

Cycle 1	27 Days	The recommended number of class periods 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 1	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Review and Application of Previously Learned Musical Concepts and Cognitive Development of New Concept of Two Sounds Over Two Beats with Both Sounds Occurring on Beat One</p> <p>This unit will review elements taught in fourth grade and introduced to the fifth-grade concept of two sounds over two beats with both sounds occurring on beat one will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. In addition, these first lessons are used to teach classroom procedures, rules, and expectations.</p>	<p>6 45-minute lessons</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p>MUSIC.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>MUSIC.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>MUSIC.5.1D Identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variation presented aurally in simple songs and larger works.</p> <p>MUSIC.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>MUSIC.5.2B Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p>MUSIC.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>MUSIC.5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p>MUSIC.5.3B Use standard symbols to notate meter, rhythm and pitch in simple patterns (manuscript or computer-generated).</p> <p>MUSIC.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>MUSIC.5.3D Perform various folk dances and play parties.</p> <p>MUSIC.5.4A Create rhythmic phrases through improvisation and composition.</p> <p>MUSIC.5.4B Create melodic phrases through improvisation and composition.</p> <p>MUSIC.5.5C Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures.</p>

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
<p><i>The recommended number of class periods 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.</i></p>		
Unit 2	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Cognitive Development of New Concept of <i>Ti</i>, a Pitch a Step Lower than (High) <i>Do</i> and Review and Application of Previously Learned Musical Concept an Eighth Note Followed by a Dotted Quarter Note</p> <p>In this unit, the fifth-grade concept <i>Ti</i> will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of an eighth note followed by a dotted quarter note will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p>6 45-minute lessons</p> <p><i>Teacher Service Day (no students)</i> Oct. 4</p>	<p>MUSIC.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>MUSIC.5.1C Use known music symbols and terminology referring to rhythm; melody; timbre; form; tempo, including <i>accelerando</i> and <i>ritardando</i>; dynamics; articulation; and meter, including simple and compound, to explain musical sounds presented aurally.</p> <p>MUSIC.5.1D Identify and label small and large musical forms such as <i>abac</i>, <i>AB</i>, and <i>ABA</i>; <i>rondo</i>; and theme and variation presented aurally in simple songs and larger works.</p> <p>MUSIC.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>MUSIC.5.2B Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p>MUSIC.5.2C Identify and interpret 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>MUSIC.5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p>MUSIC.5.3B Use standard symbols to notate meter, rhythm, and pitch in simple patterns (manuscript or computer-generated).</p> <p>MUSIC.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>MUSIC.5.3D Perform various folk dances and play parties.</p> <p>MUSIC.5.4A Create rhythmic phrases through improvisation and composition.</p> <p>MUSIC.5.4B Create melodic phrases through improvisation and composition.</p> <p>MUSIC.5.5A Identify aurally presented excerpts of music representing diverse genres, styles, periods, and cultures.</p>

Cycle 3	30 Days	
	Nov. 15, 2021 - Jan. 14, 2022	
	<i>The recommended number of class periods 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.</i>	
Unit 3	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
Unit 3: Cognitive Development of New Concept Dotted Eighth/Sixteenth and Review and Application of Previously Learned Musical Concept Ti In this unit, the fifth-grade concept of a dotted eighth note followed by a sixteenth note will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of <i>Ti</i> will also be covered through the music literacy skills of reading, writing, and improvisation.	6 45-minute lessons <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</i> (no students) Jan. 18	MUSIC 5.1C 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. MUSIC 5.1D Identify and label small and large musical forms such as, abac, AB, ABA, and rondo presented aurally in simple songs and larger works. MUSIC 5.2A 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. MUSIC 5.2B Read, write, and reproduce extended pentatonic melodic patterns using standard staff notation. MUSIC 5.2C Identify new and previously learned music symbols and terms referring to tempo; dynamics, including crescendo and decrescendo; and articulation, including staccato and legato. MUSIC 5.3A Sing and play classroom instruments with accurate intonation and rhythm, independently or in groups. MUSIC 5.3B 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. MUSIC 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. MUSIC 5.4A Read, create, and interpret rhythmic and melodic phrases using prior knowledge. MUSIC 5.3D Perform various folk dances and play parties. MUSIC 5.4A Create rhythmic phrases through improvisation or composition. MUSIC 5.4B Create melodic phrases through improvisation or composition. MUSIC 5.4C Create simple accompaniments through improvisation or composition. MUSIC 5.5A 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 5.5C Identify and describe music from diverse genres, styles, periods, and cultures. MUSIC 5.5D Examine the relationships between music and interdisciplinary concepts. MUSIC 5.6A Exhibit audience etiquette during live and recorded performances. MUSIC 5.6B Recognize known rhythmic and melodic elements in aural examples using appropriate vocabulary. MUSIC 5.6C Practice appropriate concert etiquette as an actively involved listener during live performances

