

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 is used to acquire new repertoire and to teach classroom procedures, rules, and expectations.</p>	<p>2 45-minute lessons</p> <p>Suggested Pacing: Aug. 26 – Sept. 6</p> <p><i>Labor Day</i> Sept. 2</p>	<p>MUSIC.K.1A Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.</p> <p>MUSIC.K.1B Identify the timbre of adult voices and instruments.</p> <p>MUSIC.K.1C Listen to and identify same and different.</p> <p>MUSIC.K.1D Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p>MUSIC.K.3A Sing or play classroom instruments independently or in groups.</p> <p>MUSIC.K.3B Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>MUSIC.K.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.K.5A Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p>MUSIC.K.6B Identify steady beat in musical performances.</p>	
<p>Unit 2: Cognitive Development of New Concept “Tuneful Singing” and Review and Application of Previously Learned Musical Concepts</p> <p>In this unit, students will exhibit their understanding of tuneful singing and experience Kindergarten musical concepts through building repertoire and performing various activities.</p>	<p>3 45-minute lessons</p> <p>Suggested Pacing: Sept. 9-27</p> <p><i>Early Dismissal</i> Sept. 27</p>	<p>MUSIC.K.1A Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.</p> <p>MUSIC.K.1B Identify the timbre of adult voices and instruments.</p> <p>MUSIC.K.1C Listen to and identify same and different.</p> <p>MUSIC.K.1D Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p>MUSIC.K.3A Sing or play classroom instruments independently or in groups.</p> <p>MUSIC.K.3B Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>MUSIC.K.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.K.5A Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p>MUSIC.K.6B Identify steady beat in musical performances.</p>	

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<p>Unit 3: Cognitive Development of New Concept Beat and Review and Application of Previously Learned Musical Concepts</p> <p>In this unit, students will exhibit their tuneful singing and kinesthetic awareness of beat through building repertoire, performing, using critical thinking, problem solving, and listening skills.</p>	<p>3 45-minute lessons</p> <p>Suggested Pacing: Sept. 30 – Oct. 18</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p> <p><i>Early Dismissal</i> Oct. 18</p>	<p>MUSIC.K.1A Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.</p> <p>MUSIC.K.1B Identify the timbre of adult voices and instruments.</p> <p>MUSIC.K.1C Listen to and identify same and different.</p> <p>MUSIC.K.1D Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p>MUSIC.K.3A Sing or play classroom instruments independently or in groups.</p> <p>MUSIC.K.3B Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>MUSIC.K.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.K.5A Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p>MUSIC.K.6B Identify steady beat in musical 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 4: Cognitive Development of New Concept “Fast and Slow” As It Relates to Steady Beat and Review and Application of Previously Learned Musical Concept Tuneful Singing</p> <p>In this unit, the Kindergarten concept of fast and slow as it relates to steady beat through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. Students will exhibit their knowledge of tuneful singing through various activities.</p>	<p>4 45-minute lessons</p> <p>Suggested Pacing: Oct. 21 – Nov. 15</p> <p><i>Early Dismissal</i> Nov. 8</p>	<p>MUSIC.K.1A Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.</p> <p>MUSIC.K.1B Identify the timbre of adult voices and instruments.</p> <p>MUSIC.K.1C Listen to and identify same and different.</p> <p>MUSIC.K.1D Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p>MUSIC.K.3A Sing or play classroom instruments independently or in groups.</p> <p>MUSIC.K.3B Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>MUSIC.K.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.K.5A Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p>MUSIC.K.6B Identify steady beat in musical performances.</p>	

