  
MUSIC I.4F demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.  |
| 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. |
|  |  | Fall Holiday (students only) Oct. 9  
Early Dismissals Oct. 18 Nov. 8 |
<table>
<thead>
<tr>
<th>Cycle 3</th>
<th>24 Days</th>
<th>Nov. 11 - Dec. 19, 2019</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>
<tbody>
<tr>
<td>Unit 3: The Key of G Major, I, IV, V7 Chord Progression, Major Scale and Introduction to the Key of F Major</td>
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<tr>
<td>MUSIC I.1B Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees.</td>
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<tr>
<td>MUSIC I.1C Define concepts of music notation, intervals, and chord structure using appropriate terminology.</td>
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<tr>
<td>MUSIC I.1D Define concepts of rhythm and meter using appropriate terminology and counting system.</td>
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<tr>
<td>MUSIC I.1E Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.</td>
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<tr>
<td>MUSIC I.1F 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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<tr>
<td>MUSIC I.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</td>
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<tr>
<td>MUSIC I.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</td>
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<tr>
<td>MUSIC I.3A Demonstrate mature, characteristic sound appropriate for the genre.</td>
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<tr>
<td>MUSIC I.3B Demonstrate 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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<tr>
<td>MUSIC I.3C Demonstrate rhythmic accuracy using appropriate tempo.</td>
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<tr>
<td>MUSIC I.3D Demonstrate observance of key signature and modalities.</td>
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<tr>
<td>MUSIC I.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</td>
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<tr>
<td>MUSIC I.3F create and notate or record original musical musical phrases.</td>
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<tr>
<td>MUSIC I.4A demonstrate mature, characteristic sound appropriate for the genre while sight reading;</td>
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<tr>
<td>MUSIC I.4B demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;</td>
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<tr>
<td>MUSIC I.4C demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</td>
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<tr>
<td>MUSIC I.4D demonstrate observance of key signature and modalities while sight reading;</td>
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<tr>
<td>MUSIC I.4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and</td>
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<tr>
<td>MUSIC I.4F demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
<th>12/24 Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 3: The Key of G Major, I, IV, V7 Chord Progression, Major Scale and Introduction to the Key of F Major</td>
<td>12 class periods (90 minutes each) or 24 class periods (45 minutes each)</td>
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<tr>
<td>Thanksgiving Break</td>
<td>Nov. 25-29</td>
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<tr>
<td>Teacher Prep Day</td>
<td>Dec. 20</td>
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<tr>
<td>Winter Break</td>
<td>Dec. 23 - Jan. 3</td>
<td></td>
</tr>
</tbody>
</table>
## Cycle 4

### 20 Days
Jan. 6 - Feb. 14, 2020

<table>
<thead>
<tr>
<th>Unit 4</th>
<th>14/29 Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continued study of the Key of F Major, adding I, IV, V7 Chord Progression, Major Scale</td>
<td>14 class periods (90 minutes each) or 29 class periods (45 minutes each)</td>
<td><strong>MUSIC I.1B</strong> Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees. <strong>MUSIC I.1C</strong> Define concepts of music notation, intervals, and chord structure using appropriate terminology. <strong>MUSIC I.1D</strong> Define concepts of rhythm and meter using appropriate terminology and counting system. <strong>MUSIC I.1E</strong> Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance. <strong>MUSIC I.1F</strong> apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. <strong>MUSIC I.2A</strong> Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters. <strong>MUSIC I.2B</strong> Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. <strong>MUSIC I.3A</strong> Demonstrate mature, characteristic sound appropriate for the genre. <strong>MUSIC I.3B</strong> Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques. <strong>MUSIC I.3C</strong> Demonstrate rhythmic accuracy using appropriate tempo. <strong>MUSIC I.3D</strong> Demonstrate observance of key signature and modalities. <strong>MUSIC I.3E</strong> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics. <strong>MUSIC I.3F</strong> create and notate or record original musical phrases. <strong>MUSIC I.4A</strong> demonstrate mature, characteristic sound appropriate for the genre while sight reading. <strong>MUSIC I.4B</strong> demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading; <strong>MUSIC I.4C</strong> demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo; <strong>MUSIC I.4D</strong> demonstrate observance of key signature and modalities while sight reading; <strong>MUSIC I.4E</strong> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and <strong>MUSIC I.4F</strong> demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.</td>
</tr>
</tbody>
</table>

| MLK Jr. Day Jan. 20 | Early Dismissals Jan. 18 Feb. 14 |  |

In this unit the beginning piano student will continue study and discovery of the Key of F Major and I, IV, V7 chords in that Key of F Major and the Major Scale. The application of knowledge of the I, IV, V7 Chord Progression will also be covered through the music literacy, skills of reading, writing and improvisation. The teacher may also give the student opportunity to explore performance pieces. The student will be taught using critical thinking, problem solving and listening skills. Also, introduction to the Key of D Major.
## 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.

