

Cycle 1	27 Days	
	Aug. 23 - Oct. 1, 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 1	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 “Three Sounds on a Beat,” Not Evenly Distributed</b></p> <p>This unit will review elements taught in second grade and introduced to the third-grade concept of “three sounds on a beat,” not evenly distributed will be taught through building repertoire, performing, using critical thinking, and problem-solving skills, and listening skills. The application of “four-beat meter” through various activities will also be covered through the music literacy skills of reading, writing, and improvisation will also be covered. In addition, these first lessons are used to teach classroom procedures, rules, and expectations.</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.3.2A</b> 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><b>MUSIC.3.2B</b> Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.3.3A</b> Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.</p> <p><b>MUSIC.3.3B</b> 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><b>MUSIC.3.3C</b> 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><b>MUSIC.3.3D</b> Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.</p> <p><b>MUSIC.3.4A</b> Create rhythmic phrases through improvisation or composition.</p> <p><b>MUSIC.3.4B</b> Create melodic phrases through improvisation or composition.</p> <p><b>MUSIC.3.4C</b> Create simple accompaniments through improvisation or composition.</p> <p><b>MUSIC.3.5A</b> Perform songs, move to music, and play musical games from diverse cultures and periods.</p> <p><b>MUSIC.3.6A</b> Exhibit audience etiquette during live and recorded performances.</p>

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
<p><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></p>		
Unit 2	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 2: Cognitive Development of New Concept of (Low) La, A Pitch a Skip Lower Than “Do” and Review and Application of Previously Learned Musical Concept, an Eighth Note Followed by Two Sixteenth Notes and Two Sixteenth Notes Followed by an Eighth Note</b></p> <p>In this unit, the third-grade concept (low) La, the pitch a skip below Do will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of an eighth note followed by two sixteenth notes and two sixteenth notes followed by an eighth note will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p><b>6</b> 45-minute lessons</p> <p><i>Teacher Service Day (no students)</i> Oct. 4</p>	<p><b>MUSIC.3.1A</b> Categorize and explain a variety of musical sounds, including those of children and adult voices.</p> <p><b>MUSIC.3.1B</b> Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures.</p> <p><b>MUSIC.3.1C</b> 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><b>MUSIC.3.1D</b> Identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.</p> <p><b>MUSIC.3.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate.</p> <p><b>MUSIC.3.2B</b> Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.3.2C</b> Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.</p> <p><b>MUSIC.3.3A</b> Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.</p> <p><b>MUSIC.3.3B</b> 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><b>MUSIC.3.3C</b> 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><b>MUSIC.3.3D</b> perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.</p> <p><b>MUSIC.3.4A</b> Create rhythmic phrases through improvisation or composition.</p> <p><b>MUSIC.3.4B</b> Create melodic phrases through improvisation or composition.</p> <p><b>MUSIC.3.5A</b> Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.</p> <p><b>MUSIC.3.5B</b> Identify music from diverse genres, styles, periods, and cultures.</p> <p><b>MUSIC.3.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUSIC.3.6B</b> recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p> <p><b>MUSIC.3.6C</b> Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary.</p>

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 3	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: Cognitive Development of New Concept Internal Upbeat and Review and Application of Previously Learned Musical Concepts (Low La)</b></p> <p>In this unit, the third-grade concept of internal upbeat will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of (low) <i>La</i>, will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p><b>6</b> 45-minute lessons</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day (no students)</i> Jan. 18</p>	<p><b>MUSIC.3.1A</b> Categorize and explain a variety of musical sounds, including those of children and adult voices.</p> <p><b>MUSIC.3.1B</b> Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures.</p> <p><b>MUSIC.3.1C</b> 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><b>MUSIC.3.1D</b> Identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.</p> <p><b>MUSIC.3.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate.</p> <p><b>MUSIC.3.2B</b> Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.3.2C</b> Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.</p> <p><b>MUSIC.3.3A</b> Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.</p> <p><b>MUSIC.3.3B</b> 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><b>MUSIC.3.3C</b> 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><b>MUSIC.3.3D</b> perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.</p> <p><b>MUSIC.3.4A</b> Create rhythmic phrases through improvisation or composition.</p> <p><b>MUSIC.3.4B</b> Create melodic phrases through improvisation or composition.</p> <p><b>MUSIC.3.5A</b> Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.</p> <p><b>MUSIC.3.5B</b> Identify music from diverse genres, styles, periods, and cultures.</p> <p><b>MUSIC.3.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUSIC.3.6B</b> recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p> <p><b>MUSIC.3.6C</b> Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary.</p>

