

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: Procedures, Rules and Review</b> This unit will review elements basic knowledge, skills and appropriate piano technique taught in the beginning and intermediate piano class. In addition, the teacher will access the ability of the student to determine skill level. The student will be accessed on the major/minor scales, solo pieces, vocal and solo accompanying proficiency, sight-reading, ear training and music theory testing. These first lessons are used to teach the classroom procedures, rules and expectations.</p>	<p><b>14</b> class periods (90-min. each) or <b>27</b> 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 III 1C</b> compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology; <b>MUSIC III 1D</b> compare and contrast concepts of rhythm and meter using appropriate terminology and counting system; <b>MUSIC III 1E</b> compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening; <b>MUSIC III 1F</b> compare and contrast concepts of balance and blend using appropriate terminology; <b>MUSIC III 1H</b> compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and <b>MUSIC III 2A</b> read and notate music that incorporates melody and rhythm; and <b>MUSIC III 2B</b> interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation <b>MUSIC III 4C</b> demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo; <b>MUSIC III 4D</b> demonstrate observance of multiple key signatures and changing modalities while sight reading; <b>MUSIC III 4E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; <b>MUSIC III 4F</b> demonstrate application of dynamics and phrasing while sight reading; and <b>MUSIC III 6A</b> exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings; <b>MUSIC III 6B</b> create and apply specific criteria for evaluating performances of various musical styles; <b>MUSIC III 6C</b> create and apply specific criteria for offering constructive feedback using a variety of music performances; <b>MUSIC III 6D</b> develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and <b>MUSIC III 6E</b> evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.</p>

Cycle 2	29 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.
	Oct. 5 - Nov. 12, 2021	
Unit 2	15/29 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 2: Augmented/Diminished Chords and Inversions</b> In this unit the advanced piano student be introduced to augmented and diminished chords and chord inversions. The application of knowledge of the augmented and diminished chords and chord inversions 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. The student may be assigned performance pieces for performance opportunities.</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 III 1A</b> evaluate exemplary musical examples using technology and available live performances; <b>MUSIC III 1B</b> analyze advanced musical textures while using a melodic reading system; <b>MUSIC III 1C</b> compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology; <b>MUSIC III 1D</b> compare and contrast concepts of rhythm and meter using appropriate terminology and counting system; <b>MUSIC III 1E</b> compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening; <b>MUSIC III 1F</b> compare and contrast concepts of balance and blend using appropriate terminology; <b>MUSIC III 1G</b> compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals; <b>MUSIC III 1H</b> compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and <b>MUSIC III 1I</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 III 2A</b> read and notate music that incorporates melody and rhythm; and <b>MUSIC III 2B</b> interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation <b>MUSIC III.3A</b> demonstrate mature, characteristic sound appropriate for the genre. <b>MUSIC III.3B</b> refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques. <b>MUSIC III.3C</b> Demonstrate rhythmic accuracy using appropriate tempo. <b>MUSIC III.3D</b> Demonstrate observance of key signatures and modalities. <b>MUSIC III 4C</b> demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</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>MUSIC III 4D</b> demonstrate observance of multiple key signatures and changing modalities while sight reading;</p> <p><b>MUSIC III 4E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;</p> <p><b>MUSIC III 4F</b> demonstrate application of dynamics and phrasing while sight reading; and</p> <p><b>MUSIC III 6A</b> exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;</p> <p><b>MUSIC III 6B</b> create and apply specific criteria for evaluating performances of various musical styles;</p> <p><b>MUSIC III 6C</b> create and apply specific criteria for offering constructive feedback using a variety of music performances;</p> <p><b>MUSIC III 6D</b> develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and</p> <p><b>MUSIC III 6E</b> evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.</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: Piano Solos</b></p> <p>In this unit the student will review pieces for performance and select a piece(s) to prepare individually and in class to perform for teacher and/or class. The piece of music may be from book of study or the music library of the teacher. The works may consist of including the etude, prelude, polonaise, nocturne, mazurka, waltz, ballade, and scherzo from various composers, cultures and seasons. The student will be taught using critical thinking, problem solving and listening skills. The student will be taught using critical thinking, problem solving and listening skills.