

Cycle 1	38 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.
	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 1: Procedures, Rules, and Review</p> <p>This unit will review elements taught in first grade: quarter note eighth notes, quarter rest, 2/4 meter, <i>So, Mi, and La</i>. In addition, these first lessons are used to teach classroom procedures, rules, and expectations.</p>	<p>4 45-minute lessons</p> <p>Suggested Pacing: Aug. 26 – Sept. 20</p> <p><i>Labor Day Sept. 2</i></p>	<p>MUSIC.2.1A Identify choral voices, including unison versus ensemble. MUSIC.2.1C Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo. MUSIC.2.1D Identify and label simple small forms such as aaba and abac. MUSIC.2.2A Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest. MUSIC.2.2B Read, write, and reproduce pentatonic melodic patterns using standard staff notation. MUSIC.2.3A Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups. MUSIC.2.3B Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff. MUSIC.2.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement; MUSIC.2.4A Create rhythmic phrases using known rhythms. MUSIC.2.4B Create melodic phrases using known pitches. MUSIC.2.4C Explore new musical ideas in phrases using singing voice and classroom instruments. MUSIC.2.5A Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music. MUSIC.2.5B Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures. MUSIC.2.6A Begin to practice appropriate audience behavior during live or recorded performances.</p>	

Cycle 1	38 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.
	Aug. 26 – Oct. 18, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 2: Cognitive Development of New Concept and Review and Application of Previously Learned Musical Concepts</p> <p>In this unit, the second-grade concept of <i>Do</i>, the tonic note of the major pentatonic scale will be taught through building repertoire, performing, using critical thinking and problem-solving skills and listening skills. The application of previously learned musical concepts through various activities will also be covered.</p>	<p>4 45-minute lessons</p> <p>Suggested Pacing:</p> <p>Sept. 23 – Oct. 18</p> <p><i>Fall Holiday Oct. 9 (students only)</i></p> <p><i>Early Dismissal Sept. 27 Oct. 18</i></p>	<p>MUSIC.2.2A Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest.</p> <p>MUSIC.2.2B Read, write, and reproduce pentatonic melodic patterns using standard staff notation.</p> <p>MUSIC.2.3A Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.</p> <p>MUSIC.2.3B Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups.</p> <p>MUSIC.2.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.2.3D Perform simple part work, including rhythmic ostinato, and vocal exploration such as singing, speaking, and chanting.</p> <p>MUSIC.2.3E Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff.</p> <p>MUSIC.2.4A Create rhythmic phrases using known rhythms.</p> <p>MUSIC.2.4B Create melodic phrases using known pitches.</p> <p>MUSIC.2.5A Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music. Sing songs, move to, and play musical games from diverse cultures and periods.</p> <p>MUSIC.2.6A Begin to practice appropriate audience behavior during live or recorded performances.</p>	

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>Unit 3: Cognitive Development of New Concept Half Note, a Note that Lasts for Two Beats and Review and Application of Previously Learned Musical Concept Do, the Tonic Pitch of the Pentatonic Scale</p> <p>In this unit, the second-grade concept half note, a note that lasts for two beats will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of Do, the tonic pitch of the pentatonic scale will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p>8 45-minute lessons</p> <p>Suggested Pacing:</p> <p>Oct. 21 – Dec. 19</p> <p><i>Early Dismissal</i> Nov. 8</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>MUSIC.2.1A Identify choral voices, including unison versus ensemble. MUSIC.2.1C Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo. MUSIC.2.1D Identify and label simple small forms such as aaba and abac. MUSIC.2.2A Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest. MUSIC.2.2B Read, write, and reproduce pentatonic melodic patterns using standard staff notation. MUSIC.2.3A Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups. MUSIC.2.3B Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff. MUSIC.2.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement. MUSIC.2.4A Create rhythmic phrases using known rhythms. MUSIC.2.4B Create melodic phrases using known pitches. MUSIC.2.4C Explore new musical ideas in phrases using singing voice and classroom instruments. MUSIC.2.5A Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music. MUSIC.2.5B Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures. MUSIC.2.6A Begin to practice appropriate audience behavior during live or recorded performances.</p>	
