## Cycle 1
**28 Days**
**Sept. 8 - Oct. 16, 2020**

<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 1: Establishing Foundational Skills | 14 class periods (90-min. each) or 28 class periods (45-min. each) | **MUSIC I.1A** Experience and explore exemplary musical examples using technology and available live performances.  
**MUSIC I.1C** Define concepts of music notation, intervals, and chord structure using appropriate terminology.  
**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 dexterity, 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.5D** Identify and explore the relationship between music and other academic disciplines.  
**MUSIC I.6A** Practice informed concert etiquette as a performer and as an 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.  
**MUSIC I.6D** Evaluate musical performances by comparing them to exemplary models. |

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.

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. Complete instructional planning information and support are in the HISD Curriculum documents.
### Cycle 2

<table>
<thead>
<tr>
<th>Unit</th>
<th>29 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 2: Fundamentals Performance Skills</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Oct. 19 - Dec. 4, 2020</strong></td>
<td><strong>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</strong></td>
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<tr>
<td><strong># Class Periods</strong></td>
<td>The student will:</td>
</tr>
<tr>
<td><strong>12 class periods</strong> (90-min. each) or <strong>24 class periods</strong> (45-min. each)</td>
<td><strong>MUSIC I.1D</strong> Define concepts of rhythm and meter using appropriate terminology and counting system.</td>
</tr>
<tr>
<td><strong>Teacher Service Day</strong> (no students) Oct. 21</td>
<td><strong>MUSIC I.2A</strong> Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</td>
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<tr>
<td><strong>Thanksgiving Break</strong> Nov. 23-27</td>
<td><strong>MUSIC I.2B</strong> Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</td>
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<td></td>
<td><strong>MUSIC I.3A</strong> Demonstrate mature, characteristic sound appropriate for the genre.</td>
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<tr>
<td></td>
<td><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.</td>
</tr>
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<td></td>
<td><strong>MUSIC I.3C</strong> Demonstrate rhythmic accuracy using appropriate tempo.</td>
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<td></td>
<td><strong>MUSIC I.3D</strong> Demonstrate observance of key signature and modalities.</td>
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<tr>
<td></td>
<td><strong>MUSIC I.3E</strong> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</td>
</tr>
<tr>
<td></td>
<td><strong>MUSIC I.5D</strong> Identify and explore the relationship between music and other academic disciplines.</td>
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<tr>
<td></td>
<td><strong>MUSIC I.6A</strong> Practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.</td>
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</table>

**Note:** Live or recorded sound exemplars will serve as the models for students. Metronomic tools should be used to develop a strong sense of pulse. Tuning tools and exercises should be used to develop accurate pitch. This can include singing while the teacher reproduces pitches on an instrument, using a tuner or a visual tuning aid. Historical background of their ensemble area will start to be explored.
## Cycle 3

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<tr>
<td><strong>Unit 3: Fall Concert Performance Assessment</strong></td>
<td><strong>13 class periods</strong> (90-min. each) or <strong>25 class periods</strong> (45-min. each)</td>
<td><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.5D</strong> Identify and explore the relationship between music and other academic disciplines. <strong>MUSIC I.5F</strong> Identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques. <strong>MUSIC I.6A</strong> Practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.</td>
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*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.

**Dec. 7, 2020 - Jan. 28, 2021**

- **Winter Break**
  - Dec. 21 - Jan. 1
- **MLK Jr. Day**
  - Jan. 18
- **Teacher Prep Day**
  - (no students)
  - Jan. 29
**Scope and Sequence**

| Cycle 4 | 29 Days | 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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<tr>
<td>Unit 4: Focus on Sight-Reading Skills</td>
<td><strong>17 class periods</strong> <em>(90-min. each)</em> or <strong>34 class periods</strong> <em>(45-min. each)</em></td>
<td><strong>MUSIC I.1A</strong> Experience and explore exemplary musical examples using technology and available live performances. <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.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.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.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. <strong>MUSIC I.4F</strong> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading. <strong>MUSIC I.5D</strong> Identify and explore the relationship between music and other academic disciplines. <strong>MUSIC I.6A</strong> Practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings. <strong>MUSIC I.6D</strong> Evaluate musical performances by comparing them to exemplary models.</td>
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**Teacher Service Day** *(no students)* *Feb. 24*  
**Spring Break** *Mar. 15-19*  
Feb. 1 - Mar. 12, 2021  

Students will use literacy and performance skills to demonstrate ability to apply these concepts in a creative manner while sight reading. Building on prior knowledge, students will sight-read music using basic rhythmic and note figures. They will demonstrate basic knowledge of dynamics and terminology effecting music performance.
## Cycle 5
### 28 Days
**Mar. 22 - Apr. 30, 2021**

<table>
<thead>
<tr>
<th>Unit</th>
<th># Class Periods</th>
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</table>
| **Unit 5:** District/UIL Student Assessment Measures | **16 class periods** (90-min. each) or **32 class periods** (45-min. each) | **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.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.  
**MUSIC I.4F** Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.  
**MUSIC I.5D** Identify and explore the relationship between music and other academic disciplines.  
**MUSIC I.6A** Practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings. |

- **Chávez-Huerta Day** Mar. 29
- **Spring Holiday** Apr. 2

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.

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

**Global Graduate**
- State Process Standard
- Aligned to Upcoming State Readiness Standard
- State Readiness Standard
- State Supporting Standard

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### Scope and Sequence: Fine Arts – High School Music – Instrumental Music I

**Cycle 6**  
May 3 - June 11, 2021

<table>
<thead>
<tr>
<th>Unit</th>
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</table>
| Unit 6: EOY Assessments and Performances | 15 class periods (90-min. each) or 30 class periods (45-min. each) | **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.5A** Compare and contrast music by genre, style, culture, and historical period.  
**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.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.  
**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 audience member during live and recorded performances in a variety of settings. |
| | **Memorial Day** May 31  
**Teacher Prep Day** (no students) June 14 | |