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 4	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: Cognitive Development of New Concept (Low) So, and Review and Application of Previously Learned Musical Concept Internal Upbeat Concept Re</b></p> <p>In this unit, the third-grade concept of internal upbeat will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of (low) La, will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p><b>6</b> 45-minute lessons</p> <p><i>Teacher Service Day / Presidents' Day (no students) Feb. 21</i></p>	<p><b>MUSIC.3.1A</b> Categorize and explain a variety of musical sounds, including those of children and adult voices.</p> <p><b>MUSIC.3.1B</b> Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures.</p> <p><b>MUSIC.3.1C</b> 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><b>MUSIC.3.1D</b> Identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.</p> <p><b>MUSIC.3.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate.</p> <p><b>MUSIC.3.2B</b> Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.3.2C</b> Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.</p> <p><b>MUSIC.3.3A</b> Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.</p> <p><b>MUSIC.3.3B</b> 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><b>MUSIC.3.3C</b> 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><b>MUSIC.3.3D</b> Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.</p> <p><b>MUSIC.3.4A</b> Create rhythmic phrases through improvisation or composition.</p> <p><b>MUSIC.3.4B</b> Create melodic phrases through improvisation or composition.</p> <p><b>MUSIC.3.5A</b> Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.</p> <p><b>MUSIC.3.5B</b> Identify music from diverse genres, styles, periods, and cultures.</p> <p><b>MUSIC.3.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUSIC.3.6B</b> Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p> <p><b>MUSIC.3.6C</b> Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary.</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 5	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: Cognitive Development of New Concept (Low) So, and Review and Application of Previously Learned Musical Concept Internal Upbeat</b></p> <p>In this unit, the grade 3 concept of internal upbeat will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of (low) <i>La</i>, will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p><b>7</b> 45-minute lessons</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p><b>MUSIC.3.1A</b> Categorize and explain a variety of musical sounds, including those of children and adult voices.</p> <p><b>MUSIC.3.1B</b> Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures.</p> <p><b>MUSIC.3.1C</b> 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><b>MUSIC.3.1D</b> Identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works.</p> <p><b>MUSIC.3.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate.</p> <p><b>MUSIC.3.2B</b> Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.3.2C</b> Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.</p> <p><b>MUSIC.3.3A</b> Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.</p> <p><b>MUSIC.3.3B</b> 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><b>MUSIC.3.3C</b> 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><b>MUSIC.3.3D</b> perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.</p> <p><b>MUSIC.3.4A</b> Create rhythmic phrases through improvisation or composition.</p> <p><b>MUSIC.3.4B</b> Create melodic phrases through improvisation or composition.</p> <p><b>MUSIC.3.4A</b> Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.</p> <p><b>MUSIC.3.5B</b> Identify music from diverse genres, styles, periods, and cultures.</p> <p><b>MUSIC.3.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUSIC.3.6B</b> recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p> <p><b>MUSIC.3.6C</b> Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary.</p>

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 6	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 6: Cognitive Development of New Concept “External Upbeat” and Review and Application of (Low) So</b></p> <p>In this unit, the grade 3 concept of “external upbeat” will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of (low) So, will also be covered though 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.3.1A</b> Categorize and explain a variety of musical sounds, including those of children and adult voices.</p> <p><b>MUSIC.3.1B</b> Categorize and explain a variety of musical sounds, including those of woodwind, brass, string, percussion, and instruments from various cultures.</p> <p><b>MUSIC.3.1C</b> 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><b>MUSIC.3.1D</b> Identify and label small and large musical forms such as, ABAC, AB, ABA, and rondo presented aurally in simple songs and larger works.</p> <p><b>MUSIC.3.2A</b> Read, write, and reproduce rhythmic patterns using standard notation, including separated eighth notes, eighth- and sixteenth-note combinations, dotted half note, and previously learned note values in 2/4, 4/4, and 3/4 meters as appropriate.</p> <p><b>MUSIC.3.2B</b> Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p><b>MUSIC.3.2C</b> Identify new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte.</p> <p><b>MUSIC.3.3A</b> Sing or play classroom instruments with accurate intonation and rhythm independently or in groups.</p> <p><b>MUSIC.3.3B</b> 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><b>MUSIC.3.3C</b> 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><b>MUSIC.3.3D</b> Perform simple part work, including rhythmic and melodic ostinati, derived from known repertoire.</p> <p><b>MUSIC.3.4A</b> Create rhythmic phrases through improvisation or composition.</p> <p><b>MUSIC.3.4B</b> Create melodic phrases through improvisation or composition.</p> <p><b>MUSIC.3.4A</b> Perform a varied repertoire of songs, movement, and musical games representative of American and local cultures.</p> <p><b>MUSIC.3.5B</b> Identify music from diverse genres, styles, periods, and cultures.</p> <p><b>MUSIC.3.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUSIC.3.6B</b> Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p> <p><b>MUSIC.3.6C</b> Identify specific musical events in aural examples such as changes in timbre, form, tempo, or dynamics using appropriate vocabulary.</p>