

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	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 1: Introduction to Piano: Class Procedures, Rules and Expectations, Five-Finger Position for the Key of “C”.</b></p> <p>In this unit the beginning piano student will introduced to the class procedures, rules and expectations. Review of the music elements, basic knowledge and skills taught in Middle School Music classes. The student will be introduced to the piano, proper hand placement, sitting posture and appropriate piano etiquette. Ultimately, it is the expectation that this process will begin the introduction to the Key of C Major and the Five-Finger Position.</p>	<p>14 class periods (90-min. each) or 27 class periods (45-min. each)</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><b>MUSIC I.1C</b> Define concepts of music notation, intervals, and chord structure using appropriate terminology.</p> <p><b>MUSIC I.1D</b> Define concepts of rhythm and meter using appropriate terminology and counting system.</p> <p><b>MUSIC I.1E</b> Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.</p> <p><b>MUSIC I.1F</b> apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p><b>MUSIC I.2A</b> Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p><b>MUSIC I.2B</b> Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p><b>MUSIC I.3A</b> Demonstrate mature, characteristic sound appropriate for the genre.</p> <p><b>MUSIC I.3B</b> Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</p> <p><b>MUSIC I.3C</b> Demonstrate rhythmic accuracy using appropriate tempo.</p> <p><b>MUSIC I.3D</b> Demonstrate observance of key signature and modalities.</p> <p><b>MUSIC I.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p><b>MUSIC I.3F</b> create and notate or record original musical phrases.</p>

Cycle 2	29 Days Oct. 5 - Nov. 12, 2021	<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 2	15/29 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 2: Music Elements: Continuing the Key of C Major; Introduction to Treble Clef, Bass Clef, Grand Staff and Time Signatures</b></p> <p>In this unit the beginning piano student will be introduced to the Treble Clef, Bass Clef, Grand Staff and Time Signatures. The student will be introduced to the piano, proper hand placement, sitting posture and appropriate piano etiquette. Student will begin study of reading music on the staff for the Key of C Major and the Five-Finger Position. In addition, these lessons will include music theory component focusing on the music staff, rhythms in music, 4/4-time signature and the keys of the piano.</p>	<p>15 class periods (90-min. each) or 29 class periods (45-min. each)</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p>	<p><b>MUSIC I.1B</b> Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees.</p> <p><b>MUSIC I.1C</b> Define concepts of music notation, intervals, and chord structure using appropriate terminology.</p> <p><b>MUSIC I.1D</b> Define concepts of rhythm and meter using appropriate terminology and counting system.</p> <p><b>MUSIC I.1E</b> Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.</p> <p><b>MUSIC I.1F</b> apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p><b>MUSIC I.2A</b> Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p><b>MUSIC I.2B</b> Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p><b>MUSIC I.3A</b> Demonstrate mature, characteristic sound appropriate for the genre.</p> <p><b>MUSIC I.3B</b> Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</p> <p><b>MUSIC I.3C</b> Demonstrate rhythmic accuracy using appropriate tempo.</p> <p><b>MUSIC I.3D</b> Demonstrate observance of key signature and modalities.</p> <p><b>MUSIC I.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p><b>MUSIC I.3F</b> create and notate or record original musical phrases.</p> <p><b>MUSIC I.4A</b> demonstrate mature, characteristic sound appropriate for the genre while sight reading;</p> <p><b>MUSIC I.4B</b> demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;</p> <p><b>MUSIC I.4C</b> demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p><b>MUSIC I.4D</b> demonstrate observance of key signature and modalities while sight reading;</p> <p><b>MUSIC I.4E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and</p> <p><b>MUSIC I.4F</b> demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading</p>

