

Cycle 1	27 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. 23 - Oct. 1, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Music Review</p> <p>Teachers will review and assess performance and literacy skills in the 5 competency areas that were covered during the previous year. They will use this information to select performance literature and plan for instruction. Students will continue to build on concepts such as the application of nomenclature related to dynamics, intonation, tempo, and overall musicianship.</p>	<p>6 class periods (45-min. each)</p> <p><i>Enrichment Opportunities Aug. 2-13</i></p> <p><i>Teachers Report to Work Aug. 16</i></p> <p><i>Teacher Service Days Aug. 16-17, Aug. 19-20</i></p> <p><i>Teacher Prep Day (no students) Aug. 18</i></p> <p><i>Labor Day Sept. 6</i></p> <p><i>Fall Holiday Sept. 16</i></p> <p><i>Teacher Service Day (no students) Sept. 17</i></p>	<p>MUS 5.1A Distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices.</p> <p>MUS 5.1B Distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures.</p> <p>MUS 5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p>MUS 5.5B Perform music representative of Texas and America, including "The Star-Spangled Banner".</p> <p>MUS 5.5C Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p>MUS 5.6C Describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary.</p> <p>MUS 5.6D Respond verbally and through movement to short musical examples.</p>

Cycle 2	29 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. 5 - Nov. 12, 2021	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Fundamentals Performance Skills</p> <p>Students will use the knowledge and skills gained 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>6 class periods (45-min. each)</p> <p><i>Teacher Service Day (no students)</i> Oct. 4</p>	<p>MUS 5.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally.</p> <p>MUS 5.2A Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 3/4, or 4/4 meters as appropriate.</p> <p>MUS 5.2C Identify and interpret new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.</p> <p>MUS 5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p>MUS 5.3B Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups.</p> <p>MUS 5.3C 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>MUS 5.3E Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies.</p> <p>MUS 5.3F Interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.</p> <p>MUS 5.5A Perform a varied repertoire of songs, movements, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America.</p>

Cycle 3	30 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.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 3: Fall Concert Performance Assessment Students will use knowledge and skills to prepare for their fall performance assessment concert.	6 class periods (45-min. each) <i>Thanksgiving Break</i> Nov. 22-26 <i>Enrichment Opportunities</i> Dec. 20-21 <i>Winter Break</i> Dec. 20-31 <i>MLK Jr. Day</i> Jan. 17 <i>Teacher Prep Day (no students)</i> Jan. 18	MUS 5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm. MUS 5.3B Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups. MUS 5.3C 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. MUS 5.3D Perform various folk dances and play parties. MUS 5.3E Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies. MUS 5.3F Interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound. MUS 5.4A Create rhythmic phrases through improvisation and composition. MUS 5.4B Create melodic phrases through improvisation and composition. MUS 5.4C Create simple accompaniments through improvisation and composition. MUS 5.5A Perform a varied repertoire of songs, movements, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America. MUS 5.5D Examine the relationships between music and interdisciplinary concepts. MUS 5.6E Evaluate a variety of compositions and formal or informal musical performances using specific criteria. MUS 5.6F Justify personal preferences for specific music works and styles using music vocabulary.

Cycle 4	27 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. 19 - Feb. 25, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Introducing Improvisation</p> <p>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 affecting music performance. Students will also continue to develop their basic performance skills through daily developmental exercises and performance literature.</p>	<p>6 class periods (45-min. each)</p> <p><i>Teacher Service Day / Presidents' Day (no students) Feb. 21</i></p>	<p>MUS 5.1D Identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variations presented aurally in simple songs and larger works.</p> <p>MUS 5.2B Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p>MUS 5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p>MUS 5.3B Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups.</p> <p>MUS 5.3C 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>MUS 5.3E Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies.</p> <p>MUS 5.3F Interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.</p> <p>MUS 5.5A Perform a varied repertoire of songs, movements, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America.</p> <p>MUS 5.6A Exhibit audience etiquette during live and recorded performances.</p>

Cycle 5	33 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.
	Feb. 28 - Apr. 22, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: District Student Assessment Measures</p> <p>Teachers will prepare students for Pre-Approved District Assessments. For Music 2 students, this will be district sanctioned band, orchestra, Mariachi, guitar, and jazz band events.</p>	<p>6 class periods (45-min. each)</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>MUS 5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p>MUS 5.3B Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups.</p> <p>MUS 5.3C 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>MUS 5.3E Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies.</p> <p>MUS 5.3F Interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.</p> <p>MUS 5.5A Perform a varied repertoire of songs, movements, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America.</p> <p>MUS 5.6A Exhibit audience etiquette during live and recorded performances.</p>

Cycle 6	31 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.
	Apr. 25 - June 7, 2022	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: EOY Assessments and Performances</p> <p>Teachers will use the end of the year performances to integrate culturally and socially relevant music, explore vocations and avocations in music, and cross-curricular relationships.</p>	<p>6 class periods (45-min. each)</p> <hr/> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p>MUS 5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p>MUS 5.3B Sing or play a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups.</p> <p>MUS 5.3C 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>MUS 5.3D Perform various folk dances and play parties.</p> <p>MUS 5.3E Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies.</p> <p>MUS 5.3F Interpret through performance new and previously learned music symbols and terms referring to tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound.</p> <p>MUS 5.4A Create rhythmic phrases through improvisation and composition.</p> <p>MUS 5.4B Create melodic phrases through improvisation and composition.</p> <p>MUS 5.4C Create simple accompaniments through improvisation and composition.</p> <p>MUS 5.5A Perform a varied repertoire of songs, movements, and musical games representative of diverse cultures such as historical folk songs of Texas and America and European and African cultures in America.</p> <p>MUS 5.5D Examine the relationships between music and interdisciplinary concepts.</p> <p>MUS 5.6A Exhibit audience etiquette during live and recorded performances.</p> <p>MUS 5.6B Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p> <p>MUS 5.6E Evaluate a variety of compositions and formal or informal musical performances using specific criteria.</p> <p>MUS 5.6F Justify personal preferences for specific music works and styles using music vocabulary.</p>