

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><b>Unit 1: Procedures, Rules and Review Five-Finger Position and the Keys of “C, Major, G Major, F Major” I-IV-V7 Chord Progression and Music Theory Review</b></p> <p>In this unit the intermediate piano student will introduced to the class procedures, rules and expectations. This unit will review elements basic knowledge, skills and appropriate piano technique taught in the beginning piano class. In addition, the teacher will access the ability of the student to determine skill level and proficiently in the Keys of “C, Major, G Major, F Major,” and I-IV-V7 Chord Progressions for those keys.</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 II 1B.</b> 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><b>MUSIC II 1C.</b> 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><b>MUSIC II 1D.</b> interpret musical forms such as binary, ternary, phrasic, rondo, and theme and variations presented aurally and through music notation; and</p> <p><b>MUSIC II 1E.</b> describe 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 II 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 II 3C.</b> perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;</p> <p><b>MUSIC II 5B.</b> apply criteria for listening to and evaluating musical performances;</p> <p><b>MUSIC II 5C.</b> 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><b>MUSIC II 5D.</b> identify and apply criteria for evaluating personal performances;</p> <p><b>MUSIC II 5E.</b> evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and</p> <p><b>MUSIC II 5F.</b> demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</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: Scales, Half Steps, Whole Steps and Syncopation</b> In this unit the intermediate piano student will begin study of Major Scales – One Octave, starting with C Major and G Major, appropriate fingering and other Major Scales may be taught. Half Steps, Whole Steps and Syncopation will 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>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 II 1B.</b> 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; <b>MUSIC II 1C.</b> 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; <b>MUSIC II 2A.</b> 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; <b>MUSIC II 2B.</b> notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format; <b>MUSIC II 2D.</b> read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and <b>MUSIC II 2E.</b> 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. <b>MUSIC II 3A.</b> demonstrate, alone and in groups, characteristic vocal or instrumental timbre; <b>MUSIC II 3B.</b> perform music, alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture; <b>MUSIC II 3C.</b> perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques; <b>MUSIC II 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; <b>MUSIC II 5F.</b> 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><b>Unit 3: Key of D Major and the Key of A Major, I-IV-V7 Chord Progressions, Scales and 6/8 Time Signature</b></p> <p>In this unit the intermediate piano student will be introduced to the Key of D Major and A Major, proper finger position, major scale (one octaves), and I-IV-V7 Chord Progression for both keys. The application of knowledge of the major scale, chord progression and time signatures 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>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 II 1A.</b> compare and contrast exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC II 1B.</b> 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><b>MUSIC II 1C.</b> 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><b>MUSIC II 2C.</b> create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation;</p> <p><b>MUSIC II 3A.</b> demonstrate, alone and in groups, characteristic vocal or instrumental timbre;</p> <p><b>MUSIC II 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 II 3C.</b> perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;</p> <p><b>MUSIC II 3D.</b> perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p><b>MUSIC II 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 II 3F.</b> 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><b>MUSIC II 3G.</b> create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.</p> <p><b>MUSIC II 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 II 5B.</b> apply criteria for listening to and evaluating musical performances;</p> <p><b>MUSIC II 5C.</b> 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><b>MUSIC II 5D.</b> identify and apply criteria for evaluating personal performances;</p> <p><b>MUSIC II 5F.</b> demonstrate appropriate cognitive and kinesthetic responses to music and musical performances</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: The Key of E Major: I-IV-V7 Chord Progressions, Piano Pedals. Introduction to Major Scales, Minor Chords, Minor Scale,</b></p> <p>In this unit the intermediate piano student will be introduced to the Key of E Major, proper finger position and major scale (one octave) and the Pedals of the Piano. The application of knowledge of the major scale, chord progression and time signatures will also be covered through the music literacy, skills of reading, writing and improvisation. The student may be assigned performance pieces for Winter Performing opportunities. 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 II 1A.</b> compare and contrast exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC II 1B.</b> 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><b>MUSIC II 1C.</b> 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><b>MUSIC II 2C.</b> create increasingly complex rhythmic phrases, using known rhythms, and melodic phrases, using known pitches, within an established system of notation;</p> <p><b>MUSIC II 3A.</b> demonstrate, alone and in groups, characteristic vocal or instrumental timbre;</p> <p><b>MUSIC II 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 II 3C.</b> perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;</p> <p><b>MUSIC II 3D.</b> perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p><b>MUSIC II 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 II 3F.</b> 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><b>MUSIC II 3G.</b> create increasingly complex rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.</p> <p><b>MUSIC II 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 II 5B.</b> apply criteria for listening to and evaluating musical performances;</p> <p><b>MUSIC II 5C.</b> 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><b>MUSIC II 5D.</b> identify and apply criteria for evaluating personal performances;</p> <p><b>MUSIC II 5F.</b> 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><b>Unit 5: The Keys of D Flat, A Flat and E Flat Major; I-IV-V7 Chord Progressions, Chromatic Scale</b></p> <p>In this unit the intermediate piano student will be introduced to the Keys of D Flat, A Flat and E Flat Major, the I-IV-V7 chord progression associated with those keys and musical forms (AB and ABA). The application of knowledge of these three major keys, major scales, the I-IV-V7 Chord Progression and the Triplet Rhythm will also be covered through the music literacy, skills of reading, writing, musical interpretation and improvisation. The student may be assigned performance pieces for performance opportunities.</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 II 1A.</b> compare and contrast exemplary musical examples using technology and available live performances;</p> <p><b>MUSIC II 1B.</b> 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><b>MUSIC II 1C.</b> 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><b>MUSIC II 3A.</b> demonstrate, alone and in groups, characteristic vocal or instrumental timbre;</p> <p><b>MUSIC II 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 II 5D.</b> identify and apply criteria for evaluating personal performances;</p> <p><b>MUSIC II 5F.</b> demonstrate appropriate cognitive and kinesthetic responses to music and musical performances</p> <p><b>MUSIC II.5B</b> Define uses of music in societies and cultures.</p> <p><b>MUSIC II.5C</b> Identify and explore the relationships between music and other academic disciplines.</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 Keys of G Flat Major, B Flat Major, B Major: I-IV-V7 Chord Progressions and Major Scales</b></p> <p>In this unit the intermediate piano student will be introduced to the Keys of G Flat, B Flat Major and B Major and the I-IV-V7 chord progression associated with those keys. The application of knowledge of these three major keys, major scales, the I-IV-V7 Chord Progression and the Sixteenth Note and Dotted Eighth Note Rhythm will also be covered through the music literacy, skills of reading, writing, musical interpretation and improvisation. 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 II 1C.</b> 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><b>MUSIC II 3A.</b> demonstrate, alone and in groups, characteristic vocal or instrumental timbre;</p> <p><b>MUSIC II 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 II 3C.</b> perform independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;</p> <p><b>MUSIC II 3D.</b> perform independently and expressively a varied repertoire of music representing various styles and cultures;</p> <p><b>MUSIC II 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 II 3F.</b> 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><b>MUSIC II 4A.</b> 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><b>MUSIC II 4B.</b> examine written and aurally presented music representative of diverse genres, styles, periods, and cultures;</p> <p><b>MUSIC II 4C.</b> 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><b>MUSIC II 4D.</b> describe music-related vocations and avocations.</p> <p><b>MUSIC II 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 II 5B.</b> apply criteria for listening to and evaluating musical performances;</p> <p><b>MUSIC II 5C.</b> 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><b>MUSIC II 5D.</b> identify and apply criteria for evaluating personal performances;</p> <p><b>MUSIC II 5E.</b> evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and</p> <p><b>MUSIC II 5F.</b> demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</p>