

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: Introduction to Choral Music: Procedures, Rules and Review</p> <p>In this unit choral students are introduced to the procedures, rules and expectations for the choral classroom. Choral students will review and be assessed on the knowledge of musical elements, key components and skills that may have been taught in middle school music classes - basic music theory, solfege syllables, and use of Curwen hand signs. There may be an introduction to choral music repertoire, proper performance and rehearsal practices. In addition, these first lessons students will be introduced to the use of posture and breathing techniques to support vocal production.</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 I.1B 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>MUSIC I.1C Define concepts of music notation, intervals, and chord structure using appropriate terminology.</p> <p>MUSIC I.1D Define concepts of rhythm and meter using appropriate terminology and counting system.</p> <p>MUSIC I.1F 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 I.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC I.3A Demonstrate mature, characteristic sound appropriate for the genre.</p> <p>MUSIC I.3B 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>MUSIC I.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC I.3D Demonstrate observance of key signature and modalities.</p> <p>MUSIC I.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</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>Unit 2: Posture, Breathing and Singing Techniques In this unit choral students will be introduced to the use of posture, breathing and singing techniques to support vocal production. The student will use their singing voice to develop the musical sound through unison singing. The student will explore music theory through sight-reading repertoire, music literacy, use of the Curwen hand signs and choral repertoire. Also, continued development of performance and rehearsal practices.</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 I.1B 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. MUSIC I.1C Define concepts of music notation, intervals, and chord structure using appropriate terminology. MUSIC I.1D Define concepts of rhythm and meter using appropriate terminology and counting system. MUSIC I.1E Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance. MUSIC I.1F apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. MUSIC I.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters. MUSIC I.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. MUSIC I.3C Demonstrate rhythmic accuracy using appropriate tempo. MUSIC I.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics. MUSIC I.4B 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; MUSIC I.4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and MUSIC I.4F 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>Unit 3: Vocal Production Through Choral Literature</p> <p>In this unit choral students will use vocal warm-ups, breathing and singing techniques, choral repertoire and rehearsal techniques to support vocal production. Additionally, the use of unison and two part singing with emphasis placed on the challenges for the boys' changing voice will also help support vocal production. The student will explore music theory through sight-reading repertoire, music literacy, use of the Curwen hand signs and choral repertoire. Also, continued development of performance and rehearsal practices. The student may also be introduced to seasonal music for performance purposes.</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 I.1A Experience and explore exemplary musical examples using technology and available live performances.</p> <p>MUSIC I.1B 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>MUSIC I.1C Define concepts of music notation, intervals, and chord structure using appropriate terminology.</p> <p>MUSIC I.1D Define concepts of rhythm and meter using appropriate terminology and counting system.</p> <p>MUSIC I.1E 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>MUSIC I.1F 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 I.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p>MUSIC I.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC I.3A Demonstrate mature, characteristic sound appropriate for the genre.</p> <p>MUSIC I.3B 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>MUSIC I.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC I.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC I.4A demonstrate mature, characteristic sound appropriate for the genre while sight reading;</p> <p>MUSIC I.4B 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>MUSIC I.4C demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p>MUSIC I.4D demonstrate observance of key signature and modalities while sight reading;</p> <p>MUSIC I.4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and</p> <p>MUSIC I.4F demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.</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>MUSIC I.6A practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings;</p> <p>MUSIC I.6B design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;</p> <p>MUSIC I.6C develop processes for self-evaluation and select tools for personal artistic improvement; and</p> <p>MUSIC I.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: Vocal Production and the Choral Repertoire In this unit choral students demonstrate uses of vocal production through proper posture, warm-ups, breathing and singing techniques used for choral repertoire. The students will perform unison and/or two-part literature selections to improve sight-reading, build ear-training and sight-singing skills. Continued study in music theory, use of Curwen hand-signs and performance and rehearsal practices through choral repertoire. The teacher may also begin introducing culturally relevant choral music repertoire for performances purposes and the development of three to four-part harmony.</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 I.1B 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. MUSIC I.1C Define concepts of music notation, intervals, and chord structure using appropriate terminology. MUSIC I.1D Define concepts of rhythm and meter using appropriate terminology and counting system. MUSIC I.1E Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance. MUSIC I.1F apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. MUSIC I.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters. MUSIC I.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. MUSIC I.3C Demonstrate rhythmic accuracy using appropriate tempo. MUSIC I.