<p>Programs and Special Occasion Music</p> <p>This unit is being included to allow for the scheduling of programs and the study and enjoyment of music representative of various special occasions.</p>	<p>Varied 45-minute lessons at discretion of teacher</p> <p>Suggested Pacing: When necessary throughout the year</p>	<p>MUSIC.2.3A Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups. MUSIC.2.3B Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups. MUSIC.2.3E Perform music using tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo. MUSIC.2.5A Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music. MUSIC.2.6A Begin to practice appropriate audience behavior during live or 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, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 4: Cognitive Development of New Concept <i>Re</i>, the Second Degree of the Major Pentatonic Scale and Review and Application of Half Note</p> <p>In this unit, the second-grade concept of <i>Re</i>, the second degree of the major pentatonic scale, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of half note will also be covered through the music literacy skills of reading, writing, and improvisation.</p>	<p>5 45-minute lessons</p> <p>Suggested Pacing: Jan. 6 – Feb. 7</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p>	<p>MUSIC.2.1A Identify choral voices, including unison versus ensemble.</p> <p>MUSIC.2.1C Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo.</p> <p>MUSIC.2.1D Identify and label simple small forms such as aaba and abac.</p> <p>MUSIC.2.2A Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest.</p> <p>MUSIC.2.2B Read, write, and reproduce pentatonic melodic patterns using standard staff notation.</p> <p>MUSIC.2.3A Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups.</p> <p>MUSIC.2.3B Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff.</p> <p>MUSIC.2.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.2.4A Create rhythmic phrases using known rhythms.</p> <p>MUSIC.2.4B Create melodic phrases using known pitches.</p> <p>MUSIC.2.4C Explore new musical ideas in phrases using singing voice and classroom instruments.</p> <p>MUSIC.2.5A Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music.</p> <p>MUSIC.2.5B Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures.</p> <p>MUSIC.2.6A Begin to practice appropriate audience behavior during live or 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, 2019	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Cognitive Development of New Concept, the Sixteenth Notes (Four Sounds on a Beat) and Review and Application of Previously Learned Musical Concept <i>Re</i></p> <p>In this unit, the second-grade concept of four sixteenth notes, four sounds on a beat, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of <i>Re</i>, the second degree of the major pentatonic scale will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p>5 45-minute lessons</p> <p>Suggested Pacing: Feb. 10 – Mar. 13</p> <p><i>Early Dismissal</i> Feb. 14</p> <p><i>Spring Break</i> Mar. 16-20</p>	<p>MUSIC.2.1A Identify instruments visually and aurally.</p> <p>MUSIC.2.1B Use music terminology to explain sounds and performances.</p> <p>MUSIC.2.1C Identify music forms such as AB and ABA.</p> <p>MUSIC.2.2A Sing or play a classroom instrument independently or in groups incorporating prior learning plus whole, half notes and rests, and the “do” pentatonic scale.</p> <p>MUSIC.2.2B Sing songs from diverse cultures and styles or play such songs on a musical instrument incorporating prior knowledge using whole, half notes and rests and the <i>Do</i> pentatonic scale.</p> <p>MUSIC.2.3A Read and write simple music notation, using a system (letters, numbers, solfege syllables) of 8 and 16 beat phrases incorporating the pentatonic scale both on and off the music staff.</p> <p>MUSIC.2.3B Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff.</p> <p>MUSIC.2.4A Create, sing and play simple rhythmic phrases using familiar rhythms from previous grades; whole and half notes and rests.</p> <p>MUSIC.2.4B Create melodic phrases ascending, descending; with and without leaps, using the “do” pentatonic scale both on and off the music staff.</p> <p>MUSIC.2.5B Sing songs, move to, and play musical games from diverse cultures and periods.</p> <p>MUSIC.2.6A Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, legato/staccato, same/different and live/recorded in musical performances.</p>