Cycle 3	30 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.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit 3	15/30 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 3: I – V7 Chord Progressions in the Key of C Major</b></p> <p>The student is then introduced to the I Chord covered through music literacy, skills of reading, writing and improvisation. The application of knowledge of the I Chord will support the teaching of the V7 Chord and the progression of the I-V7 Chords. In addition, these lessons will include hand placement, finger positions, and the new note “B”. Music theory component focusing on the music staff, rhythms in music, and 4/4-time signature will be studied.</p>	<p><b>15</b> class periods (90-min. each) or <b>30</b> class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day</i> (no students) Jan. 18</p>	<p><b>MUSIC I.1B</b> Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees.</p> <p><b>MUSIC I.1C</b> Define concepts of music notation, intervals, and chord structure using appropriate terminology.</p> <p><b>MUSIC I.1D</b> Define concepts of rhythm and meter using appropriate terminology and counting system.</p> <p><b>MUSIC I.1E</b> Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.</p> <p><b>MUSIC I.1F</b> apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p><b>MUSIC I.2A</b> Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p><b>MUSIC I.2B</b> Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p><b>MUSIC I.3A</b> Demonstrate mature, characteristic sound appropriate for the genre.</p> <p><b>MUSIC I.3B</b> Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</p> <p><b>MUSIC I.3C</b> Demonstrate rhythmic accuracy using appropriate tempo.</p> <p><b>MUSIC I.3D</b> Demonstrate observance of key signature and modalities.</p> <p><b>MUSIC I.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p><b>MUSIC I.3F</b> create and notate or record original musical phrases.</p> <p><b>MUSIC I.4A</b> demonstrate mature, characteristic sound appropriate for the genre while sight reading;</p> <p><b>MUSIC I.4B</b> demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;</p> <p><b>MUSIC I.4C</b> demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p><b>MUSIC I.4D</b> demonstrate observance of key signature and modalities while sight reading;</p> <p><b>MUSIC I.4E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and</p> <p><b>MUSIC I.4F</b> demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.</p>

Cycle 4	27 Days Jan. 19 - Feb. 25, 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 4	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: I - IV - V7 Chord Progressions in the Key of C Major</b></p> <p>In this unit the beginning piano student is will continue study of the Key of C Major, the five-finger position and is introduced to the I-IV-V7Chord Progression in the Key of C Major. The application of knowledge of the I-IV-V7 Chord Progression will also be covered through the music literacy, skills of reading, writing and improvisation. In addition, these lessons will include hand placement, finger positions, and the new note “A”. The student will be taught using critical thinking, problem solving and listening skills.</p>	<p>14 class periods (90-min. each) or 27 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents’ Day (no students) Feb. 21</i></p>	<p><b>MUSIC I.1B</b> Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees.</p> <p><b>MUSIC I.1C</b> Define concepts of music notation, intervals, and chord structure using appropriate terminology.</p> <p><b>MUSIC I.1D</b> Define concepts of rhythm and meter using appropriate terminology and counting system.</p> <p><b>MUSIC I.1E</b> Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance.</p> <p><b>MUSIC I.1F</b> apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p><b>MUSIC I.2A</b> Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p><b>MUSIC I.2B</b> Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p><b>MUSIC I.3A</b> Demonstrate mature, characteristic sound appropriate for the genre.</p> <p><b>MUSIC I.3B</b> Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques.</p> <p><b>MUSIC I.3C</b> Demonstrate rhythmic accuracy using appropriate tempo.</p> <p><b>MUSIC I.3D</b> Demonstrate observance of key signature and modalities.</p> <p><b>MUSIC I.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p><b>MUSIC I.3F</b> create and notate or record original musical phrases.</p> <p><b>MUSIC I.4A</b> demonstrate mature, characteristic sound appropriate for the genre while sight reading;</p> <p><b>MUSIC I.4B</b> demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading;</p> <p><b>MUSIC I.4C</b> demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p><b>MUSIC I.4D</b> demonstrate observance of key signature and modalities while sight reading;</p> <p><b>MUSIC I.4E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and</p> <p><b>MUSIC I.4F</b> demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.</p>

