

Cycle 1	27 Days Aug. 23 - Oct. 1, 2021	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 1	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Procedures, Rules and Review Five-Finger Position and the Keys of “C, Major, G Major, F Major” I-IV-V7 Chord Progression and Music Theory Review</p> <p>In this unit the intermediate piano student will be introduced to the class procedures, rules and expectations. This unit will review elements basic knowledge, skills and appropriate piano technique taught in the beginning piano class. In addition, the teacher will access the ability of the student to determine skill level and proficiently in the Keys of “C, Major, G Major, F Major,” and I-IV-V7 Chord Progressions for those keys.</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>MUSIC II.1A compare and contrast exemplary musical examples using technology and available live performances;</p> <p>MUSIC II 1B compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;</p> <p>MUSIC II 1C compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;</p> <p>MUSIC II 1D compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;</p> <p>MUSIC II 1E compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening;</p> <p>MUSIC II 1F compare and contrast concepts of balance and blend using appropriate terminology;</p> <p>MUSIC II 1G compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and</p> <p>MUSIC II 1H apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p>MUSIC II 2A read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and</p> <p>MUSIC II 2B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC II 3C demonstrate rhythmic accuracy using appropriate tempo;</p> <p>MUSIC II 3D demonstrate observance of key signatures and modalities;</p> <p>MUSIC II 3E demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and</p> <p>MUSIC II 4B demonstrate, 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>MUSIC II 4C demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p>MUSIC II 4D demonstrate observance of multiple key signatures and changing modalities while sight reading;</p> <p>MUSIC II 4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;</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.
Unit 2	15/29 Class Periods	
<p>Unit 2: Scales, Half Steps, Whole Steps and Syncopation In this unit the intermediate piano student will begin study of Major Scales – One Octave, starting with C Major and G Major, appropriate fingering and other Major Scales may be taught. Half Steps, Whole Steps and Syncopation will 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>15 class periods (90-min. each) or 29 class periods (45-min. each) <i>Teacher Service Day (no students) Oct. 4</i></p>	<p>MUSIC II.1.A compare and contrast exemplary musical examples using technology and available live performances; MUSIC II 1.B compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees; MUSIC II 1.C compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology; MUSIC II 1.D compare and contrast concepts of rhythm and meter using appropriate terminology and counting system; MUSIC II 1.E compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening; MUSIC II 1.F compare and contrast concepts of balance and blend using appropriate terminology; MUSIC II 1.G compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and MUSIC II 1.H apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. MUSIC II 2.A read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and MUSIC II 2.B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. MUSIC II 3.C demonstrate rhythmic accuracy using appropriate tempo; MUSIC II 3.D demonstrate observance of key signatures and modalities; MUSIC II 3.E demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and MUSIC II 4.B demonstrate, 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; MUSIC II 4.C demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo; MUSIC II 4.D demonstrate observance of multiple key signatures and changing modalities while sight reading; MUSIC II 4.E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees 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>Unit 3: Key of D Major and the Key of A Major, I-IV-V7 Chord Progressions, Scales and 6/8 Time Signature</p> <p>In this unit the intermediate piano student will be introduced to the Key of D Major and A Major, proper finger position, major scale (one octaves), and I-IV-V7 Chord Progression for both keys. The application of knowledge of the major scale, chord progression and time signatures 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>15 class periods (90-min. each) or 30 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>MUSIC II.1A compare and contrast exemplary musical examples using technology and available live performances;</p> <p>MUSIC II.1.B compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;</p> <p>MUSIC II.1.C compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;</p> <p>MUSIC II.1.D compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;</p> <p>MUSIC II.1.E compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening;</p> <p>MUSIC II.1.F compare and contrast concepts of balance and blend using appropriate terminology;</p> <p>MUSIC II.1.G compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and</p> <p>MUSIC II.1.H apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p>MUSIC II.2.A read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and</p> <p>MUSIC II.2.B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC II.3A demonstrate increasingly mature, characteristic sound appropriate for the genre.</p> <p>MUSIC II.3B 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</p> <p>MUSIC II.3.C demonstrate rhythmic accuracy using appropriate tempo;</p> <p>MUSIC II.3.D demonstrate observance of key signatures and modalities;</p> <p>MUSIC II.3.E demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and</p> <p>MUSIC II.3F Create and notate or record original musical phrases at an appropriate level of difficulty.</p>