Cycle 4	47 Days	
	Mar. 23 – May 29, 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>Unit 6: Cognitive Development of New Concept, the Sixteenth Notes (Four Sounds on a Beat) and Review and Application of Previously Learned Musical Concept Re</p> <p>In this unit, the grade 2 concept of four sixteenth notes, four sounds on a beat, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of <i>Re</i>, the second degree of the major pentatonic scale will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p>5 45-minute lessons</p> <p>Suggested Pacing: Mar. 13 – Apr. 24</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p><i>Spring Holiday</i> Apr. 10</p>	<p>MUSIC.2.1A Identify instruments visually and aurally. MUSIC.2.1B Use music terminology to explain sounds and performances. MUSIC.2.1C Identify music forms such as AB and ABA. MUSIC.2.2A Sing or play a classroom instrument independently or in groups incorporating prior learning plus whole, half notes and rests, and the “do” pentatonic scale. MUSIC.2.2B Sing songs from diverse cultures and styles or play such songs on a musical instrument incorporating prior knowledge using whole, half notes and rests and the “do” pentatonic scale. MUSIC.2.3A Read and write simple music notation, using a system (letters, numbers, solfege syllables) of 8 and 16 beat phrases incorporating the pentatonic scale both on and off the music staff. MUSIC.2.3B Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff. MUSIC.2.4A Create, sing and play simple rhythmic phrases using familiar rhythms from previous grades; whole and half notes and rests. MUSIC.2.4B Create melodic phrases ascending, descending; with and without leaps, using the “do” pentatonic scale both on and off the music staff. MUSIC.2.5B Sing songs, move to, and play musical games from diverse cultures and periods. MUSIC.2.6A Distinguish between beat/rhythm, higher/lower, louder/softer, faster/slower, legato/staccato, same/different and live/recorded in musical performances.</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, 2019		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 7: Cognitive Development of New Concept Major Pentatonic Scale, Do-Re-Mi-So-La with a Skip Between Mi and So (ends on Do) and Review and Application of Sixteenth Notes</p> <p>In this unit, the grade 2 concept of a major pentatonic scale, <i>Do-Re-Mi-So-La</i> with a skip between <i>Mi</i> and <i>So</i> (ends on <i>Do</i>) will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of four sixteenth notes will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p>5 45-minute lessons</p> <p>Suggested Pacing: Apr. 27 – May 29</p> <p><i>Memorial Day</i> May 25</p>	<p>MUSIC.2.1A Identify choral voices, including unison versus ensemble. MUSIC.2.1C Use known music terminology to explain musical examples of tempo, including presto, moderato, and andante, and dynamics, including fortissimo and pianissimo. MUSIC.2.1D Identify and label simple small forms such as aaba and abac. MUSIC.2.2A Read, write, and reproduce rhythmic patterns using standard notation in 2/4 meter, including half note/half rest. MUSIC.2.2B Read, write, and reproduce pentatonic melodic patterns using standard staff notation. MUSIC.2.3A Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups. MUSIC.2.3B Read and write music that incorporates basic rhythmic patterns in simple meters incorporating prior knowledge and skills using whole and half notes and rests in 2/4 and 4/4 time signatures both on and off a music staff. MUSIC.2.3A Sing tunefully or play classroom instruments, including rhythmic and melodic patterns, independently or in groups. MUSIC.2.3B Sing songs or play classroom instruments from diverse cultures and styles, independently or in groups. MUSIC.2.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement. MUSIC.2.4A Create rhythmic phrases using known rhythms. MUSIC.2.4B Create melodic phrases using known pitches. MUSIC.2.4C Explore new musical ideas in phrases using singing voice and classroom instruments. MUSIC.2.5A Sing songs and play musical games, including rhymes, patriotic events, folk music, and seasonal music. MUSIC.2.5B Identify steady beat in short musical excerpts from various periods or times in history and diverse cultures. MUSIC.2.6A Begin to practice appropriate audience behavior during live or recorded performances.</p>	