

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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 1: Performance Review</p> <p>Teachers will review and assess performance and literacy skills in the 5 competency areas that were covered during the previous year. They will use this information to select performance literature and plan for instruction. Students will continue to build on concepts such as sight-reading, application of nomenclature related to dynamics, intonation, tempo, and overall musicianship.</p>	<p>13 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 III.1A Evaluate exemplary musical examples using technology and available live performances.</p> <p>MUSIC III.1C Compare and contrast concepts of music notation, intervals, and chord structure using appropriate terminology.</p> <p>MUSIC III.1F Compare and contrast concepts of balance and blend using appropriate terminology.</p> <p>MUSIC III.1G 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>MUSIC III.1H Compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance.</p> <p>MUSIC III.1I 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 III.2A Read and notate music that incorporates melody and rhythm.</p> <p>MUSIC III.2B Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.</p> <p>MUSIC III.3A Demonstrate mature, characteristic sound appropriate for the genre.</p> <p>MUSIC III.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 III.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC III.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC III.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC III.5C Define the relationships between music content and concepts and other academic disciplines.</p> <p>MUSIC III.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.</p> <p>MUSIC III.6B Create and apply specific criteria for evaluating performances of various musical styles.</p> <p>MUSIC III.6C Create and apply specific criteria for offering constructive feedback using a variety of music performances.</p> <p>MUSIC III.6D Develop processes for self-evaluation and select tools for personal artistic improvement such as critical listening and individual and group performance recordings.</p> <p>MUSIC III.6E 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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Fundamentals Performance Skills</p> <p>Students will use rudimentary high school level theory skills in with basic knowledge of tone production to perform. Intonation and tone quality concepts will be at the forefront of goals. Live or recorded sound exemplars will serve as the models for students. Metronomic tools should be used to develop a strong sense of pulse. Tuning tools and exercises should be used to develop accurate pitch. This can include singing while the teacher reproduces pitches on an instrument, using a tuner or a visual tuning aid. Historical backgrounds of their ensemble area will start to be explored.</p>	<p>15 class periods (90-min. each) or 29 class periods (45-min. each)</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p>	<p>MUSIC III.1D Compare and contrast concepts of rhythm and meter using appropriate terminology and counting system.</p> <p>MUSIC III.1I 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 III.2A Read and notate music that incorporates melody and rhythm.</p> <p>MUSIC III.2B Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.</p> <p>MUSIC III.3A Demonstrate mature, characteristic sound appropriate for the genre.</p> <p>MUSIC III.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 III.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC III.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC III.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC III.5C Define the relationships between music content and concepts and other academic disciplines.</p> <p>MUSIC III.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.</p>

Cycle 3	30 Days	
	Nov. 15, 2021 - Jan. 14, 2022	
<p><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></p>		
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Fall Concert Performance Assessment</p> <p>Student will use knowledge and skills to prepare for their fall performance assessment concert.</p>	<p>15 class periods (90-min. each) or 30 class periods (45-min. each)</p> <p><i>Thanksgiving Break Nov. 22-26</i></p> <p><i>Enrichment Opportunities Dec. 20-21</i></p> <p><i>Winter Break Dec. 20-31</i></p> <p><i>MLK Jr. Day Jan. 17</i></p> <p><i>Teacher Prep Day (no students) Jan. 18</i></p>	<p>MUSIC III.11 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 III.2A Read and notate music that incorporates melody and rhythm.</p> <p>MUSIC III.2B Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.</p> <p>MUSIC III.3A Demonstrate mature, characteristic sound appropriate for the genre.</p> <p>MUSIC III.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 III.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC III.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC III.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC III.5C Define the relationships between music content and concepts and other academic disciplines.</p> <p>MUSIC III.5F 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>MUSIC III.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.</p>

