

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><b>Unit 1: Music Review</b></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><b>13</b> class periods (90-min. each) or <b>27</b> class periods (45-min. each)</p> <p><i>Enrichment Opportunities Aug. 2-13</i></p> <p><i>Teachers Report to Work Aug. 16</i></p> <p><i>Teacher Service Days Aug. 16-17, Aug. 19-20</i></p> <p><i>Teacher Prep Day (no students) Aug. 18</i></p> <p><i>Labor Day Sept. 6</i></p> <p><i>Fall Holiday Sept. 16</i></p> <p><i>Teacher Service Day (no students) Sept. 17</i></p>	<p><b>MUSIC IV.1A</b> Evaluate exemplary musical examples using technology and available live performances.</p> <p><b>MUSIC IV.1C</b> Analyze concepts of music notation, intervals, and chord structure using appropriate terminology.</p> <p><b>MUSIC IV.1F</b> Analyze concepts of balance and blend using appropriate terminology.</p> <p><b>MUSIC IV.1G</b> Analyze 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 IV.1H</b> Analyze concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance.</p> <p><b>MUSIC IV.1I</b> Analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p><b>MUSIC IV.2A</b> Read and notate music that incorporates advanced melodies and rhythms.</p> <p><b>MUSIC IV.2B</b> Interpret music symbols and expressive terms.</p> <p><b>MUSIC IV.3A</b> Demonstrate mature, characteristic sound appropriate for the genre.</p> <p><b>MUSIC IV.3B</b> Analyze 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><b>MUSIC IV.3C</b> Demonstrate rhythmic accuracy using complex patterns at an appropriate tempo.</p> <p><b>MUSIC IV.3D</b> Demonstrate observance of key signatures and modalities.</p> <p><b>MUSIC IV.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p><b>MUSIC IV.5C</b> Define the relationships between music content and concepts and other academic disciplines.</p> <p><b>MUSIC IV.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 IV.6B</b> Create and apply specific criteria for evaluating performances of various musical styles.</p> <p><b>MUSIC IV.6C</b> Create and apply specific criteria for offering constructive feedback using a variety of musical performances.</p> <p><b>MUSIC IV.6D</b> Develop processes for self-evaluation and select tools for personal artistic improvement.</p> <p><b>MUSIC IV.6E</b> Evaluate musical performances and compositions 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><b>Unit 2: Fundamentals Performance Skills</b></p> <p>Students will use rudimentary high school level theory skills 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><b>MUSIC IV.1D</b> Analyze concepts of rhythm and meter using appropriate terminology and counting system.</p> <p><b>MUSIC IV.1I</b> Analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p><b>MUSIC IV.2A</b> Read and notate music that incorporates advanced melodies and rhythms.</p> <p><b>MUSIC IV.2B</b> Interpret music symbols and expressive terms.</p> <p><b>MUSIC IV.3A</b> Demonstrate mature, characteristic sound appropriate for the genre.</p> <p><b>MUSIC IV.3B</b> Analyze 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><b>MUSIC IV.3C</b> Demonstrate rhythmic accuracy using complex patterns at an appropriate tempo.</p> <p><b>MUSIC IV.3D</b> Demonstrate observance of key signatures and modalities.</p> <p><b>MUSIC IV.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p><b>MUSIC IV.5C</b> Define the relationships between music content and concepts and other academic disciplines.</p> <p><b>MUSIC IV.6A</b> 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><b>Unit 3: Fall Concert Performance Assessment</b></p> <p>Students will use knowledge and skills to prepare for their fall performance assessment concert.</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 IV.1I</b> Analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p><b>MUSIC IV.2A</b> Read and notate music that incorporates advanced melodies and rhythms.</p> <p><b>MUSIC IV.2B</b> Interpret music symbols and expressive terms.</p> <p><b>MUSIC IV.3A</b> Demonstrate mature, characteristic sound appropriate for the genre.</p> <p><b>MUSIC IV.3B</b> Analyze 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><b>MUSIC IV.3C</b> Demonstrate rhythmic accuracy using complex patterns at an appropriate tempo.</p> <p><b>MUSIC IV.3D</b> Demonstrate observance of key signatures and modalities.</p> <p><b>MUSIC IV.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p><b>MUSIC IV.5C</b> Define the relationships between music content and concepts and other academic disciplines.</p> <p><b>MUSIC IV.5F</b> Generate tools for college and career preparation such as curricula vitae, electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, and audition and interview techniques.</p> <p><b>MUSIC IV.6A</b> 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	
	Jan. 19 - Feb. 25, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: Focus on Sight-Reading Skills</b></p> <p>Students will use literacy and performance skills to demonstrate the ability to apply these concepts creatively 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 affecting 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><b>MUSIC IV.1A</b> Evaluate exemplary musical examples using technology and available live performances.</p> <p><b>MUSIC IV.1B</b> Analyze advanced musical textures while using a melodic reading system.</p> <p><b>MUSIC IV.1E</b> Analyze musical forms in music selected for performance and listening.</p> <p><b>MUSIC IV.1G</b> Analyze 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 IV.1I</b> Analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p><b>MUSIC IV.2A</b> Read and notate music that incorporates advanced melodies and rhythms.</p> <p><b>MUSIC IV.2B</b> Interpret music symbols and expressive terms.</p> <p><b>MUSIC IV.3A</b> Demonstrate mature, characteristic sound appropriate for the genre.