</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 III 1A</b> evaluate exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC III 1B</b> analyze advanced musical textures while using a melodic reading system;</p> <p><b>MUSIC III 1C</b> compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;</p> <p><b>MUSIC III 1D</b> compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;</p> <p><b>MUSIC III 1E</b> compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening;</p> <p><b>MUSIC III 1F</b> compare and contrast concepts of balance and blend using appropriate terminology;</p> <p><b>MUSIC III 1G</b> compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals;</p> <p><b>MUSIC III 1H</b> compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and</p> <p><b>MUSIC III 2A</b> read and notate music that incorporates melody and rhythm; and</p> <p><b>MUSIC III 2B</b> interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation</p> <p><b>MUSIC III.3E</b> demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p><b>MUSIC III.3F</b> create and notate or record original musical phrases at an appropriate level of difficulty.</p> <p><b>MUSIC III.4A</b> exhibit mature, characteristic sound appropriate for the genre while sight reading.</p> <p><b>MUSIC III.4B</b> refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading.</p> <p><b>MUSIC III 4C</b> demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p><b>MUSIC III 4D</b> demonstrate observance of multiple key signatures and changing modalities while sight reading;</p> <p><b>MUSIC III 4E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;</p> <p><b>MUSIC III 4F</b> demonstrate application of dynamics and phrasing while sight reading; and</p> <p><b>MUSIC III.4G</b> demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.</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	15/30 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>MUSIC III.5A</b> classify representative examples of music by genre, style, culture, and historical period.</p> <p><b>MUSIC III.5B</b> explore the relevance of music to societies and cultures.</p> <p><b>MUSIC III.5C</b> define the relationships between music content and concepts and other academic disciplines.</p> <p><b>MUSIC III.5D</b> analyze music-related career options</p> <p><b>MUSIC III.5E</b> analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances.</p> <p><b>MUSIC III 6A</b> exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;</p> <p><b>MUSIC III 6B</b> create and apply specific criteria for evaluating performances of various musical styles;</p> <p><b>MUSIC III 6C</b> create and apply specific criteria for offering constructive feedback using a variety of music performances;</p> <p><b>MUSIC III 6D</b> develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and</p> <p><b>MUSIC III 6E</b> evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.</p>

Cycle 4	27 Days Jan. 19 - Feb. 25, 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 4	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: Piano Concertos, Sonatas, Duets and Solos</b> In this unit the advanced piano student will be introduced to the Piano Concertos and Sonatas in addition to Piano Solos started in the last unit. The student may be assigned performance pieces for Winter Performing opportunities and UIL accompanying. The student will explore music literacy, skills of reading, writing and interpretation. The student will be taught using critical thinking, problem solving and listening skills.</p>	<p><b>14</b> class periods (90-min. each) or <b>27</b> class periods (45-min. each)  <i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p><b>MUSIC III 1A</b> evaluate exemplary musical examples using technology and available live performances;  <b>MUSIC III 1B</b> analyze advanced musical textures while using a melodic reading system;  <b>MUSIC III 1C</b> compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;  <b>MUSIC III 1D</b> compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;  <b>MUSIC III 1E</b> compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening;  <b>MUSIC III 1F</b> compare and contrast concepts of balance and blend using appropriate terminology;  <b>MUSIC III 1G</b> compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals;  <b>MUSIC III 1H</b> compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and  <b>MUSIC III 2A</b> read and notate music that incorporates melody and rhythm; and  <b>MUSIC III 2B</b> interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation  <b>MUSIC III.3E</b> demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.  <b>MUSIC III.3F</b> create and notate or record original musical phrases at an appropriate level of difficulty.  <b>MUSIC III.4A</b> exhibit mature, characteristic sound appropriate for the genre while sight reading.  <b>MUSIC III.4B</b> refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading.  <b>MUSIC III 4C</b> demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;  <b>MUSIC III 4D</b> demonstrate observance of multiple key signatures and changing modalities while sight reading;  <b>MUSIC III 4E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;  <b>MUSIC III 4F</b> demonstrate application of dynamics and phrasing while sight reading; and  <b>MUSIC III.4G</b> demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.</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>MUSIC III.5A</b> classify representative examples of music by genre, style, culture, and historical period.</p> <p><b>MUSIC III.5B</b> explore the relevance of music to societies and cultures.</p> <p><b>MUSIC III.5C</b> define the relationships between music content and concepts and other academic disciplines.</p> <p><b>MUSIC III.5D</b> analyze music-related career options</p> <p><b>MUSIC III.5E</b> analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances.</p> <p><b>MUSIC III 6A</b> exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;</p> <p><b>MUSIC III 6B</b> create and apply specific criteria for evaluating performances of various musical styles;</p> <p><b>MUSIC III 6C</b> create and apply specific criteria for offering constructive feedback using a variety of music performances;</p> <p><b>MUSIC III 6D</b> develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and</p> <p><b>MUSIC III 6E</b> evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.