

Cycle 1	27 Days	
	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 General Music classes - basic music theory, solfege syllables, and use of Curwen hand signs. There may be an introduction to choral music repertoire, proper performance and rehearsal practices. In addition, these first lessons students will be introduced to the use of posture and breathing techniques to support vocal production.</p>	<p>14 class periods (90-min. each) or 27 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Aug. 2-13</p> <p><i>Teachers Report to Work</i> Aug. 16</p> <p><i>Teacher Service Days</i> Aug. 16-17, Aug. 19-20</p> <p><i>Teacher Prep Day</i> (no students) Aug. 18</p> <p><i>Labor Day</i> Sept. 6</p> <p><i>Fall Holiday</i> Sept. 16</p> <p><i>Teacher Service Day</i> (no students) Sept. 17</p>	<p>MUSIC I.1A Experience and explore exemplary musical examples using technology and available live performances;</p> <p>MUSIC I.1B Describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;</p> <p>MUSIC I.1C. describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;</p> <p>MUSIC I. 2A. Identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;</p> <p>MUSIC I. 2B. Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p>MUSIC I. 2D. Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and</p> <p>MUSIC I. 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture</p>

Cycle 2	29 Days	
	Oct. 5 - Nov. 12, 2021	
<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 2	15/29 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 2: Posture, Breathing and Singing Techniques In this unit choral students will be introduced to the use of posture, breathing and singing techniques to support vocal production. The student will use their singing voice to develop the musical sound through unison singing. The student will explore music theory through sight-reading repertoire, music literacy, use of the Curwen hand signs and choral repertoire. Also, continued development of performance and rehearsal practices.</p>	<p>15 class periods (90-min. each) or 29 class periods (45-min. each) <i>Teacher Service Day (no students) Oct. 4</i></p>	<p>MUSIC I.1A Experience and explore exemplary musical examples using technology and available live performances; MUSIC I.1B Describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems; MUSIC I.1C. describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology; MUSIC I.1E. explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice. MUSIC I. 2A. Identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato; MUSIC I. 2B. Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer generated format; MUSIC I. 2C. Create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation; MUSIC I. 2D. Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and MUSIC I. 2E. sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4. MUSIC I. 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture; MUSIC I.4C Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; MUSIC I.4D Describe music-related vocations and avocations. MUSIC I.5B Identify criteria for listening to and evaluating musical performances.</p>

Cycle 3	30 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.
	Nov. 15, 2021 - Jan. 14, 2022	
Unit 3	15/30 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 3: Vocal Production Through Choral Literature</p> <p>In this unit choral students will use vocal warm-ups, breathing and singing techniques, choral repertoire and rehearsal techniques to support vocal production. Additionally, the use of unison and two part singing with emphasis placed on the challenges for the boys' changing voice will also help support vocal production. The student will explore music theory through sight-reading repertoire, music literacy, use of the Curwen hand signs and choral repertoire. Also, continued development of performance and rehearsal practices. The student may also be introduced to seasonal music for performance purposes.</p>	<p>15 class periods (90-min. each) or 30 class periods (45-min. each)</p> <p><i>Thanksgiving Break</i> Nov. 22-26</p> <p><i>Enrichment Opportunities</i> Dec. 20-21</p> <p><i>Winter Break</i> Dec. 20-31</p> <p><i>MLK Jr. Day</i> Jan. 17</p> <p><i>Teacher Prep Day (no students)</i> Jan. 18</p>	<p>MUSIC I.1A Experience and explore exemplary musical examples using technology and available live performances;</p> <p>MUSIC I.1B Describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;</p> <p>MUSIC I.1C. describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;</p> <p>MUSIC I.1E. explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.</p> <p>MUSIC I. 2A. Identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;</p> <p>MUSIC I. 2B. Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p>MUSIC I. 2D. Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and</p> <p>MUSIC I. 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC I.4C Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences;</p> <p>MUSIC I 5B. identify criteria for listening to and evaluating musical performances;</p> <p>MUSIC I 5C. describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;</p> <p>MUSIC 1 5E. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	
	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>	
Unit 4	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 4: Vocal Production and the Choral Repertoire In this unit choral students demonstrate uses of vocal production through proper posture, warm-ups, breathing and singing techniques used for choral repertoire. The students will perform unison and/or two-part literature selections to improve sight-reading, build ear-training and sight-singing skills. Continued study in music theory, use of Curwen hand-signs and performance and rehearsal practices through choral repertoire. The teacher may also begin introducing culturally relevant choral music repertoire for performances purposes and the development of three to four-part harmony.</p>	<p>14 class periods (90-min. each) or 27 class periods (45-min. each)</p> <p><i>Teacher Service Day/Presidents' Day (no students) Feb. 21</i></p>	<p>MUSIC I.1B Describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;</p> <p>MUSIC I.1C. describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;</p> <p>MUSIC I. 2A. Identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;</p> <p>MUSIC I. 2B. Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p>MUSIC I. 2C. Create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;</p> <p>MUSIC I. 2D. Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and</p> <p>MUSIC I. 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC I.4C Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences;</p> <p>MUSIC I 5B. identify criteria for listening to and evaluating musical performances;</p> <p>MUSIC I 5C. describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;</p> <p>MUSIC I 5D. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and</p> <p>MUSIC 1 5E. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</p>