</p> <p><b>MUSIC IV.3B</b> Analyze 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><b>MUSIC IV.3C</b> Demonstrate rhythmic accuracy using complex patterns at an appropriate tempo.</p> <p><b>MUSIC IV.3D</b> Demonstrate observance of key signatures and modalities.</p> <p><b>MUSIC IV.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</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><b>MUSIC IV.4A</b> Exhibit mature, characteristic sound appropriate for the genre while sight reading.</p> <p><b>MUSIC IV.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.</p> <p><b>MUSIC IV.4C</b> Demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo.</p> <p><b>MUSIC IV.4D</b> Demonstrate observance of multiple key signatures and changing modalities while sight reading.</p> <p><b>MUSIC IV.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 IV.4F</b> Demonstrate application of dynamics and phrasing while sight reading.</p> <p><b>MUSIC IV.4G</b> Demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.</p> <p><b>MUSIC IV.5C</b> Define the relationships between music content and concepts and other academic disciplines.</p> <p><b>MUSIC IV.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 IV.6C</b> Create and apply specific criteria for offering constructive feedback using a variety of musical performances.</p> <p><b>MUSIC IV.6E</b> Evaluate musical performances and compositions 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><b>Unit 5: District/UII Student Assessment Measures</b></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><b>MUSIC IV.1I</b> Analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p><b>MUSIC IV.2A</b> Read and notate music that incorporates advanced melodies and rhythms.</p> <p><b>MUSIC IV.2B</b> Interpret music symbols and expressive terms.</p> <p><b>MUSIC IV.3A</b> Demonstrate mature, characteristic sound appropriate for the genre.</p> <p><b>MUSIC IV.3B</b> Analyze 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><b>MUSIC IV.3C</b> Demonstrate rhythmic accuracy using complex patterns at an appropriate tempo.</p> <p><b>MUSIC IV.3D</b> Demonstrate observance of key signatures and modalities.</p> <p><b>MUSIC IV.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p><b>MUSIC IV.4A</b> Exhibit mature, characteristic sound appropriate for the genre while sight reading.</p> <p><b>MUSIC IV.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.</p> <p><b>MUSIC IV.4C</b> Demonstrate correct articulation and rhythmic accuracy while sight reading using a counting system within an appropriate tempo.</p> <p><b>MUSIC IV.4D</b> Demonstrate observance of multiple key signatures and changing modalities while sight reading.</p> <p><b>MUSIC IV.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 IV.4F</b> Demonstrate application of dynamics and phrasing while sight reading.</p> <p><b>MUSIC IV.4G</b> Demonstrate accurate intonation while sight reading using concepts such as vowel shapes, ensemble blend, and just intonation.</p> <p><b>MUSIC IV.5C</b> Define the relationships between music content and concepts and other academic disciplines.</p> <p><b>MUSIC IV.6A</b> 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><b>Unit 6: EOY Assessments and Performances</b></p> <p>Teachers will use the end-of-the-year performances to integrate culturally and socially relevant music, explore vocations and avocations in music, and cross-curricular relationships.</p>	<p><b>16</b> class periods (90-min. each) or <b>31</b> 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 IV.1G</b> Analyze 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 IV.1H</b> Analyze concepts of music such as rhythm, meter, melody, harmony, texture, key, expression markings, dynamics, and timbre using literature selected for performance.</p> <p><b>MUSIC IV.1I</b> Analyze and apply health and wellness concepts related to music practice such as body mechanics, repetitive motion injury prevention, first-aid training, hearing protection, vocal health, hydration, and appropriate hygienic practices.</p> <p><b>MUSIC IV.2A</b> Read and notate music that incorporates advanced melodies and rhythms.</p> <p><b>MUSIC IV.2B</b> Interpret music symbols and expressive terms.</p> <p><b>MUSIC IV.3A</b> Demonstrate mature, characteristic sound appropriate for the genre.</p> <p><b>MUSIC IV.3B</b> Analyze 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><b>MUSIC IV.3C</b> Demonstrate rhythmic accuracy using complex patterns at an appropriate tempo.</p> <p><b>MUSIC IV.3D</b> Demonstrate observance of key signatures and modalities.</p> <p><b>MUSIC IV.3E</b> Demonstrate correct intonation, appropriate phrasing, and appropriate dynamics.</p> <p><b>MUSIC IV.3F</b> Create and notate or record original musical phrases at an increasing level of difficulty.</p> <p><b>MUSIC IV.5A</b> Discriminate representative examples of music by genre, style, culture, and historical period.</p> <p><b>MUSIC IV.5B</b> Evaluate the relevance of music to societies and cultures.</p> <p><b>MUSIC IV.5C</b> Define the relationships between music content and concepts and other academic disciplines.</p> <p><b>MUSIC IV.5D</b> Explain a variety of music and music-related career options.</p> <p><b>MUSIC IV.5E</b> Analyze and evaluate the impact of technologies, ethical issues, and economic factors on music, performers, and performances.</p> <p><b>MUSIC IV.5F</b> Generate tools for college and career preparation such as curricula vitae, electronic portfolios, personal resource lists, performance recordings, social media applications, repertoire lists, and audition and interview techniques.</p> <p><b>MUSIC IV.6A</b> Exhibit informed concert etiquette as a performer and an audience member during live and recorded performances in a variety of settings.</p>