

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>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 HS Music I - basic music theory, solfege syllables, and use of Curwen hand signs. Students may review familiar and be introduced to new vocal warmups. Additionally, students will be instructed on use of proper posture, breathing techniques to support vocal production, unison/part singing and proper performance and rehearsal practices.</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 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 2B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.</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 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 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>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 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; MUSIC II 1C compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology; MUSIC II 1D compare and contrast concepts of rhythm and meter using appropriate terminology and counting system; MUSIC II 1E compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening; MUSIC II 1F compare and contrast concepts of balance and blend using appropriate terminology; MUSIC II 1G compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and 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. MUSIC II 2B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. 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; 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 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, Intonation, Choral Singing and Techniques</p> <p>In this unit choral students will continue to receive instruction on proper posture, breathing techniques to support vocal production through modeled exercises. Choral students will build on prior knowledge of vocal production taught in HS I, using choral repertoire and rehearsal techniques. Choral students will development of musical literacy, Curwen hand-signs and building rehearsal procedure, techniques and appropriate behavior in the music classroom. 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 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;</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> <p>MUSIC II 6A 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 6B design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances;</p> <p>MUSIC II 6C develop processes for self-evaluation and select tools for personal artistic improvement; and</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: Enhanced Vocal Production Through Choral Repertoire In this unit choral students will demonstrate an advanced knowledge vocal production through vocal warm-ups, breathing support, choral repertoire and rehearsal techniques. Students continue study of music theory through sight-reading repertoire and music literacy using Curwen hand signs and choral repertoire displaying knowledge of various rhythms, musical intervals and dynamics. Students can maintain a consistent tone quality, intonation, balance, and blend while responding to the conductor's cues.</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>MUSIC II 1A compare and contrast exemplary musical examples using technology and available live performances; 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; MUSIC II 1C compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology; MUSIC II 1D compare and contrast concepts of rhythm and meter using appropriate terminology and counting system; MUSIC II 1E compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening; MUSIC II 1F compare and contrast concepts of balance and blend using appropriate terminology; MUSIC II 1G compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and 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. MUSIC II 2A read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and MUSIC II 2B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. MUSIC II 3E demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; 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; MUSIC II 4C demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo; MUSIC II 4D demonstrate observance of multiple key signatures and changing modalities while sight reading; MUSIC II 4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; MUSIC II 4F demonstrate application of dynamics and phrasing while sight reading; and MUSIC II 4G 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>There will also be continued development of musical literacy, building rehearsal and performance procedures, techniques and appropriate behavior in the music classroom. The teacher may also begin introducing culturally relevant choral music repertoire for performances purposes.</p>		<p>MUSIC II 5A compare and contrast music by genre, style, culture, and historical period; MUSIC II 5B define uses of music in societies and cultures; MUSIC II 5C identify and explore the relationships between music and other academic disciplines; MUSIC II 5D identify music-related vocations and avocations; MUSIC II 5E identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances;</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: Performance (Vocal Production, Blend, Balance and Intonation) Through Choral Repertoire</p> <p>In this unit choral students will perform music with three to four singing parts accurately with minimal difficulty demonstrating musical skills, literacy and expression through choral repertoire and rehearsal techniques. Students will continue study of music theory through sight-reading repertoire in multiple keys, use of Curwen hand signs and choral repertoire displaying knowledge of various rhythms, musical intervals and dynamics.</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 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 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 3E demonstrate correct intonation, appropriate phrasing, and appropriate dynamics;</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 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> <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>

Cycle 5	33 Days Feb. 28 - Apr. 22, 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 5	17/33 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>There will also be continued development of musical literacy, building rehearsal and performance procedures and appropriate behavior in the music classroom. Choral students will also exhibit appropriate interpersonal and expressive skills, both individually and within ensembles responding to the conductor's cues while maintaining a consistent tone quality, intonation, balance and blend. Students may also be introduced to culturally relevant choral music repertoire for performances purposes and for Spring/End of Year performances.</p>		<p>MUSIC II 5C identify and explore the relationships between music and other academic disciplines; MUSIC II 5D identify music-related vocations and avocations; MUSIC II 5E identify and explore the impact of technologies, ethical issues, and economic factors on music, musicians, and performances; and 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. MUSIC II 6A exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings; MUSIC II 6B design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances; MUSIC II 6C develop processes for self-evaluation and select tools for personal artistic improvement; and MUSIC II 6D evaluate musical performances by comparing them to exemplary models</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 singing alone and in an ensemble. Using vocal production, vowel formation, singing and breath control, they will perform two to four-part literature demonstrating sight-reading, ear-training and sight-singing skills. Students will also continue study in music theory and use of Curwen hand-signs through choral repertoire and further development of performance and rehearsal practices. Students will also exhibit appropriate interpersonal and expressive skills, both individually and within ensembles responding to the conductor's cues while singing and maintaining a consistent tone quality, intonation, balance and blend.</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; 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; MUSIC II 1C compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology; MUSIC II 1D compare and contrast concepts of rhythm and meter using appropriate terminology and counting system; MUSIC II 1E compare and contrast musical forms such as song, binary, ternary, and rondo selected for performance and listening; MUSIC II 1F compare and contrast concepts of balance and blend using appropriate terminology; MUSIC II 1G compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre; and 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. MUSIC II 2A read and notate music that incorporates rhythmic patterns in simple, compound, and asymmetric meters; and MUSIC II 2B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation. MUSIC II 3C demonstrate rhythmic accuracy using appropriate tempo; MUSIC II 3D demonstrate observance of key signatures and modalities; MUSIC II 3E demonstrate correct intonation, appropriate phrasing, and appropriate dynamics; and 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; MUSIC II 4C demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo; MUSIC II 4D demonstrate observance of multiple key signatures and changing modalities while sight reading; MUSIC II 4E demonstrate use of a melodic reading system such as solfège, numbers, letter names, note names, or scale degrees while sight reading; MUSIC II 6A exhibit informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings; MUSIC II 6B design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances; MUSIC II 6C develop processes for self-evaluation and select tools for personal artistic improvement; and MUSIC II 6D evaluate musical performances by comparing them to exemplary models.</p>