Cycle 5	33 Days	
	Feb. 28 - Apr. 22, 2022	
Unit 5	17/33 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 5: Continuation of Vocal Production and Choral Repertoire</p> <p>In this unit choral students will continue to demonstrate vocal production through proper posture, vowel formation, singing (potential three-part harmony) and breath techniques. They will perform music literature selections to improve sight-reading, build ear-training and sight-singing skills. Continued study in music theory, use of Curwen hand-signs and performance and rehearsal practices through choral repertoire. The teacher may also begin introducing culturally relevant choral music repertoire for performances purposes and/or focus emphasis on Spring or End of the Year repertoire for performance.</p>	<p>17 class periods (90-min. each) or 33 class periods (45-min. each)</p> <p><i>Enrichment Opportunities</i> Mar. 14-16</p> <p><i>Spring Break</i> Mar. 14-18</p> <p><i>Chávez-Huerta Day</i> Mar. 28</p> <p><i>Spring Holiday</i> Apr. 15</p>	<p>MUSIC I.1B Describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;</p> <p>MUSIC I.1C. describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;</p> <p>MUSIC I. 2A. Identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;</p> <p>MUSIC I. 2B. Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p>MUSIC I. 2C. Create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;</p> <p>MUSIC I. 2D. Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and</p> <p>MUSIC I. 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC I. 4A. perform music representative of diverse cultures, including American and Texas heritage;</p> <p>MUSIC I.4B. describe written and aurally presented music representative of diverse styles, periods, and cultures;</p> <p>MUSIC I.4C Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences;</p> <p>MUSIC I.4D Describe music-related vocations and avocations.</p> <p>MUSIC I 5A. demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;</p> <p>MUSIC I 5B. identify criteria for listening to and evaluating musical performances;</p> <p>MUSIC I 5C. describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;</p> <p>MUSIC I 5D. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and</p> <p>MUSIC 1 5E. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</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 6	16/31 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>Unit 6: Performance Practices Unit</p> <p>In this unit choral students are expected to have successfully learned tools, techniques and aesthetic qualities needed to communicate specific musical works. The use of proper posture, vowel formation, singing and breath techniques, they will perform unison and/or two-part literature selections demonstrating sight-reading, ear-training and sight-singing skills. Student will also continue study in music theory, use of Curwen hand-signs in development of performance and rehearsal practices.</p>	<p>16 class periods (90-min. each) or 31 class periods (45-min. each)</p> <p><i>Memorial Day May 30</i></p> <p><i>Teacher Prep Day (no students) June 8</i></p>	<p>MUSIC I.1A Experience and explore exemplary musical examples using technology and available live performances;</p> <p>MUSIC I.1D. identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and</p> <p>MUSIC I. 2A. Identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;</p> <p>MUSIC I. 2B. Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p>MUSIC I. 3A. demonstrate, alone and in groups, characteristic vocal or instrumental timbre;</p> <p>MUSIC I. 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC I 3C. perform independently and expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;</p> <p>MUSIC I 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures</p> <p>MUSIC 3E. sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;</p> <p>MUSIC I.3F interpret music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations, including staccato and legato, appropriately when performing; and</p> <p>MUSIC I.3G create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.</p> <p>MUSIC I. 4A. perform music representative of diverse cultures, including American and Texas heritage;</p> <p>MUSIC I.4B. describe written and aurally presented music representative of diverse styles, periods, and cultures;</p> <p>MUSIC I.4C Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences;</p> <p>MUSIC I.4D describe music-related vocations and avocations.</p>

Cycle 6	31 Days Apr. 25 - June 7, 2022	<i>The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.</i>
Unit 6	16/31 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p>The teacher may also begin introducing culturally relevant choral music repertoire for performances purposes and/or focus emphasis on Spring or End of the Year repertoire for performance.</p>		<p>MUSIC I 5A. demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;</p> <p>MUSIC I 5B. identify criteria for listening to and evaluating musical performances;</p> <p>MUSIC I 5C. describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;</p> <p>MUSIC I 5D. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and</p> <p>MUSIC 1 5E. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</p>