<table>
<thead>
<tr>
<th>Unit 5</th>
<th>14/29 Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</th>
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</thead>
</table>
| **Unit 5: The Introduction to the Key of D Major, I, IV, V7 Chord Progression and Overview of the Key of A Major**  
In this unit the beginning piano student will continue study and discovery to the Key of D Major, proper finger position, major scale (one to two octaves) and should have knowledge of various time signatures. The student is then introduced to the I, IV, V7 Chords in the Key of D Major. The application of knowledge of the major scale, chord progression and time signatures will also be covered through the music literacy, skills of reading, writing and improvisation. The student will be taught using critical thinking, problem solving and listening skills. Overview of the Key of A Major.  
  
| 14 class periods  
(90 minutes each)  
  
**Spring Break Mar. 16-20**  
**Chávez / Huerta Day Mar. 30**  
| 29 class periods  
(45 minutes each)  
| **MUSIC I.1A** Experience and explore exemplary musical examples using technology and available live performances.  
**MUSIC I.1B** Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees.  
**MUSIC I.1C** Define concepts of music notation, intervals, and chord structure using appropriate terminology.  
**MUSIC I.1D** Define concepts of rhythm and meter using appropriate terminology and counting system.  
**MUSIC I.1E** Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.  
**MUSIC I.1F** Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.  
**MUSIC I.2A** Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.  
**MUSIC I.2B** Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.  
**MUSIC I.3A** Demonstrate mature, characteristic sound appropriate for the genre.  
**MUSIC I.3B** Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.  
**MUSIC I.3C** Demonstrate rhythmic accuracy using appropriate tempo.  
**MUSIC I.3D** Demonstrate observance of key signature and modalities.  
**MUSIC I.3E** Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.  
**MUSIC I.3F** Create and notate or record original musical phrases.  
**MUSIC I.4C** Demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;  
**MUSIC I.4D** Demonstrate observance of key signature and modalities while sight reading;  
**MUSIC I.4E** Demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and  
**MUSIC I.5A** Compare and contrast music by genre, style, culture, and historical period.  
**MUSIC I.5D** Identify and explore the relationship between music and other academic disciplines  
**MUSIC I.5E** Identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances. |
### Cycle 6

**38 Days**  
Apr. 6 - May 29, 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.

<table>
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<tr>
<th>Unit 6</th>
<th>19/38 Class Periods</th>
<th>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</th>
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</thead>
</table>
| **Unit 6: Performance Unit**  
In this unit the student will review duet and ensemble pieces for performance and select a piece(s) to prepare individually and in class to perform for teacher and/or class. The piece of music may be from book of study or the music library of the teacher. The student will be taught using critical thinking, problem solving and listening skills.  
**Spring Holiday**  
Apr. 10  
**Memorial Day**  
May 25  
19 class periods  
(90 minutes each)  
or  
38 class periods  
(45 minutes each) | MUSIC I.1A Experience and explore exemplary musical examples using technology and available live performances.  
MUSIC I.1B Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees.  
MUSIC I.1C Define concepts of music notation, intervals, and chord structure using appropriate terminology.  
MUSIC I.1D Define concepts of rhythm and meter using appropriate terminology and counting system.  
MUSIC I.1E Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.  
MUSIC I.1F Apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygiene practices.  
MUSIC I.2A Read and note music that incorporates rhythmic patterns in simple, compound, and asymmetrical meters.  
MUSIC I.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.  
MUSIC I.3A Demonstrate mature, characteristic sound appropriate for the genre.  
MUSIC I.3B Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.  
MUSIC I.3C Demonstrate rhythmic accuracy using appropriate tempo.  
MUSIC I.3D Demonstrate observance of key signature and modalities.  
MUSIC I.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.  
MUSIC I.4A demonstrate mature, characteristic sound appropriate for the genre while sight reading;  
MUSIC I.4B demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;  
MUSIC I.4C demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;  
MUSIC I.4D demonstrate observance of key signature and modalities while sight reading;  
MUSIC I.4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and  
MUSIC I.4F demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.  
MUSIC I.5B Identify music-related vocations and avocations.  
MUSIC I.5C Identify and describe the uses of music in societies and cultures.  
MUSIC I.5E Identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances.  
MUSIC I.5F Identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques.  
MUSIC I.6A practice informed concert etiquette as a performer and as an... |
### Cycle 6

<table>
<thead>
<tr>
<th>38 Days</th>
<th>Apr. 6 - May 29, 2020</th>
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<td>19/38 Class Periods</td>
<td>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:</td>
</tr>
</tbody>
</table>

- Audience member during live and recorded performances in a variety of settings;  
  **MUSIC I.6B** design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;  
  **MUSIC I.6C** develop processes for self-evaluation and select tools for personal artistic improvement; and  
  **MUSIC I.6D** evaluate musical performances by comparing them to exemplary models.