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics. MUSIC I.4B 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; MUSIC I.4C demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo; MUSIC I.4D demonstrate observance of key signature and modalities while sight reading; MUSIC I.4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and MUSIC I.4F demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading. (A) compare and contrast music by genre, style, culture, and historical period; MUSIC I.5A compare and contrast music by genre, style, culture, and historical period; MUSIC I.5B identify music-related vocations and avocations; MUSIC I.5C identify and describe the uses of music in societies and cultures; MUSIC I.5D identify and explore the relationship between music and other academic disciplines; MUSIC I.5E identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and MUSIC I.5F identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques.</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: Continuation of Vocal Production and Choral Repertoire</p> <p>In this unit choral students will continue to demonstrate vocal production through proper posture, vowel formation, singing (potential three-part harmony) and breath techniques. They will perform music literature selections to improve sight-reading, build ear-training and sight-singing skills. Continued study in music theory, use of Curwen hand-signs and performance and rehearsal practices through choral repertoire. The teacher may also begin introducing culturally relevant choral music repertoire for performances purposes and/or focus emphasis on Spring or End of the Year repertoire for performance.</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 1.1B 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>MUSIC 1.1C Define concepts of music notation, intervals, and chord structure using appropriate terminology.</p> <p>MUSIC 1.1D Define concepts of rhythm and meter using appropriate terminology and counting system.</p> <p>MUSIC 1.1E 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>MUSIC 1.1F 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 1.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.</p> <p>MUSIC 1.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</p> <p>MUSIC 1.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC 1.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC 1.4B 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>MUSIC 1.4C demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo;</p> <p>MUSIC 1.4D demonstrate observance of key signature and modalities while sight reading;</p> <p>MUSIC 1.4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and</p> <p>MUSIC 1.4F demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading.</p> <p>MUSIC 1.5A compare and contrast music by genre, style, culture, and historical period;</p> <p>MUSIC 1.5B identify music-related vocations and avocations;</p> <p>MUSIC 1.5C identify and describe the uses of music in societies and cultures;</p> <p>MUSIC 1.5D identify and explore the relationship between music and other academic disciplines;</p> <p>MUSIC 1.5E identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and</p> <p>MUSIC 1.5F identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques.</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: Performance Practices Unit In this unit choral students are expected to have successfully learned tools, techniques and aesthetic qualities needed to communicate specific musical works. The use of proper posture, vowel formation, singing and breath techniques, they will perform unison and/or two-part literature selections demonstrating sight-reading, ear-training and sight-singing skills. Student will also continue study in music theory, use of Curwen hand-signs in development of performance and rehearsal practices.</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 I.1A Experience and explore exemplary musical examples using technology and available live performances. MUSIC I.1B 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. MUSIC I.1C Define concepts of music notation, intervals, and chord structure using appropriate terminology. MUSIC I.1D Define concepts of rhythm and meter using appropriate terminology and counting system. MUSIC I.1E Explore elements of music such as rhythm, meter, melody, harmony, key, expression markings, texture, form, dynamics, and timbre through literature selected for performance. MUSIC I.1F apply health and wellness concepts related to music practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practices. MUSIC I.2A Read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters. MUSIC I.2B Interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. MUSIC I.3A Demonstrate mature, characteristic sound appropriate for the genre. MUSIC I.3B Demonstrate psychomotor and kinesthetic skills such as appropriate posture, breathing, text, diction, articulation, vibrato, bowings, fingerings, phrasing, independent manual dexterities, and percussion techniques. MUSIC I.3C Demonstrate rhythmic accuracy using appropriate tempo. MUSIC I.3D Demonstrate observance of key signature and modalities. MUSIC I.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics. MUSIC I.3F create and notate or record original musical phrases.</p> <p>MUSIC I.4A demonstrate mature, characteristic sound appropriate for the genre while sight reading; MUSIC I.4B 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; MUSIC I.4C demonstrate rhythmic accuracy while sight reading using a counting system within an appropriate tempo; MUSIC I.4D demonstrate observance of key signature and modalities while sight reading; MUSIC I.4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; and MUSIC I.4F demonstrate correct intonation, appropriate phrasing, and appropriate dynamics while sight reading. MUSIC I.5E identify and explore the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and</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>The teacher may also begin introducing culturally relevant choral music repertoire for performances purposes and/or focus emphasis on Spring or End of the Year repertoire for performance.</p>		<p>MUSIC I.5F identify and explore tools for college and career preparation such as social media applications, repertoire lists, auditions, and interview techniques.</p> <p>MUSIC I.6A practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings;</p> <p>MUSIC I.6B design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;</p> <p>MUSIC I.6C develop processes for self-evaluation and select tools for personal artistic improvement; and</p> <p>MUSIC I.6D evaluate musical performances by comparing them to exemplary models.</p>