

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 MS 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. demonstrate knowledge of 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 II 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology;</p> <p>MUSIC II 1E. describe health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration and appropriate hygienic practice.</p> <p>MUSIC II 5C. demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;</p> <p>MUSIC II 5D. identify and apply criteria for evaluating personal performances;</p> <p>MUSIC II 5E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and</p> <p>MUSIC II 5F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</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>Unit 2: Posture, Breathing and Singing Techniques</p> <p>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)</p> <p><i>Teacher Service Day (no students) Oct. 4</i></p>	<p>MUSIC II 1B. demonstrate knowledge of 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 II 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology;</p> <p>MUSIC II 2A. interpret music symbols and terms referring to notation, including fermata and coda; dynamics, including pianissimo to fortissimo; tempi, including andante, largo and adagio; and articulations, including accent, marcato, and previously known elements;</p> <p>MUSIC II.2B Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format.</p> <p>MUSIC II 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 II 2E. sight-read unison, homophonic, and polyphonic music using the appropriate clef in a minimum of three keys and three meters, including 2/4, 3/4 and 4/4.</p> <p>MUSIC II 3A. demonstrate, alone and in groups, characteristic vocal or instrumental timbre;</p> <p>MUSIC II 3B. perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC II 3C. perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;</p> <p>MUSIC II 5F. demonstrate appropriate cognitive and kinesthetic responses to music and 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, 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 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology;</p> <p>MUSIC II.2B Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format.</p> <p>MUSIC II 3A. demonstrate, alone and in groups, characteristic vocal or instrumental timbre;</p> <p>MUSIC II 3B. perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC II 3C. perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;</p> <p>MUSIC II 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p>MUSIC II 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 II 3F. interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing; and</p> <p>MUSIC II 4A. perform music such as “The Star-Spangled Banner” and “Texas, Our Texas” that is representative of diverse cultures, including American and Texas heritage;</p> <p>MUSIC II 4B. examine written and aurally presented music representative of diverse genres, styles, periods, and cultures;</p> <p>MUSIC II 4C. identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and</p> <p>MUSIC II 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 II 5B. apply criteria for listening to and evaluating musical performances;</p> <p>MUSIC II 5D. identify and apply criteria for evaluating personal performances;</p> <p>MUSIC II 5E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and</p> <p>MUSIC II 5F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances</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 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. 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>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 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology; MUSIC II.2B Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format. MUSIC II 3A. demonstrate, alone and in groups, characteristic vocal or instrumental timbre; MUSIC II 3B. perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture; MUSIC II 3C. perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques; MUSIC II 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures; MUSIC II 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; MUSIC II 3F. interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing; and MUSIC II 4B. examine written and aurally presented music representative of diverse genres, styles, periods, and cultures; MUSIC II 4C. identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and MUSIC II 4D. describe music-related vocations and avocations. MUSIC II 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; MUSIC II 5B. apply criteria for listening to and evaluating musical performances; MUSIC II 5C. demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings; MUSIC II 5D. identify and apply criteria for evaluating personal performances; MUSIC II 5E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and MUSIC II 5F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances</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 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 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology;</p> <p>MUSIC II.2B Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format.</p> <p>MUSIC II.2C Create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation</p> <p>MUSIC II 3A. demonstrate, alone and in groups, characteristic vocal or instrumental timbre;</p> <p>MUSIC II 3B. perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC II 3C. perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;</p> <p>MUSIC II 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p>MUSIC II 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 II 3F. interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing; and</p> <p>MUSIC II.3G Create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.</p> <p>MUSIC II 4A. perform music such as “The Star-Spangled Banner” and “Texas, Our Texas” that is representative of diverse cultures, including American and Texas heritage;</p> <p>MUSIC II 4B. examine written and aurally presented music representative of diverse genres, styles, periods, and cultures;</p> <p>MUSIC II 4C. identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and</p> <p>MUSIC II 4D. describe music-related vocations and avocations.</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 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 II 5B. apply criteria for listening to and evaluating musical performances;</p> <p>MUSIC II 5C. demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;</p> <p>MUSIC II 5D. identify and apply criteria for evaluating personal performances;</p> <p>MUSIC II 5E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and</p> <p>MUSIC II 5F. 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 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.</p>	<p>16 class periods (90-min. each) or 31 class periods (45-min. each)</p> <p><i>Memorial Day</i> <i>May 30</i></p> <p><i>Teacher Prep Day</i> <i>(no students)</i> <i>June 8</i></p>	<p>MUSIC II 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns, corresponding rests, and meter, including 2/4, 3/4, 4/4, and 6/8, using standard terminology;</p> <p>MUSIC II.1D Interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation.</p> <p>MUSIC II.2B Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format.</p> <p>MUSIC II.2C Create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation</p> <p>MUSIC II 3A. demonstrate, alone and in groups, characteristic vocal or instrumental timbre;</p> <p>MUSIC II 3B. perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC II 3C. perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;</p> <p>MUSIC II 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p>MUSIC II 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 II 3F. interpret music symbols and terms referring to previously known elements; notation, including fermata and coda; keys; clefs; dynamics, including pianissimo to fortissimo; tempi, including andante, largo, and adagio; and articulations, including accent and marcato, appropriately when performing; and</p> <p>MUSIC II.3G Create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.</p> <p>MUSIC II 4A. perform music such as “The Star-Spangled Banner” and “Texas, Our Texas” that is representative of diverse cultures, including American and Texas heritage;</p> <p>MUSIC II 4B. examine written and aurally presented music representative of diverse genres, styles, periods, and cultures;</p> <p>MUSIC II 4C. identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and</p> <p>MUSIC II 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>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>MUSIC II 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 II 5B. apply criteria for listening to and evaluating musical performances;</p> <p>MUSIC II 5C. demonstrate processes and select the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;</p> <p>MUSIC II 5D. identify and apply criteria for evaluating personal performances;</p> <p>MUSIC II 5E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and</p> <p>MUSIC II 5F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performances</p>