</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: Jazz Standards, Cadences and Arpeggios</b> In this unit the advanced piano student will be introduced to the Twelve Jazz Standards, Cadences and Arpeggios with continued study of concertos, sonatas, solo pieces. The student will explore music literacy, skills of reading, writing and interpretation. The student may be assigned performance pieces for performing opportunities and/or UIL accompanying. 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 III 1A</b> evaluate exemplary musical examples using technology and available live performances;  <b>MUSIC III 1B</b> analyze advanced musical textures while using a melodic reading system;  <b>MUSIC III 1C</b> compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;  <b>MUSIC III 1D</b> compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;  <b>MUSIC III 1E</b> compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening;  <b>MUSIC III 1F</b> compare and contrast concepts of balance and blend using appropriate terminology;  <b>MUSIC III 1G</b> compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals;  <b>MUSIC III 1H</b> compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and  <b>MUSIC III 2A</b> read and notate music that incorporates melody and rhythm; and  <b>MUSIC III 2B</b> interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation  <b>MUSIC III.3E</b> demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.  <b>MUSIC III.3F</b> create and notate or record original musical phrases at an appropriate level of difficulty.  <b>MUSIC III.4A</b> exhibit mature, characteristic sound appropriate for the genre while sight reading.  <b>MUSIC III.4B</b> refine and apply psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques while sight reading.  <b>MUSIC III 4C</b> demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;  <b>MUSIC III 4D</b> demonstrate observance of multiple key signatures and changing modalities while sight reading;  <b>MUSIC III 4E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;  <b>MUSIC III 4F</b> demonstrate application of dynamics and phrasing while sight reading; and  <b>MUSIC III.4G</b> demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.</p>



<b>Cycle 5</b>	<b>33 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>
	Feb. 28 - Apr. 22, 2022	
<b>Unit 5</b>	<b>17/33 Class Periods</b>	<b>Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)</b> <b>The student will:</b>
		<p><b>MUSIC III.5A</b> classify representative examples of music by genre, style, culture, and historical period.</p> <p><b>MUSIC III.5B</b> explore the relevance of music to societies and cultures.</p> <p><b>MUSIC III.5C</b> define the relationships between music content and concepts and other academic disciplines.</p> <p><b>MUSIC III.5D</b> analyze music-related career options</p> <p><b>MUSIC III.5E</b> analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances.</p> <p><b>MUSIC III 6A</b> exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;</p> <p><b>MUSIC III 6B</b> create and apply specific criteria for evaluating performances of various musical styles;</p> <p><b>MUSIC III 6C</b> create and apply specific criteria for offering constructive feedback using a variety of music performances;</p> <p><b>MUSIC III 6D</b> develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and</p> <p><b>MUSIC III 6E</b> evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.</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: Study of Piano Composers and Performance Repertoire</b></p> <p>In this unit the advanced piano student will study piano composers and their repertoire with continued study of concertos, sonatas, solo pieces. The student will review pieces for performance and select two pieces to prepare individually and/or one piece as a duet with another student in an end of the year recital format structured by the teacher. The student will explore music literacy, skills of reading, writing and interpretation. The student may be assigned performance pieces for performing opportunities and/or UIL accompanying.</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 III 1.A</b> evaluate exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC III 1.B</b> analyze advanced musical textures while using a melodic reading system;</p> <p><b>MUSIC III 1.C</b> compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;</p> <p><b>MUSIC III 1.D</b> compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;</p> <p><b>MUSIC III 1.E</b> compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening;</p> <p><b>MUSIC III 1.F</b> compare and contrast concepts of balance and blend using appropriate terminology;</p> <p><b>MUSIC III 1.G</b> compare and contrast musical styles and genres such as cantata, opera, zydeco, motet, hip-hop, symphony, anthem, march, beats, musical theatre, gospel jazz, and spirituals;</p> <p><b>MUSIC III 1.H</b> compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance; and</p> <p><b>MUSIC III 1.I</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 III 2.A</b> read and notate music that incorporates melody and rhythm; and</p> <p><b>MUSIC III 2.B</b> interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation</p> <p><b>MUSIC III 4.C</b> demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p><b>MUSIC III 4.D</b> demonstrate observance of multiple key signatures and changing modalities while sight reading;</p> <p><b>MUSIC III 4.E</b> demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;</p> <p><b>MUSIC III 4.F</b> demonstrate application of dynamics and phrasing while sight reading; and</p> <p><b>MUSIC III 6.A</b> exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings;</p> <p><b>MUSIC III 6.B</b> create and apply specific criteria for evaluating performances of various musical styles;</p> <p><b>MUSIC III 6.C</b> create and apply specific criteria for offering constructive feedback using a variety of music performances;</p> <p><b>MUSIC III 6.D</b> develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings; and</p> <p><b>MUSIC III 6.E</b> evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.</p>