

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 third grade (three sounds on a beat, (low) <i>La</i>, internal upbeat, (low) <i>So</i>, external upbeat and (high) <i>Do</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</i> <i>Sept. 2</i></p>	<p>MUSIC.4.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally.</p> <p>MUSIC.4.1D 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>MUSIC.4.2A 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>MUSIC.4.2B Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p>MUSIC.4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups.</p> <p>MUSIC.4.3B Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.</p> <p>MUSIC.4.3C Move alone and 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>MUSIC.4.4A Create rhythmic phrases through improvisation or composition.</p> <p>MUSIC.4.4B Create melodic phrases through improvisation or composition.</p> <p>MUSIC.4.5A Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas.</p> <p>MUSIC.4.6A Exhibit audience etiquette during live and 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 Three Sounds Unevenly Distributed Over Two Beats (Syncopation) and Application of Previously Learned Concept (High) Do</p> <p>In this unit, the fourth-grade concept of three sounds unevenly distributed over two beats (syncopation) will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of (High) Do through various activities will also be covered.</p>	<p>4 45-minute lessons</p> <p>Suggested Pacing: Sept. 23 – Oct. 18</p> <p><i>Fall Holiday</i> Oct. 9 <i>(students only)</i></p> <p><i>Early Dismissal</i> Sept. 27 Oct. 18</p>	<p>MUSIC.4.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally.</p> <p>MUSIC.4.1D 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>MUSIC.4.2A 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>MUSIC.4.2B Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p>MUSIC.4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups.</p> <p>MUSIC.4.3B Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.</p> <p>MUSIC.4.3C Move alone and 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>MUSIC.4.4A Create rhythmic phrases through improvisation or composition.</p> <p>MUSIC.4.4B Create melodic phrases through improvisation or composition</p> <p>MUSIC.4.5A Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas.</p> <p>MUSIC.4.6A Exhibit audience etiquette during live and recorded performances.</p>	

Cycle 2	39 Days	
	Oct. 21 – Dec. 19, 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 3: Cognitive Development of New Concept of La Pentatonic Scale and Review and Application of Previously Learned Musical Concept an Eighth Note Followed by a Quarter Note and then an Eighth Note</p> <p>In this unit, the fourth-grade concept “the La pentatonic scale” will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of syncopation will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p>8 45-minute lessons</p> <p>Suggested Pacing: 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.4.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally.</p> <p>MUSIC.4.1D 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>MUSIC.4.2A 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>MUSIC.4.2B Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p>MUSIC.4.2C Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.</p> <p>MUSIC.4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups.</p> <p>MUSIC.4.3B Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.</p> <p>MUSIC.4.3C Move alone and 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>MUSIC.4.3D Perform various folk dances and play parties.</p> <p>MUSIC.4.4A Create rhythmic phrases through improvisation or composition.</p> <p>MUSIC.4.4B Create melodic phrases through improvisation or composition.</p> <p>MUSIC.4.4C Create simple accompaniments through improvisation or composition.</p> <p>MUSIC.4.5A Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas.</p> <p>MUSIC.4.5C Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p>MUSIC.4.5D Identify connections between music and the other fine arts.</p> <p>MUSIC.4.6A Exhibit audience etiquette during live and recorded performances.</p> <p>MUSIC.4.6B Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</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>Programs and Special Occasion Music 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.4.3A Sing or play classroom instruments with accurate intonation and rhythm independently or in groups. MUSIC.4.3B Sing or play a varied repertoire of music such as American folk songs and folk songs representative of local cultures independently or in groups. MUSIC.4.3F Interpret through performance new and previously learned music symbols and terms referring to tempo and dynamics, including mezzo piano and mezzo forte. MUSIC.4.5A Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas. MUSIC.4.6A 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, 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 Dotted Quarter Note Followed by an Eighth Note and Review and Application of Concept the La Pentatonic Scale</p> <p>In this unit, the fourth-grade concept of a dotted quarter note followed by an eighth note will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of the La pentatonic scale 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. 1 – Feb. 7</p> <p><i>Early Dismissal</i> Jan. 17</p> <p><i>MLK Jr. Day</i> Jan. 20</p>	<p>MUSIC.4.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally.</p> <p>MUSIC.4.1D 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>MUSIC.4.2A 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>MUSIC.4.2B Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p>MUSIC.4.2C Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.</p> <p>MUSIC.4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups.</p> <p>MUSIC.4.3B Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.</p> <p>MUSIC.4.3C Move alone and 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>MUSIC.4.3D Perform various folk dances and play parties.</p> <p>MUSIC.4.4A Create rhythmic phrases through improvisation or composition.</p> <p>MUSIC.4.4B Create melodic phrases through improvisation or composition.