

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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 1: Performance Review</b></p> <p>Teachers will review and assess performance and literacy skills in the 5 competency areas that were covered during the previous year. They will use this information to select performance literature and plan for instruction. Students will continue build on concepts such as sight-reading, application of nomenclature related to dynamics, intonation, tempo and overall musicianship.</p>	<p>13 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><b>MUSIC III.1A</b> Evaluate exemplary musical examples using technology and available live performances.</p> <p><b>MUSIC III.1B</b> 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><b>MUSIC III.1E</b> Demonstrate health and wellness concepts related to musical practice such as hand positions, hearing protection, vocal health, hydration, and appropriate hygienic practice.</p> <p><b>MUSIC III.3A</b> Model, alone and in groups, characteristic vocal or instrumental timbre.</p> <p><b>MUSIC III.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 III.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 III.5C</b> Demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings.</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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 2: Fundamentals Performance Skills</b></p> <p>Students will use intermediate middle school level theory skill with knowledge of tone production to begin performing on instruments. Concepts of intonation and tone quality will be at the forefront of goals. Sound exemplars, live or recorded, will serve as the models for students. Metronomic tools should be used to help students begin to develop a strong sense of pulse. Tuning tools and exercises should be used to develop accurate pitch. These can include singing while the teacher reproduces pitches on an instrument or using a tuner or a visual tuning aid.</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 III.1B</b> 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><b>MUSIC III.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 and corresponding rests, and varied meters, using standard terminology.</p> <p><b>MUSIC III.2B</b> Notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format.</p> <p><b>MUSIC III.2C</b> Create complex rhythmic phrases, using known rhythms, and complex melodic phrases, using known pitches, within an established system of notation.</p> <p><b>MUSIC III.2D</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.</p> <p><b>MUSIC III.3A</b> Model, alone and in groups, characteristic vocal or instrumental timbre.</p> <p><b>MUSIC III.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 III.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 III.3G</b> Create complex rhythmic phrases using known rhythms and complex melodic phrases using known pitches at an appropriate level of difficulty.</p> <p><b>MUSIC III.4C</b> 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.</p> <p><b>MUSIC III.5E</b> Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement.</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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 3:</b>  <b>Fall Concert Performance Assessment</b>  Student will use knowledge and skills to prepare for their fall performance assessment concert.	<b>15</b> class periods (90-min. each) or <b>30</b> class periods (45-min. each)  <i>Thanksgiving Break</i> Nov. 22-26  <i>Enrichment Opportunities</i> Dec. 20-21  <i>Winter Break</i> Dec. 20-31  <i>MLK Jr. Day</i> Jan. 17  <i>Teacher Prep Day</i> (no students) Jan. 18	<b>MUSIC III.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 and corresponding rests, and varied meters, using standard terminology. <b>MUSIC III.2A</b> Analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements. <b>MUSIC III.2D</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs. <b>MUSIC III.3A</b> Model, alone and in groups, characteristic vocal or instrumental timbre. <b>MUSIC III.3B</b> Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture. <b>MUSIC III.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 III.3F</b> Interpret a variety of music symbols and terms, incorporating appropriate stylistic qualities when performing, including sforzando, largo to presto, and previously known elements. <b>MUSIC III.4B</b> Compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures. <b>MUSIC III.4C</b> 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. <b>MUSIC III.5A</b> Model 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 III.5B</b> Apply criteria for listening to and evaluating musical performances. <b>MUSIC III.5C</b> Demonstrate processes and apply the tools for self-evaluation and personal artistic improvement such as critical listening to individual and group performance recordings. <b>MUSIC III.5D</b> Apply criteria for listening to and evaluating personal performances. <b>MUSIC III.5F</b> Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 4:</b> <b>Focus on Sight-Reading Skills</b></p> <p>Students will use their literacy and performance skills to sight-read. They will demonstrate basic knowledge of dynamics, articulations, tempo, and other terminology affecting the performance.</p>	<p>13 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 III.1A</b> Evaluate exemplary musical examples using technology and available live performances.</p> <p><b>MUSIC III.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 and corresponding rests, and varied meters, using standard terminology.</p> <p><b>MUSIC III.2D</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.</p> <p><b>MUSIC III.2E</b> Sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.</p> <p><b>MUSIC III.3A</b> Model, alone and in groups, characteristic vocal or instrumental timbre.</p> <p><b>MUSIC III.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 III.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 III.3D</b> Perform independently and expressively a varied repertoire of music representing various styles and cultures.</p> <p><b>MUSIC III.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 III.4C</b> 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.</p> <p><b>MUSIC III.3F</b> 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><b>MUSIC III.5A</b> 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><b>MUSIC III.5B</b> Apply criteria for listening to and evaluating musical performances.</p> <p><b>MUSIC III.5C</b> 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><b>MUSIC III.5F</b> Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</p>

Cycle 5	33 Days Feb. 28 - Apr. 22, 2022	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.