Cycle 4	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.
	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Focus on Sight-Reading Skills</p> <p>Students will use literacy and performance skills to demonstrate ability to apply these concepts in a creative manner while sight reading. Building on prior knowledge, students will sight-read music using basic rhythmic and note figures. They will demonstrate basic knowledge of dynamics and terminology effecting music performance.</p>	<p>13 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 III.1A Evaluate exemplary musical examples using technology and available live performances.</p> <p>MUSIC III.1B Explore musical textures such as monophony, homophony, and polyphony while using a melodic reading system.</p> <p>MUSIC III.1E Compare and contrast musical forms such as song, binary, ternary, rondo, and sonata-allegro selected for performance and listening.</p> <p>MUSIC III.1G 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>MUSIC III.1I 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 III.2A Read and notate music that incorporates melody and rhythm.</p> <p>MUSIC III.2B Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.</p> <p>MUSIC III.3A Demonstrate mature, characteristic sound appropriate for the genre.</p> <p>MUSIC III.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 III.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC III.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC III.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC III.4A Exhibit mature, characteristic sound appropriate for the genre while sight reading.</p> <p>MUSIC III.4B 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 III.4C Demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo.</p> <p>MUSIC III.4D Demonstrate observance of multiple key signatures and changing modalities while sight reading.</p> <p>MUSIC III.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 III.4F Demonstrate application of dynamics and phrasing while sight reading.</p> <p>MUSIC III.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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<p>MUSIC III.5C Define the relationships between music content and concepts and other academic disciplines.</p> <p>MUSIC III.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.</p> <p>MUSIC III.6C Create and apply specific criteria for offering constructive feedback using a variety of music performances.</p> <p>MUSIC III.6E Evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.</p>

Cycle 5	33 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.
	Feb. 28 - Apr. 22, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: District/UII Student Assessment Measures</p> <p>Teachers will prepare students for Pre-Approved District Assessments. For Music I students, this will be district and/UII sanctioned band, orchestra, Mariachi, guitar and jazz band events.</p>	<p>16 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 III.1I 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 III.2A Read and notate music that incorporates melody and rhythm.</p> <p>MUSIC III.2B Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.</p> <p>MUSIC III.3A Demonstrate mature, characteristic sound appropriate for the genre.</p> <p>MUSIC III.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 III.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC III.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC III.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC III.4A Exhibit mature, characteristic sound appropriate for the genre while sight reading.</p> <p>MUSIC III.4B 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 III.4C Demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo.</p> <p>MUSIC III.4D Demonstrate observance of multiple key signatures and changing modalities while sight reading.</p> <p>MUSIC III.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 III.4F Demonstrate application of dynamics and phrasing while sight reading.</p> <p>MUSIC III.4G Demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.</p> <p>MUSIC III.5C Define the relationships between music content and concepts and other academic disciplines.</p> <p>MUSIC III.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.</p>

Cycle 6	31 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.
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: EOY Assessments and Performances</p> <p>Teachers will use end of the year performances to integrate culturally and socially relevant music, explore vocations and avocations in music, and cross-curricular relationships.</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 III.1G 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>MUSIC III.1H Compare and contrast concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance.</p> <p>MUSIC III.1I 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 III.2A Read and notate music that incorporates melody and rhythm.</p> <p>MUSIC III.2B Interpret music symbols and expressive terms referring to style, dynamics, tempo, and articulation.</p> <p>MUSIC III.3A Demonstrate mature, characteristic sound appropriate for the genre.</p> <p>MUSIC III.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 III.3C Demonstrate rhythmic accuracy using appropriate tempo.</p> <p>MUSIC III.3D Demonstrate observance of key signatures and modalities.</p> <p>MUSIC III.3E Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p>MUSIC III.3F Create and notate or record original musical phrases at an appropriate level of difficulty.</p> <p>MUSIC III.5A Classify representative examples of music by genre, style, culture, and historical period.</p> <p>MUSIC III.5B Explore the relevance of music to societies and cultures.</p> <p>MUSIC III.5C Define the relationships between music content and concepts and other academic disciplines.</p> <p>MUSIC III.5D Analyze music-related career options.</p> <p>MUSIC III.5E Analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances.</p> <p>MUSIC III.5F 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>MUSIC III.6A Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.</p>