

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><b><u>Unit 1: Music Review</u></b> Teachers will assess students for current level of music knowledge and skills in the five competency areas through performance, written, and/or aural dictation assessments. Students will continue to develop their fundamental concepts learned the previous year. This will include more in-depth music theory, literacy, and performance skills.</p>	<p><b>38</b> 45-minute lessons</p> <p><i>Labor Day</i> Sept. 2</p> <p><i>Fall Holiday</i> Oct. 9 (students only)</p> <p><i>Early Dismissals</i> Sept. 27 Oct. 18</p>	<p><b>MUS.5.1A</b> Distinguish among a variety of musical timbres, including those of children's voices and soprano, alto, tenor, and bass adult voices.</p> <p><b>MUS.5.1B</b> Distinguish among a variety of musical timbres, including those of woodwind, brass, string, percussion, keyboard, electronic instruments, and instruments of various cultures.</p> <p><b>MUS.5.3B</b> 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><b>MUS.5.3C</b> 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><b>MUS.5.3F</b> 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><b>MUS.5.5C</b> Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p><b>MUS.5.5D</b> Examine the relationships between music and interdisciplinary concepts.</p> <p><b>MUS.5.6D</b> Respond verbally and through movement to short musical examples.</p>	

Cycle 2	39 Days	
	Oct. 21 – Dec. 19, 2019	
<p>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.</p>		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><a href="#">Unit 2: Preparing and Performance for Fall Concert</a> Student will use knowledge and skills gained thus far to begin preparing for their first official formal concert. Performance literature will reflect a higher level of difficulty. Performance literature should be grade 1/2 to grade one literature. 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><b>39</b> 45-minute lessons</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><i>Early Dismissal</i> Nov. 8</p>	<p><b>MUS.5.1C</b> 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><b>MUS.5.2A</b> 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><b>MUS.5.2B</b> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p><b>MUS.5.2C</b> 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><b>MUS.5.3A</b> Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p><b>MUS.5.3D</b> Perform various folk dances and play parties.</p> <p><b>MUS.5.3E</b> Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies.</p> <p><b>MUS.5.5A</b> Perform a varied repertoire of songs, movement, 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><b>MUS.5.5C</b> Identify and describe music from diverse genres, styles, periods, and <b>cultures</b>.</p> <p><b>MUS.5.5D</b> Examine the relationships between music and interdisciplinary concepts.</p> <p><b>MUS.5.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUS.5.6F</b> Justify personal preferences for specific music works and styles using music 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, 2020	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3:</b> <b>Introducing Improvisation</b></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. Early stage of sight-reading should be introduced, reading short lengths of music with both limited range and rhythmic complexity. Students will demonstrate basic knowledge of dynamics and terminology effecting music performance. Students will also continue to develop their basic performance skills through daily developmental exercises and performance literature.</p>	<p><b>49</b> 45-minute lessons</p> <p><i>MLK Jr. Day</i> <i>Jan. 20</i></p> <p><i>Spring Break</i> <i>Mar. 16-20</i></p> <p><i>Early Dismissals</i> <i>Jan. 17</i> <i>Feb. 14</i></p>	<p><b>MUS.5.1C</b> 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><b>MUS.5.2A</b> 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><b>MUS.5.2B</b> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p><b>MUS.5.2C</b> 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><b>MUS.5.3A</b> Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p><b>MUS.5.4A</b> Create rhythmic phrases through improvisation and composition.</p> <p><b>MUS.5.4B</b> Create melodic phrases through improvisation and composition.</p> <p><b>MUS.5.4C</b> Create simple accompaniments through improvisation and composition.</p> <p><b>MUS.5.5C</b> Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p><b>MUS.5.5D</b> Examine the relationships between music and interdisciplinary concepts.</p> <p><b>MUS.5.6B</b> Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p> <p><b>MUS.5.6F</b> Justify personal preferences for specific music works and styles using music 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, 2020		
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
<p><a href="#">Unit 4: EOY Assessments and Performances</a></p> <p>Teachers will use end of the year performances to explore culturally and socially relevant music. Students will explore vocations and avocations in music.</p>	<p><b>47</b> 45-minute lessons</p> <p><i>Chávez/Huerta Day</i> <i>Mar. 30</i></p> <p><i>Spring Holiday</i> <i>Apr. 10</i></p> <p><i>Memorial Day</i> <i>May 25</i></p>	<p><b>MUS.5.1D</b> 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><b>MUS.5.2A</b> 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><b>MUS.5.2B</b> Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p><b>MUS.5.2C</b> 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><b>MUS.5.3A</b> Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p><b>MUS.5.3B</b> 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><b>MUS.5.3D</b> Perform various folk dances and play parties.</p> <p><b>MUS.5.3E</b> Perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies.</p> <p><b>MUS.5.5A</b> Perform a varied repertoire of songs, movement, 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><b>MUS.5.5B</b> Perform music representative of Texas and America, including “The Star-Spangled Banner”.</p> <p><b>MUS.5.5C</b> Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p><b>MUS.5.5D</b> Examine the relationships between music and interdisciplinary concepts.</p> <p><b>MUS.5.6A</b> Exhibit audience etiquette during live and recorded performances.</p> <p><b>MUS.5.6C</b> Describe specific musical events such as changes in timbre, form, tempo, dynamics, or articulation in aural examples using appropriate vocabulary.</p> <p><b>MUS.5.6E</b> Evaluate a variety of compositions and formal or informal musical performances using specific criteria.</p> <p><b>MUS.5.6F</b> Justify personal preferences for specific music works and styles using music vocabulary.</p>	