Cycle 3	30 Days Nov. 15, 2021 - Jan. 14, 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 3	15/30 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>MUSIC II.4A Exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading.</p> <p>MUSIC II 4.B demonstrate, 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>MUSIC II 4.C demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p>MUSIC II 4.D demonstrate observance of multiple key signatures and changing modalities while sight reading;</p> <p>MUSIC II 4.E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;</p> <p>MUSIC II 6.A exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings;</p> <p>MUSIC II 6.B design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;</p> <p>MUSIC II 6.C develop processes for self-evaluation and select tools for personal artistic improvement; and</p> <p>MUSIC II.6D Evaluate musical performances by comparing them to exemplary models.</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>Unit 4: The Key of E Major: I-IV-V7 Chord Progressions, Piano Pedals. Introduction to Major Scales, Minor Chords, Minor Scale, In this unit the intermediate piano student will be introduced to the Key of E Major, proper finger position and major scale (one octave) and the Pedals of the Piano. The application of knowledge of the major scale, chord progression and time signatures will also be covered through the music literacy, skills of reading, writing and improvisation. The student may be assigned performance pieces for Winter Performing opportunities. 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) <i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p>MUSIC II.1A compare and contrast exemplary musical examples using technology and available live performances; MUSIC II 1.B compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees; MUSIC II 1.C compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology; MUSIC II 1.D compare and contrast concepts of rhythm and meter using appropriate terminology and counting system; MUSIC II 1.E compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening; MUSIC II 1.F compare and contrast concepts of balance and blend using appropriate terminology; MUSIC II 1.G compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and MUSIC II 1.H apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. MUSIC II 2.A read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and MUSIC II 2.B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. MUSIC II 3.C demonstrate rhythmic accuracy using appropriate tempo; MUSIC II 3.D demonstrate observance of key signatures and modalities; MUSIC II 3.E demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and MUSIC II 4.B demonstrate, 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; MUSIC II 4.C demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo; MUSIC II 4.D demonstrate observance of multiple key signatures and changing modalities while sight reading; MUSIC II 4.E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees 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>Unit 5: The Keys of D Flat, A Flat and E Flat Major; I-IV-V7 Chord Progressions, Chromatic Scale</p> <p>In this unit the intermediate piano student will be introduced to the Keys of D Flat, A Flat and E Flat Major, the I-IV-V7 chord progression associated with those keys and musical forms (AB and ABA). The application of knowledge of these three major keys, major scales, the I-IV-V7 Chord Progression and the Triplet Rhythm will also be covered through the music literacy, skills of reading, writing, musical interpretation and improvisation. The student may be assigned performance pieces for performance opportunities.</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>MUSIC II.1A compare and contrast exemplary musical examples using technology and available live performances;</p> <p>MUSIC II 1.B compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;</p> <p>MUSIC II 1.C compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;</p> <p>MUSIC II 1.D compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;</p> <p>MUSIC II 1.E compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening;</p> <p>MUSIC II 1.F compare and contrast concepts of balance and blend using appropriate terminology;</p> <p>MUSIC II 1.G compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and</p> <p>MUSIC II 1.H apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p>MUSIC II 2.A read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and</p> <p>MUSIC II 2.B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC II.3A Demonstrate increasingly mature, characteristic sound appropriate for the genre.</p> <p>MUSIC II.3B 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.</p> <p>MUSIC II 3C demonstrate rhythmic accuracy using appropriate tempo;</p> <p>MUSIC II 3D demonstrate observance of key signatures and modalities;</p> <p>MUSIC II 3E demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and</p>

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	Feb. 28 - Apr. 22, 2022	
Unit 5	17/33 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>MUSIC II 4.B demonstrate, 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>MUSIC II 4.C demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p>MUSIC II 4.D demonstrate observance of multiple key signatures and changing modalities while sight reading;</p> <p>MUSIC II 4.E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;</p> <p>MUSIC II.4F Demonstrate application of dynamics and phrasing while sight reading.</p> <p>MUSIC II.4G Demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.</p> <p>MUSIC II.5A Compare and contrast music by genre, style, culture, and historical period.</p> <p>MUSIC II.5B Define uses of music in societies and cultures.</p> <p>MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.</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>Unit 6: The Keys of G Flat Major, B Flat Major, B Major: I-IV-V7 Chord Progressions and Major Scales</p> <p>In this unit the intermediate piano student will be introduced to the Keys of G Flat, B Flat Major and B Major and the I-IV-V7 chord progression associated with those keys. The application of knowledge of these three major keys, major scales, the I-IV-V7 Chord Progression and the Sixteenth Note and Dotted Eighth Note Rhythm will also be covered through the music literacy, skills of reading, writing, musical interpretation and improvisation. 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>MUSIC II.1A compare and contrast exemplary musical examples using technology and available live performances;</p> <p>MUSIC II 1.B compare and contrast melodic and harmonic parts using a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees;</p> <p>MUSIC II 1.C compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology;</p> <p>MUSIC II 1.D compare and contrast concepts of rhythm and meter using appropriate terminology and counting system;</p> <p>MUSIC II 1.E compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening;</p> <p>MUSIC II 1.F compare and contrast concepts of balance and blend using appropriate terminology;</p> <p>MUSIC II 1.G compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and</p> <p>MUSIC II 1.H apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p>MUSIC II 2.A read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and</p> <p>MUSIC II 2.B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC II.3A demonstrate increasingly mature, characteristic sound appropriate for the genre.</p> <p>MUSIC II.3B 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</p> <p>MUSIC II 3.C demonstrate rhythmic accuracy using appropriate tempo;</p> <p>MUSIC II 3.C demonstrate rhythmic accuracy using appropriate tempo;</p> <p>MUSIC II 3.D demonstrate observance of key signatures and modalities;</p> <p>MUSIC II 3.E demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and</p> <p>MUSIC II.3F Create and notate or record original musical phrases at an appropriate level of difficulty.</p> <p>MUSIC II.4A Exhibit increasingly mature, characteristic sound appropriate for the genre while sight reading</p> <p>MUSIC II 4.B demonstrate, 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>MUSIC II 4.C demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p>MUSIC II 4.D demonstrate observance of multiple key signatures and changing modalities while sight reading;</p> <p>MUSIC II 4.E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading;</p>

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