

| 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. |
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| | 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 taught in HS Music II class. Students are reviewed in music theory, solfege 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>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 III 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology;</p> <p>MUSIC III 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 III 2E. sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.</p> <p>MUSIC III.3A Model, alone and in groups, characteristic vocal or instrumental timbre.</p> <p>MUSIC III 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC III 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 III 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p>MUSIC III 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 III 5D. apply criteria for listening to and evaluating personal performances;</p> <p>MUSIC III 5F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performance</p> |

| Cycle 2 | 29 Days | |
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| | 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: Choral Singing and Techniques 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) Oct. 4</i></p> | <p>MUSIC III 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology; MUSIC III 2B. notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format; MUSIC III 2E. sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters. MUSIC III 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture; MUSIC III 3C. perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques; MUSIC III 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures; MUSIC III 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 III 3F. interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements; MUSIC III 4C. compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language; and MUSIC III 5A. model appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings; MUSIC III 5B. apply criteria for listening to and evaluating musical performances; MUSIC III 5E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement; and MUSIC III 5F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performance</p> |

| Cycle 3 | 30 Days | |
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| | Nov. 15, 2021 - Jan. 14, 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 3 | 15/30 Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>Unit 3: Enhanced Vocal Production, Intonation, Choral Singing and Techniques</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>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 III 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology;</p> <p>MUSIC III 2B. notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p>MUSIC III 2E. sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.</p> <p>MUSIC III 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC III 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 III 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p>MUSIC III 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 III 3F. interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements;</p> <p>MUSIC III 4C. compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language; and</p> <p>MUSIC III 5A. model 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 III 5B. apply criteria for listening to and evaluating musical performances;</p> <p>MUSIC III 5E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement; and</p> <p>MUSIC III 5F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performance</p> |

HISD | Secondary Curriculum and Development

ALIGN, ADVANCE, ENGAGE.

2021-2022 Scope and Sequence

Fine Arts – Middle School Music – Choral 3

| 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. |
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| | 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</p> <p>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 cultures.</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 III 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology;</p> <p>MUSIC III 1D. analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and</p> <p>MUSIC III 2A. analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements;</p> <p>MUSIC III 2B. notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p>MUSIC III 2E. sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.</p> <p>MUSIC III 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC III 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 III 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p>MUSIC III 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 III 3F. interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements;</p> |

GLOBAL GRADUATE



PS - State Process Standard

AR - Aligned to Upcoming State Readiness Standard

® - State Readiness Standard

Ⓢ - State Supporting Standard

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2021-2022

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HISD | Secondary Curriculum and Development

ALIGN, ADVANCE, ENGAGE.

2021-2022 Scope and Sequence

Fine Arts – Middle School Music – Choral 3

| 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> |
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| Unit 4 | 14/27 Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| <p>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>MUSIC III 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 III 4B. compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures;</p> <p>MUSIC III 4C. compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language; and</p> <p>MUSIC III 4D. describe music-related vocations and avocations.</p> <p>MUSIC III 5A. model 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 III 5B. apply criteria for listening to and evaluating musical performances;</p> <p>MUSIC III 5E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement; and</p> <p>MUSIC III 5F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performance</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. |
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| | 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 Through Choral Repertoire</p> <p>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. 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>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 III 1A. compare and contrast exemplary musical examples using technology and available live performances;</p> <p>MUSIC III 1B. demonstrate detailed 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 III 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology;</p> <p>MUSIC III 1E. demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice.</p> <p>MUSIC III 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC III 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 III 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p>MUSIC III 3F. interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements;</p> <p>MUSIC III 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 III 4B. compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures;</p> <p>MUSIC III 4C. compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language; and</p> <p>MUSIC III 4D. describe music-related vocations and avocations.</p> <p>MUSIC III 5A. model 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 III 5B. apply criteria for listening to and evaluating musical performances;</p> <p>MUSIC III 5C. demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;</p> <p>MUSIC III 5D. apply criteria for listening to and evaluating personal performances;</p> <p>MUSIC III 5E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement; and</p> <p>MUSIC III 5F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performance</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. |
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| | 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, 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>MUSIC III 1A. compare and contrast exemplary musical examples using technology and available live performances;</p> <p>MUSIC III 1B. demonstrate detailed 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 III 1C. demonstrate knowledge of musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, syncopated patterns and corresponding rests, and varied meters, using standard terminology;</p> <p>MUSIC III 1E. demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice.</p> <p>MUSIC III.2C Create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation.</p> <p>MUSIC III 3B. perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p>MUSIC III 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 III 3D. perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p>MUSIC III 3F. interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements;</p> <p>MUSIC III.3G create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty.</p> <p>MUSIC III 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 III 4B. compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures;</p> <p>MUSIC III 4C. compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language; and</p> <p>MUSIC III 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> |
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| Unit 6 | 16/31 Class Periods | Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will: |
| | | <p>MUSIC III 5A. model 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 III 5B. apply criteria for listening to and evaluating musical performances;</p> <p>MUSIC III 5C. demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings;</p> <p>MUSIC III 5D. apply criteria for listening to and evaluating personal performances;</p> <p>MUSIC III 5E. evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement; and</p> <p>MUSIC III 5F. demonstrate appropriate cognitive and kinesthetic responses to music and musical performance</p> |