</p> <p>MUSIC.4.4C Create simple accompaniments through improvisation or composition.</p> <p>MUSIC.4.5A Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas.</p> <p>MUSIC.4.5C Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p>MUSIC.4.5D Identify connections between music and the other fine arts.</p> <p>MUSIC.4.6A Exhibit audience etiquette during live and recorded performances.</p> <p>MUSIC.4.6B Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</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 (Fa) and Review and Application of a Dotted Quarter Note Followed by an Eighth Note</p> <p>In this unit, the fourth-grade concept of (Fa) a pitch a whole step below So and a half step above Mi, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of a dotted quarter note followed by an eighth 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. 1 – Feb. 7</p> <p><i>Early Dismissal</i> Feb. 14</p> <p><i>Spring Break</i> Mar. 16-20</p>	<p>MUSIC.4.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally.</p> <p>MUSIC.4.1D 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>MUSIC.4.2A 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>MUSIC.4.2B Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p>MUSIC.4.2C Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato</p> <p>MUSIC.4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups</p> <p>MUSIC.4.3B Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.</p> <p>MUSIC.4.3C Move alone and 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>MUSIC.4.3D Perform various folk dances and play parties</p> <p>MUSIC.4.4A Create rhythmic phrases through improvisation or composition.</p> <p>MUSIC.4.4B Create melodic phrases through improvisation or composition.</p> <p>MUSIC.4.4C Create simple accompaniments through improvisation or composition</p> <p>MUSIC.4.5A Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas.</p> <p>MUSIC.4.5C Identify and describe music from diverse genres, styles, periods, and cultures</p> <p>MUSIC.4.5D Identify connections between music and the other fine arts.</p> <p>MUSIC.4.6A Exhibit audience etiquette during live and recorded performances.</p> <p>MUSIC.4.6B 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, 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 Fa and Review and Application of a Dotted Quarter Note Followed by an Eighth Note</p> <p>In this unit, the fourth-grade concept of <i>Fa</i>, a pitch a whole step below <i>So</i> and a half step above <i>Mi</i>, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of a dotted quarter note followed by an eighth 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: Mar. 23 – Apr. 24</p> <p><i>Chávez/Huerta Day</i> Mar. 30</p> <p><i>Spring Holiday</i> Apr. 10</p>	<p>MUSIC.4.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally.</p> <p>MUSIC.4.1D 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>MUSIC.4.2A 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>MUSIC.4.2B Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p>MUSIC.4.2C Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.</p> <p>MUSIC.4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups.</p> <p>MUSIC.4.3B Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.</p> <p>MUSIC.4.3C Move alone and 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>MUSIC.4.4A Read, create, and interpret rhythmic and melodic phrases using prior knowledge.</p> <p>MUSIC.4.3D Perform various folk dances and play parties.</p> <p>MUSIC.4.4A Create rhythmic phrases through improvisation or composition.</p> <p>MUSIC.4.4B Create melodic phrases through improvisation or composition.</p> <p>MUSIC.4.4C Create simple accompaniments through improvisation or composition.</p> <p>MUSIC.4.5A Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas.</p> <p>MUSIC.4.5C Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p>MUSIC.4.5D Identify connections between music and the other fine arts.</p> <p>MUSIC.4.6A exhibit audience etiquette during live and recorded performances.</p> <p>MUSIC.4.6B Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p> <p>MUSIC.4.6C Practice appropriate concert etiquette as an actively involved listener during live 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 $\frac{3}{4}$ Meter and Review and Application of Fa</p> <p>In this unit, the fourth-grade concept, $\frac{3}{4}$ meter will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of Fa, 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.4.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato, to explain musical sounds presented aurally.</p> <p>MUSIC.4.1D 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>MUSIC.4.2A 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 $\frac{2}{4}$, $\frac{4}{4}$, and $\frac{3}{4}$ meters as appropriate.</p> <p>MUSIC.4.2B Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation.</p> <p>MUSIC.4.2C Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato.</p> <p>MUSIC.4.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups.</p> <p>MUSIC.4.3B Sing or play a varied repertoire of music such as American and Texan folk songs and folk songs representative of local cultures, independently or in groups.</p> <p>MUSIC.4.3C Move alone and 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>MUSIC.4.4A Read, create, and interpret rhythmic and melodic phrases using prior knowledge.</p> <p>MUSIC.4.3D Perform various folk dances and play parties.</p> <p>MUSIC.4.4A Create rhythmic phrases through improvisation or composition.</p> <p>MUSIC.4.4B Create melodic phrases through improvisation or composition.</p> <p>MUSIC.4.4C Create simple accompaniments through improvisation or composition</p> <p>MUSIC.4.5A Perform a varied repertoire of songs, movement, and musical games representative of diverse cultures such as historical folk songs of Texas and Hispanic and American Indian cultures in Texas.</p> <p>MUSIC.4.5C Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p>MUSIC.4.5D Identify connections between music and the other fine arts.</p> <p>MUSIC.4.6A Exhibit audience etiquette during live and recorded performances.</p> <p>MUSIC.4.6B Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p> <p>MUSIC.4.6C Practice appropriate concert etiquette as an actively involved listener during live performances.</p>	