

Cycle 1	27 Days	
	Aug. 23 - Oct. 1, 2021	
<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 1	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 1: Introduction to Piano: Class Procedures, Rules and Expectations, Five-Finger Position for the Key of “C”.</b></p> <p>In this unit the beginning piano student will be introduced to the class procedures, rules and expectations. Review of the music elements, basic knowledge and skills taught in General Music classes. The student will be introduced to the piano, proper hand placement, sitting posture and appropriate piano etiquette. Ultimately, it is the expectation that this process will begin the introduction to the Key of C Major and the Five-Finger Position.</p>	<p><b>14</b> class periods (90-min. each) or <b>27</b> 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><b>MUSIC I.1A</b> Experience and explore exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC I.1B</b> 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><b>MUSIC I.1C.</b> 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><b>MUSIC I.1 E.</b> explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.</p> <p><b>MUSIC I.4C</b> Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences;</p> <p><b>MUSIC I. 2A.</b> 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><b>MUSIC I. 2B.</b> Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p><b>MUSIC I. 2C.</b> 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><b>MUSIC I. 2D.</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and</p> <p><b>MUSIC I. 3B.</b> 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><b>Unit 2: Music Elements: Continuing the Key of C Major; Introduction to Treble Clef, Bass Clef, Grand Staff and Time Signatures</b></p> <p>In this unit the beginning piano student will be introduced to the Treble Clef, Bass Clef, Grand Staff and Time Signatures. The student will be introduced to the piano, proper hand placement, sitting posture and appropriate piano etiquette. Student will begin study of reading music on the staff for the Key of C Major and the Five-Finger Position. In addition, these lessons will include music theory component focusing on the music staff, rhythms in music, 4/4-time signature and the keys of the piano.</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 I.1A</b> Experience and explore exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC I.1B</b> 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><b>MUSIC I.1C.</b> 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><b>MUSIC I. 2A.</b> 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><b>MUSIC I. 2B.</b> Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p><b>MUSIC I. 2C.</b> 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><b>MUSIC I. 2D.</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and</p> <p><b>MUSIC I. 2E.</b> 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.</p> <p><b>MUSIC I. 3B.</b> perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p><b>MUSIC I. 3E.</b> 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><b>MUSIC I.4C</b> Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences;</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><b>Unit 3: I – V7 Chord Progressions in the Key of C Major</b></p> <p>The student is then introduced to the I Chord covered through music literacy, skills of reading, writing and improvisation. The application of knowledge of the I Chord will support the teaching of the V7 Chord and the progression of the I-V7 Chords. In addition, these lessons will include hand placement, finger positions, and the new note “B”. Music theory component focusing on the music staff, rhythms in music, and 4/4-time signature will be studied.</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><b>MUSIC I.1A</b> Experience and explore exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC I.1B</b> 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><b>MUSIC I.1C.</b> 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><b>MUSIC I. 2A.</b> 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><b>MUSIC I. 2B.</b> Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p><b>MUSIC I. 2C.</b> 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><b>MUSIC I. 2D.</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and</p> <p><b>MUSIC I. 2E.</b> 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.</p> <p><b>MUSIC I. 3E.</b> 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><b>MUSIC I.4C</b> Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences;</p>

Cycle 4	27 Days	
	Jan. 19 - Feb. 25, 2022	
Unit 4	14/27 Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4: I - IV - V7 Chord Progressions in the Key of C Major</b></p> <p>In this unit the beginning piano student is will continue study of the Key of C Major, the five-finger position and is introduced to the I-IV-V7 Chord Progression in the Key of C Major. The application of knowledge of the I-IV-V7 Chord Progression will also be covered through the music literacy, skills of reading, writing and improvisation. In addition, these lessons will include hand placement, finger positions, and the new note "A". The student will be taught using critical thinking, problem solving and listening skills.</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><b>MUSIC I.1A</b> Experience and explore exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC I.1B</b> 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><b>MUSIC I.1C.</b> 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><b>MUSIC I. 2A.</b> 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><b>MUSIC I. 2B.</b> Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p><b>MUSIC I. 2C.</b> 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><b>MUSIC I. 2D.</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and</p> <p><b>MUSIC I.4C</b> Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences;</p> <p><b>MUSIC I.5B</b> Identify criteria for listening to and evaluating 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><b>Unit 5: The Key of G Major: I-IV-V7 Chord Progression</b> In this unit the beginning piano student will continue study and discovery the Key of G Major, G Major Five Finger Position and the I-IV-V7 Chord Progressions in the Key of G Major. The application of knowledge of the I-IV-V7 Chord Progression will also be covered through the music literacy, skills of reading, writing and improvisation. The student will be taught using critical thinking, problem solving and listening skills.</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><b>MUSIC I.1A</b> Experience and explore exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC I.1B</b> 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><b>MUSIC I.1C.</b> 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><b>MUSIC I. 2A.</b> 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><b>MUSIC I. 2B.</b> Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p><b>MUSIC I. 2C.</b> 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><b>MUSIC I. 2D.</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and</p> <p><b>MUSICI. 2E.</b> 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.</p> <p><b>MUSIC I.4C</b> Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences;</p> <p><b>MUSIC I.5B</b> Identify criteria for listening to and evaluating 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><b>Unit 6: The Key of F Major: I-IV-V7 Chord Progression</b></p> <p>In this unit the beginning piano student will continue study and discovery of the Key of F Major and I, IV, V7 chords in that Key of F Major and the Major Scale. The application of knowledge of the I, IV, V7 Chord Progression will also be covered through the music literacy, skills of reading, writing and improvisation. The teacher may also give the student opportunity to explore performance pieces. The student will be taught using critical thinking, problem solving and listening skills</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><b>MUSIC I.1A</b> Experience and explore exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC I.1D.</b> identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and</p> <p><b>MUSIC I. 2A.</b> 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><b>MUSIC I. 2B.</b> Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;</p> <p><b>MUSIC I. 3A.</b> demonstrate, alone and in groups, characteristic vocal or instrumental timbre;</p> <p><b>MUSIC I. 3B.</b> perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;</p> <p><b>MUSIC I 3C.</b> perform independently and expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;</p> <p><b>MUSIC I 3D.</b> perform independently and expressively a varied repertoire of music representing various styles and cultures</p> <p><b>MUSIC 3E.</b> 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><b>MUSIC I.3F</b> 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><b>MUSIC I.3G</b> create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.</p> <p><b>MUSIC I. 4A.</b> perform music representative of diverse cultures, including American and Texas heritage;</p> <p><b>MUSIC I.4B.</b> describe written and aurally presented music representative of diverse styles, periods, and cultures;</p> <p><b>MUSIC I.4C</b> Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences;</p> <p><b>MUSIC I.4D</b> 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><b>MUSIC I 5A.</b> 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><b>MUSIC I 5B.</b> identify criteria for listening to and evaluating musical performances;</p> <p><b>MUSIC I 5C.</b> 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><b>MUSIC I 5D.</b> evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and</p> <p><b>MUSIC 1 5E.</b> demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</p>