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	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.
Unit 5	17/33 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: The Key of G Major: I-IV-V7 Chord Progression</b> In this unit the beginning piano student will continue study and discovery the Key of G Major, G Major Five Finger Position and the I-IV-V7 Chord Progressions in the Key of G Major. The application of knowledge of the I-IV-V7 Chord Progression will also be covered through the music literacy, skills of reading, writing and improvisation. The student will be taught using critical thinking, problem solving and listening skills.</p>	<p>17 class periods (90-min. each) or 33 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><b>MUSIC I.1A</b> Experience and explore exemplary musical examples using technology and available live performances. <b>MUSIC I.1B</b> Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees. <b>MUSIC I.1C</b> Define concepts of music notation, intervals, and chord structure using appropriate terminology. <b>MUSIC I.1D</b> Define concepts of rhythm and meter using appropriate terminology and counting system. <b>MUSIC I.1E</b> Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance. <b>MUSIC I.1F</b> apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. <b>MUSIC I.2A</b> Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters. <b>MUSIC I.2B</b> Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. <b>MUSIC I.3A</b> Demonstrate mature, characteristic sound appropriate for the genre. <b>MUSIC I.3B</b> Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques. <b>MUSIC I.3C</b> Demonstrate rhythmic accuracy using appropriate tempo. <b>MUSIC I.3D</b> Demonstrate observance of key signature and modalities. <b>MUSIC I.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics. <b>MUSIC I.3F</b> create and notate or record original musical phrases.</p> <p><b>MUSIC I.4C</b> demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo; <b>MUSIC I.4D</b> demonstrate observance of key signature and modalities while sight reading; <b>MUSIC I.4E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and <b>MUSIC I.5A</b> Compare and contrast music by genre, style, culture, and historical period. <b>MUSIC I.5D</b> Identify and explore the relationship between music and other academic disciplines <b>MUSIC I.5E</b> Identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances.</p>

Cycle 6	31 Days Apr. 25 - June 7, 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 6	16/31 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 6: The Key of F Major: I-IV-V7 Chord Progression</b> In this unit the beginning piano student will continue study and discovery of the Key of F Major and I, IV, V7 chords in that Key of F Major and the Major Scale. The application of knowledge of the I, IV, V7 Chord Progression will also be covered through the music literacy, skills of reading, writing and improvisation. The teacher may also give the student opportunity to explore performance pieces. The student will be taught using critical thinking, problem solving and listening skills</p>	<p>16 class periods (90-min. each) or 31 class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p><b>MUSIC I.1A</b> Experience and explore exemplary musical examples using technology and available live performances. <b>MUSIC I.1B</b> Identify and describe melodic and harmonic parts when listening to and performing music using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees. <b>MUSIC I.1C</b> Define concepts of music notation, intervals, and chord structure using appropriate terminology. <b>MUSIC I.1D</b> Define concepts of rhythm and meter using appropriate terminology and counting system. <b>MUSIC I.1E</b> Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance. <b>MUSIC I.1F</b> apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. <b>MUSIC I.2A</b> Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters. <b>MUSIC I.2B</b> Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. <b>MUSIC I.3A</b> Demonstrate mature, characteristic sound appropriate for the genre. <b>MUSIC I.3B</b> Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques. <b>MUSIC I.3C</b> Demonstrate rhythmic accuracy using appropriate tempo. <b>MUSIC I.3D</b> Demonstrate observance of key signature and modalities. <b>MUSIC I.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics. <b>MUSIC I.4A</b> demonstrate mature, characteristic sound appropriate for the genre while sight reading; <b>MUSIC I.4B</b> demonstrate psychomotor and kinesthetic skills such as use of appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading; <b>MUSIC I.4C</b> demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo; <b>MUSIC I.4D</b> demonstrate observance of key signature and modalities while sight reading; <b>MUSIC I.4E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and <b>MUSIC I.4F</b> demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.</p>

<b>Cycle 6</b>	<b>31 Days</b>	<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>
	Apr. 25 - June 7, 2022	
Unit 6	16/31 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>MUSIC I.5B</b> Identify music-related vocations and avocations.</p> <p><b>MUSIC I.5C</b> Identify and describe the uses of music in societies and cultures.</p> <p><b>MUSIC I.5E</b> Identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances.</p> <p><b>MUSIC I.5F</b> Identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques.</p> <p><b>MUSIC I.6A</b> practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings;</p> <p><b>MUSIC I.6B</b> design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;</p> <p><b>MUSIC I.6C</b> develop processes for self-evaluation and select tools for personal artistic improvement; and</p> <p><b>MUSIC I.6D</b> evaluate musical performances by comparing them to exemplary models.</p>