

Cycle 1	27 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.
	Aug. 23 - Oct. 1, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 1: Review and Application of Previously Learned Musical Concepts and Cognitive Development of New Concept</b></p> <p>This unit will review elements taught in Kindergarten and introduced to the first-grade concept of 1 and 2 sounds on a beat. This concept will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of tuneful singing with focus on responsorial singing, phrasing, and same and different through various activities will also be covered.</p>	<p><b>6</b> 45-minute lessons</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p><b>MUSIC.1.2A</b> Read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter.</p> <p><b>MUSIC.1.3B</b> Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.</p> <p><b>MUSIC.1.3C</b> Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p><b>MUSIC.1.3D</b> Perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration.</p> <p><b>MUSIC.1.3E</b> Perform music using tempo, including allegro/largo, and dynamics, including forte/piano.</p> <p><b>MUSIC.1.4A</b> Create short rhythmic patterns using known rhythms.</p> <p><b>MUSIC.1.4C</b> Explore new musical ideas using singing voice and classroom instruments.</p> <p><b>MUSIC.1.6B</b> Recognize known rhythmic and melodic elements in simple aural examples using known terminology</p> <p><b>MUSIC.1.6C</b> Distinguish same/different between beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p><b>MUSIC.1.6D</b> Respond verbally or through movement to short musical examples.</p>

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
<i>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.</i>		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 2: Cognitive Development of New Concept So and Mi and Review and Application of Quarter Notes and Eighth Notes</b> In this unit, the first-grade concept of So and Mi; 2 pitches one higher one lower a skip apart will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of quarter notes and eighth notes will also be covered though the music literacy skills of reading, writing and improvisation	<b>6</b> 45-minute lessons  <i>Teacher Service Day (no students)</i> <i>Oct. 4</i>	<b>MUSIC.1.2A</b> Read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter. <b>MUSIC.1.3B</b> Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups. <b>MUSIC.1.3C</b> Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement. <b>MUSIC.1.3D</b> Perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration. <b>MUSIC.1.4A</b> Create short rhythmic patterns using known rhythms. <b>MUSIC.1.4C</b> Explore new musical ideas using singing voice and classroom instruments. <b>MUSIC.1.6B</b> Recognize known rhythmic and melodic elements in simple aural examples using known terminology.

Cycle 3	30 Days	
	Nov. 15, 2021 - Jan. 14, 2022	
	<i>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.</i>	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 3: Cognitive Development of New Concept “A Beat with No Sound” and Review and Application of So and Mi</b> In this unit the first-grade concept of quarter rest, a beat with no sound, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of So and Mi will also be covered though the music literacy skills of reading, writing, and improvisation.	<b>6</b> 45-minute lessons  <i>Thanksgiving Break</i> Nov. 22-26  <i>Enrichment Opportunities</i> Dec. 20-21  <i>Winter Break</i> Dec. 20-31  <i>MLK Jr. Day</i> Jan. 17  <i>Teacher Prep Day</i> <i>(no students)</i> Jan. 18	<b>MUSIC.1.2A</b> Read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter. <b>MUSIC.1.2B</b> Read, write, and reproduce melodic patterns, including three tones from the pentatonic scale. <b>MUSIC.1.3A</b> Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups. <b>MUSIC.1.3B</b> Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups. <b>MUSIC.1.3C</b> Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement. <b>MUSIC.1.3D</b> Perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration. <b>MUSIC.1.3E</b> Perform music using tempo, including allegro/largo, and dynamics, including forte/piano. <b>MUSIC.1.4A</b> Create short rhythmic patterns using known rhythms. <b>MUSIC.1.4B</b> Create short melodic patterns using known pitches. <b>MUSIC.1.4C</b> Explore new musical ideas using singing voice and classroom instruments. <b>MUSIC.1.6B</b> Recognize known rhythmic and melodic elements in simple aural examples using known terminology.