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<p>Unit 5: Cognitive Development of New Concept Loud and Soft and Review and Application of Previously Learned Musical Concept Fast and Slow</p> <p>In this unit, the Kindergarten concept of “Fast and Slow” will be introduced through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of “Fast and Slow” will also be covered through the music literacy skills of reading, writing, and improvisation.</p>	<p>4 45-minute lessons</p> <p>Suggested Pacing:</p> <p>Nov. 18 – Dec. 19</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.K.1A Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.</p> <p>MUSIC.K.1B Identify the timbre of adult voices and instruments.</p> <p>MUSIC.K.1C Listen to and identify same and different.</p> <p>MUSIC.K.1D Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p>MUSIC.K.3A Sing or play classroom instruments independently or in groups.</p> <p>MUSIC.K.3B Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>MUSIC.K.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.K.5A Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p>MUSIC.K.6B Identify steady beat in musical 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.K.1D Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p>MUSIC.K.3A Sing or play classroom instruments independently or in groups.</p> <p>MUSIC.K.3B Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>MUSIC.K.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.K.3D Perform simple part work, including beat versus rhythm.</p> <p>MUSIC.K.3E Perform music using louder/softer and faster/slower.</p> <p>MUSIC.K.5A Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p>MUSIC.K.6A identify and demonstrate 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 6: Cognitive Development of New Concept “High and Low” and Review and Application of Previously Learned Musical Concept “Loud and Soft”</p> <p>In this unit, the Kindergarten concept of high and low will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of loud and soft 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.K.1A Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.</p> <p>MUSIC.K.1B Identify the timbre of adult voices and instruments.</p> <p>MUSIC.K.1C Listen to and identify same and different.</p> <p>MUSIC.K.1D Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p>MUSIC.K.3A Sing or play classroom instruments independently or in groups.</p> <p>MUSIC.K.3B Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>MUSIC.K.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.K.5A Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p>MUSIC.K.6B Identify steady beat in musical performances.</p>

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 7: Cognitive Development of the Concept “Steady Beat” and Review and Application of Previously Learned Musical Concept “High and Low”</p> <p>In this unit, the Kindergarten concept of aural and visual awareness of steady beat will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of high and low will also be covered through 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> <i>Feb. 14</i></p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p>	<p>MUSIC.K.1A Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.</p> <p>MUSIC.K.1B Identify the timbre of adult voices and instruments.</p> <p>MUSIC.K.1C Listen to and identify same and different.</p> <p>MUSIC.K.1D Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p>MUSIC.K.3A Sing or play classroom instruments independently or in groups.</p> <p>MUSIC.K.3B Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>MUSIC.K.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.K.3E Perform music using louder/softer and faster/slower.</p> <p>MUSIC.K.5A Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p>MUSIC.K.6B Identify steady beat 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 8: Cognitive Development of New Concept “High and Low” (Relates to Pitches So and Mi) and Review and Application of Previously Learned Musical Concept Steady Beat</p> <p>In this unit, the Kindergarten concept of high and low (as related to pitches So and Mi) will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of steady beat 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. 23 – Apr. 24</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p><i>Spring Holiday</i> Apr. 10</p>	<p>MUSIC.K.1A Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.</p> <p>MUSIC.K.1B Identify the timbre of adult voices and instruments.</p> <p>MUSIC.K.1C Listen to and identify same and different.</p> <p>MUSIC.K.1D Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p>MUSIC.K.3A Sing or play classroom instruments independently or in groups.</p> <p>MUSIC.K.3B Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>MUSIC.K.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.K.3E Perform music using louder/softer and faster/slower.</p> <p>MUSIC.K.5A Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p>MUSIC.K.6B Identify steady beat in musical performances.</p>	

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Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p>Unit 9: Cognitive Development of New Concept “Rhythm” and Review and Application of Previously Learned Musical Concept High and Low</p> <p>In this unit, Kindergarten concept rhythm (the way the words go) will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of high and low (as it relates to the pitches <i>So</i> and <i>Mi</i>), will also be covered through 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.K.1A Identify the differences between the five voices, including singing, speaking, inner, whispering, and calling voices.</p> <p>MUSIC.K.1B Identify the timbre of adult voices and instruments.</p> <p>MUSIC.K.1C Listen to and identify same and different.</p> <p>MUSIC.K.1D Identify same/different in beat/rhythm, higher/lower, louder/softer, faster/slower, and simple patterns in musical performances.</p> <p>MUSIC.K.3A Sing or play classroom instruments independently or in groups.</p> <p>MUSIC.K.3B Sing songs or play classroom instruments from diverse cultures and styles independently or in groups.</p> <p>MUSIC.K.3C Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.</p> <p>MUSIC.K.3E Perform music using louder/softer and faster/slower.</p> <p>MUSIC.K.5A Sing songs and play musical games, including rhymes, folk music, and seasonal music.</p> <p>MUSIC.K.6B Identify steady beat in musical performances.</p>	