Cycle 4	27 Days	The recommended number of class periods 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 4	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Cognitive Development of New Concept the Natural Minor Scale and Review and Application of Previously Learned Musical Concepts Dotted Eighth Note Followed by a Sixteenth Note</p> <p>In this unit, the fifth-grade concept of Natural Minor Scale, will be taught through building repertoire, performing, using critical thinking and problem-solving skills and listening skills. The application of knowledge of dotted eighth note followed by a sixteenth note will also be covered though the music literacy skills of reading, writing, and improvisation.</p>	<p>6 45-minute lessons</p> <p><i>Teacher Service Day / Presidents' Day (no students) Feb. 21</i></p>	<p>MUSIC.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>MUSIC.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>MUSIC.5.1D Identify and label small and large musical forms such as abac, AB, and ABA; rondo; and theme and variation presented aurally in simple songs and larger works.</p> <p>MUSIC.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>MUSIC.5.2B Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p>MUSIC.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>MUSIC.5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p>MUSIC.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>MUSIC.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>MUSIC.5.3D Perform various folk dances and play parties.</p> <p>MUSIC.5.4A Create rhythmic phrases through improvisation and composition.</p> <p>MUSIC.5.4B Create melodic phrases through improvisation and composition.</p> <p>MUSIC.5.5A 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>MUSIC.5.5C Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p>MUSIC.5.6A Exhibit audience etiquette during live and recorded performances.</p> <p>MUSIC.5.6B Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p>

Cycle 5	33 Days	The recommended number of class periods 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 5	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Cognitive Development of New Concept of Two Pulsations Per Measure; Each Pulsation Having Three Micro Pulsations (6/8 Meter), and Review and Application of Previously Learned Musical Concept of the Natural Minor Scale</p> <p>In this unit, the fifth-grade concept of two pulsations per measure with each pulsation having three micro pulsations, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of natural minor scale will also be covered though the music literacy skills of reading, writing, and improvisation</p>	<p>7 45-minute lessons</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>MUSIC.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>MUSIC.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>MUSIC.5.1D Identify and label small and large musical forms such as ABAC, AB, and ABA; rondo; and theme and variation presented aurally in simple songs and larger works.</p> <p>MUSIC.5.2A Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 6/8, or 4/4 meters as appropriate.</p> <p>MUSIC.5.2B Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p>MUSIC.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>MUSIC.5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p>MUSIC.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>MUSIC.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>MUSIC.5.3D Perform various folk dances and play parties.</p> <p>MUSIC.5.4A Create rhythmic phrases through improvisation and composition.</p> <p>MUSIC.5.4B Create melodic phrases through improvisation and composition.</p> <p>MUSIC.5.5A 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>MUSIC.5.5C Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p>MUSIC.5.6A Exhibit audience etiquette during live and recorded performances.</p> <p>MUSIC.5.6B Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p>

Cycle 6	31 Days	The recommended number of class periods 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 6	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: Continued Study of Cognitive Development of Two Pulsations Per Measure; Each Pulsation Having Three Micro Pulsations (6/8 Meter), and Review and Application of Previously Learned Musical Concept of the Natural Minor Scale</p> <p>In this unit, the fifth-grade concept of two pulsations per measure with each pulsation having three micro pulsations, will be taught through building repertoire, performing, using critical thinking and problem-solving skills, and listening skills. The application of knowledge of natural minor scale will also be covered though the music literacy skills of reading, writing, and improvisation</p>	<p>6 45-minute lessons</p> <p><i>Memorial Day</i> <i>May 30</i></p> <p><i>Teacher Prep Day</i> <i>(no students)</i> <i>June 8</i></p>	<p>MUSIC.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>MUSIC.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>MUSIC.5.1D Identify and label small and large musical forms such as ABAC, AB, and ABA; rondo; and theme and variation presented aurally in simple songs and larger works.</p> <p>MUSIC.5.2A Read, write, and reproduce rhythmic patterns using standard notation, including syncopated patterns, and previously learned note values in 2/4, 6/8, or 4/4 meters as appropriate.</p> <p>MUSIC.5.2B Read, write, and reproduce extended pentatonic and diatonic melodic patterns using standard staff notation.</p> <p>MUSIC.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>MUSIC.5.3A Sing and play classroom instruments independently or in groups with accurate intonation and rhythm.</p> <p>MUSIC.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>MUSIC.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>MUSIC.5.3D Perform various folk dances and play parties.</p> <p>MUSIC.5.4A Create rhythmic phrases through improvisation and composition.</p> <p>MUSIC.5.4B Create melodic phrases through improvisation and composition.</p> <p>MUSIC.5.5A 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>MUSIC.5.5C Identify and describe music from diverse genres, styles, periods, and cultures.</p> <p>MUSIC.5.6A Exhibit audience etiquette during live and recorded performances.</p> <p>MUSIC.5.6B Identify known rhythmic and melodic elements in aural examples using appropriate vocabulary.</p>