Cycle 4	27 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.
	Jan. 19 - Feb. 25, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: Cognitive Development of New Concept</b>  <b>La as a Pitch, a Step Above So and Review and Application of Quarter Rest</b>            In this unit, the first-grade concept of <i>La</i> as a pitch, a step above <i>So</i> will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of quarter rest will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p><b>6</b>            45-minute lessons   <i>Teacher Service Day / Presidents' Day (no students) Feb. 21</i></p>	<p><b>MUSIC.1.2A</b> Read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter.  <b>MUSIC.1.2B</b> Read, write, and reproduce melodic patterns, including three tones from the pentatonic scale.  <b>MUSIC.1.3A</b> Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.  <b>MUSIC.1.3B</b> Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.  <b>MUSIC.1.3C</b> Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.  <b>MUSIC.1.3D</b> Perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration.  <b>MUSIC.1.3E</b> Perform music using tempo, including allegro/largo, and dynamics, including forte/piano.  <b>MUSIC.1.4A</b> Create short rhythmic patterns using known rhythms.  <b>MUSIC.1.4B</b> Create short melodic patterns using known pitches.  <b>MUSIC.1.4C</b> Explore new musical ideas using singing voice and classroom instruments.  <b>MUSIC.1.6B</b> Recognize known rhythmic and melodic elements in simple aural examples using known terminology.</p>

Cycle 5	33 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.
	Feb. 28 - Apr. 22, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 5: Cognitive Development of New Concept La as a Pitch, a Step Above So and Review and Application of Quarter Rest</b> In this unit, the grade 1 concept of <i>La</i> as a pitch, a step above <i>So</i> will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of quarter rest will also be covered though the music literacy skills of reading, writing, and improvisation	<b>7</b> 45-minute lessons  <i>Enrichment Opportunities</i> <i>Mar. 14-16</i>  <i>Spring Break</i> <i>Mar. 14-18</i>  <i>Chávez-Huerta Day</i> <i>Mar. 28</i>  <i>Spring Holiday</i> <i>Apr. 15</i>	<b>MUSIC.1.2A</b> Read, write, and reproduce rhythmic patterns, including quarter note/paired eighth notes and quarter. <b>MUSIC.1.2B</b> Read, write, and reproduce melodic patterns, including three tones from the pentatonic scale. <b>MUSIC.1.3A</b> Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups. <b>MUSIC.1.3B</b> Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups. <b>MUSIC.1.3C</b> Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement. <b>MUSIC.1.3D</b> Perform simple part work, including beat versus rhythm, rhythmic ostinato, and vocal exploration. <b>MUSIC.1.3E</b> Perform music using tempo, including allegro/largo, and dynamics, including forte/piano. <b>MUSIC.1.4A</b> Create short rhythmic patterns using known rhythms. <b>MUSIC.1.4B</b> Create short melodic patterns using known pitches. <b>MUSIC.1.4C</b> Explore new musical ideas using singing voice and classroom instruments. <b>MUSIC.1.6B</b> Recognize known rhythmic and melodic elements in simple aural examples using known terminology.

Cycle 6	31 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.
	Apr. 25 - June 7, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 6: Cognitive Development of New Concept “the Organization of Strong and Weak Beats” and Review and Application of La</b></p> <p>In this unit, the grade 1 concept of 2/4 meter and the organization of strong and weak beats will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of <i>La</i>, a pitch a step above <i>So</i>, will also be covered through the music literacy skills of reading, writing, and improvisation.</p>	<p><b>6</b> 45-minute lessons</p> <p><i>Memorial Day</i> <i>May 30</i></p> <p><i>Teacher Prep Day</i> <i>(no students)</i> <i>June 8</i></p>	<p><b>MUSIC.1.1A</b> Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.</p> <p><b>MUSIC.1.1B</b> Identify the timbre of adult voices and instruments.</p> <p><b>MUSIC.1.1C</b> Listen to and identify same and different.</p> <p><b>MUSIC.1.1D</b> Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p><b>MUSIC.1.3A</b> Sing or play classroom instruments independently or in groups.</p> <p><b>MUSIC.1.3B</b> Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p><b>MUSIC.1.3C</b> Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p><b>MUSIC.1.3E</b> Perform music using louder/softer and faster/slower.</p> <p><b>MUSIC.1.5A</b> Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p><b>MUSIC.1.6B</b> Identify steady beat in musical performances.</p>