

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><b>Unit 1: Introduction to Choral Music: Procedures, Rules and Review</b> 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 taught in HS Music II class. Students are reviewed in music theory, solfège syllables and use 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. The teacher will also begin introducing choral music repertoire for the start of the school year.</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 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 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 1I</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 2B</b> interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation</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 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: Choral Singing and Techniques</b> In this unit, students will demonstrate vocal production, vowel formation, singing and breath control and begin development in SSA, SSAA, SAB, SAT, SATB singing music with accompaniment and acappella. Sight-reading, ear-training and sight-singing skills will be reinforced with four-part repertoire in multiple keys. Students may begin study in music from diverse genres, styles, and cultures, with increased sensitivity and expression making greater connections and distinctions between various cultures and languages. Student will also continue study in music theory and use of Curwen hand-signs through choral repertoire and further development of performance and rehearsal practices. Using music terminology, the student will listen to or watch and critique their rehearsals.</p>	<p>15 class periods (90-min. each) or 29 class periods (45-min. each)</p> <p><i>Teacher Service Day (no students)</i> Oct. 4</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 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 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: Enhanced Vocal Production, Intonation, Choral Singing and Techniques</b></p> <p>In this unit, students will continue development in SSA, SSAA, SAB, SAT, SATB singing, demonstrating vocal production, vowel formation, singing and breath control, ability to follow the conductor's cues with greater expression, while maintaining their vocal part, balance and blend within the ensemble. The reinforcement of sight-reading, ear-training and sight-singing skills through use of four-part repertoire and choral exercises. 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. Choral students may also be introduced to seasonal music for performance purposes.</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 1I</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 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 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 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	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit 4	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: Enhanced Vocal Production Through Choral Repertoire</b> In this unit, students will continue development in SSA, SSAA, SAB, SAT, SATB singing, demonstrating vocal production, vowel formation, singing/breath control, ability to follow the conductor's cues with greater expression, while maintaining their vocal part, balance and blend within the ensemble. The reinforcement of sight-reading, ear-training and sight-singing skills will be through four-part repertoire and choral exercises. Choral students will study diverse repertoire of music and sing with proper posture, tone quality, proper diction and may begin study in music from diverse genres, styles, and cultures, with increased sensitivity and more expression for the piece being sung, by making greater connections and distinctions between various</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 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.3E</b>            Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.  <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 5A</b> classify representative examples of music by genre, style, culture, and historical period;  <b>MUSIC III 5B</b> explore the relevance of music to societies and cultures;  <b>MUSIC III 5C</b> define the relationships between music content and concepts and other academic disciplines;</p>

<b>Cycle 4</b>	<b>27 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>
	Jan. 19 - Feb. 25, 2022	
Unit 4	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>cultures. Additionally, continue study in music theory and use of Curwen hand-signs through choral repertoire and further development of performance and rehearsal practices. The teacher may also begin introducing culturally relevant choral music repertoire for performances purposes. 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><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; and</p> <p><b>MUSIC III 5F</b> generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques.</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: Performance Through Choral Repertoire</b> In this unit, through the progression of SATB singing, choral students will demonstrate vocal production, vowel formation, singing and breath control. sight-reading and build ear-training and sight-singing skills with four-part repertoire. The student will sing a wide repertoire of music, some in different languages with proper habits of posture, tone quality, proper diction and may begin study in music from diverse genres, styles, and cultures, with increased sensitivity and more expression for the piece being sung, by making greater connections and distinctions between various cultures.</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 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.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. <b>MUSIC III 5A</b> classify representative examples of music by genre, style, culture, and historical period;</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>Student 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 may also be introduced to culturally relevant choral music repertoire for performances purposes and for Spring/End of Year performances.</p>		<p><b>MUSIC III 5B</b> explore the relevance of music to societies and cultures;  <b>MUSIC III 5C</b> define the relationships between music content and concepts and other academic disciplines;  <b>MUSIC III 5D</b> analyze music-related career options;  <b>MUSIC III 5E</b> analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances; and  <b>MUSIC III 5F</b> generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques.  <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 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: Performance Practices Unit</b> In this unit, the student will be expected to have successfully learned tools, techniques and aesthetic qualities needed to communicate specific musical works. Singing in four to six-part harmony with vocal production, vowel formation, singing and breath control, they will perform literature selections demonstrating proficiency in sight-reading, ear-training and sight-singing skills. Student will demonstrate study in music theory and use of Curwen hand-signs through choral repertoire with increased focus on following the conductor's cues with greater expression, while maintaining their vocal part, balance and blend within the ensemble.</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 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 1I</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 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.3D</b> Demonstrate observance of key signatures and modalities.</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 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>



<b>Cycle 6</b>	<b>31 Days</b>	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
	Apr. 25 - June 7, 2022	
Unit 6	16/31 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p><b>MUSIC 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; and</p> <p><b>MUSIC III 5F</b> generate tools for college and career preparation such as electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, auditions, and interview techniques.</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>