

Cycle 1	38 Days	
	Aug. 26 – Oct. 18, 2019	
	The recommended number of lessons 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	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><u>Unit 1: Beginning the Instrument</u> Teachers will assess students' current level of music knowledge and skills in the five competency areas through performance, written, and/or aural dictation assessments. Students will also be assessed for instrument assignment to ensure optimal success. This will be based on physical attributes, student interest, future ensemble planning, and access to instruments. Instrument care, posture, and carriage will also be discussed. Basic music theory will cover parts of the staff, simple note values and pitch identification. Historical background should focus on individual instruments. Students will begin tone development to begin performing on instruments. Sound exemplars,</p>	<p>38 45-minute lessons</p> <p><i>Labor Day</i> Sept. 2</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p> <p><i>Early Dismissals</i> Sept. 27 Oct. 18</p>	<p>MUS.3.1A Categorize and explain a variety of musical sounds, including those of children and adult voices.</p> <p>MUS.3.1B Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures.</p> <p>MUS.3.3B Sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups.</p> <p>MUS.3.3C Move alone or 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.</p> <p>MUS.3.5B Identify music from diverse genres, styles, periods, and cultures.</p> <p>MUS.3.5C Identify the relationships between music and interdisciplinary concepts.</p> <p>MUS.3.6D Respond verbally and through movement to short musical examples.</p>

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live or recorded, will serve as the models for students.			

Cycle 2	39 Days		The recommended number of lessons 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.
	Oct. 21 – Dec. 19, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><u>Unit 2: Preparing and Performance for Fall Concert</u> Student will use knowledge and skills gained thus far 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.</p>	<p>39 45-minute lessons</p> <p><i>Thanksgiving Holiday</i> Nov. 25-29</p> <p><i>Teacher Preparation Day</i> Dec. 20</p> <p><i>Winter Break</i> Dec. 23 – Jan. 3</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p>MUS.3.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally.</p> <p>MUS.3.2A Read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate.</p> <p>MUS.3.2B read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p>MUS.3.2C Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.</p> <p>MUS.3.3A Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.</p> <p>MUS.3.3D Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.</p> <p>MUS.3.3E Interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.</p> <p>MUS.3.5A Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.</p> <p>MUS.3.5C Identify the relationships between music and interdisciplinary concepts.</p> <p>MUS.3.6A Exhibit audience etiquette during live and recorded performances.</p>	

Cycle 3	49 Days	The recommended number of lessons 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. 6 – Mar. 13, 2020	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Introducing Improvisation Students will use performance skills to demonstrate their ability to improvise. Building on prior knowledge, students will improvise rhythms, melodies, and simple accompaniments using basic rhythmic patterns within a limited range. They will demonstrate basic knowledge of dynamics and terminology effecting music performance. Students will also continue to develop their basic performance skills through daily developmental exercises and performance literature.</p>	<p>49 45-minute lessons</p> <p><i>MLK Jr. Day</i> <i>Jan. 20</i></p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p> <p><i>Early Dismissals</i> <i>Jan. 17</i> <i>Feb. 14</i></p>	<p>MUS.3.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; and dynamics, including mezzo piano and mezzo forte, to identify musical sounds presented aurally.</p> <p>MUS.3.2A Read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate.</p> <p>MUS.3.2B read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p>MUS.3.2C Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.</p> <p>MUS.3.3A Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.</p> <p>MUS.3.4A Create rhythmic phrases through improvisation or composition.</p> <p>MUS.3.4B Create melodic phrases through improvisation or composition.</p> <p>MUS.3.4C Create simple accompaniments through improvisation or composition.</p> <p>MUS.3.5B Identify music from diverse genres, styles, periods, and cultures.</p> <p>MUS.3.5C Identify the relationships between music and interdisciplinary concepts.</p> <p>MUS.3.6B Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p>

Cycle 4	47 Days		The recommended number of lessons 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.
	Mar. 23 – May 29, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 4: EOY Assessments and Performances</p> <p>Teachers will use end of the year performances to explore culturally and socially relevant music. Students will explore vocations and avocations in music.</p>	<p>47 45-minute lessons</p> <p><i>Chávez/Huerta Day</i> <i>Mar. 30</i></p> <p><i>Spring Holiday</i> <i>Apr. 10</i></p> <p><i>Memorial Day</i> <i>May 25</i></p>	<p>MUS.3.1D Identify and label small and large musical forms such as abac, AB, and ABA presented aurally in simple songs and larger works.</p> <p>MUS.3.2A Read, write, and reproduce rhythmic patterns using standard notation, including four sixteenth notes, whole notes, whole rests, and previously learned note values in 2/4 and 4/4 meters as appropriate.</p> <p>MUS.3.2B read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p>MUS.3.2C Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.</p> <p>MUS.3.3A Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.</p> <p>MUS.3.3B Sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups.</p> <p>MUS.3.3D Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.</p> <p>MUS.3.3E Interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.</p> <p>MUS.3.5A Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.</p> <p>MUS.3.5C Identify the relationships between music and interdisciplinary concepts.</p> <p>MUS.3.6A Exhibit audience etiquette during live and recorded performances.</p> <p>MUS.3.6C Identify specific musical events in aural examples such as changes in timbre.</p> <p>MUS.3.6E Describe a variety of compositions and formal or informal musical performances using specific music vocabulary.</p>	