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 5: District/UII Student Assessment Measures</b></p> <p>Teachers will prepare students for Pre-Approved District Assessments. For Music 2 students, this will be district sanctioned band, orchestra, Mariachi, guitar and jazz band events.</p>	<p><b>16</b> class periods (90-min. each) or <b>33</b> class periods (45-min. each)</p> <p><i>Enrichment Opportunities Mar. 14-16</i></p> <p><i>Spring Break Mar. 14-18</i></p> <p><i>Chávez-Huerta Day Mar. 28</i></p> <p><i>Spring Holiday Apr. 15</i></p>	<p><b>MUSIC III.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 and corresponding rests, and varied meters, using standard terminology.</p> <p><b>MUSIC III.2A</b> Analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements.</p> <p><b>MUSIC III.2D</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.</p> <p><b>MUSIC III.2E</b> Sight-read unison, homophonic, and polyphonic music using the appropriate clef in a variety of keys and meters.</p> <p><b>MUSIC III.3A</b> Model, alone and in groups, characteristic vocal or instrumental timbre.</p> <p><b>MUSIC III.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 III.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 III.3D</b> Perform independently and expressively a varied repertoire of music representing various styles and cultures.</p> <p><b>MUSIC III.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 III.3F</b> 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><b>MUSIC III.4C</b> 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.</p> <p><b>MUSIC III.5A</b> 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><b>MUSIC III.5B</b> Apply criteria for listening to and evaluating musical performances.</p> <p><b>MUSIC III.5D</b> Apply criteria for listening to and evaluating personal performances.</p> <p><b>MUSIC III.5F</b> Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 6: EOY Assessments and Performances</b></p> <p>Teachers will use end of the year performances to integrate culturally and socially relevant music, explore vocations and avocations in music, and cross-curricular relationships.</p>	<p><b>16</b> class periods (90-min. each) or <b>31</b> 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 III.1D</b> Analyze musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations.</p> <p><b>MUSIC III.2A</b> Analyze music symbols and terms referring to notation; dynamics; tempi, including largo to presto; articulations, including sforzando; and previously known elements.</p> <p><b>MUSIC III.2D</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs.</p> <p><b>MUSIC III.3A</b> Model, alone and in groups, characteristic vocal or instrumental timbre.</p> <p><b>MUSIC III.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 III.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 III.3D</b> Perform independently and expressively a varied repertoire of music representing various styles and cultures.</p> <p><b>MUSIC III.3F</b> 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><b>MUSIC III.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 III.4B</b> Compare and contrast written and aurally presented music representative of diverse genres, styles, periods, and cultures.</p> <p><b>MUSIC III.4C</b> 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.</p> <p><b>MUSIC III.4D</b> Describe music-related vocations and avocations.</p> <p><b>MUSIC III.5A</b> 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><b>MUSIC III.5B</b> Apply criteria for listening to and evaluating musical performances.</p> <p><b>MUSIC III.5C</b> 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><b>MUSIC III.5D</b> Apply criteria for listening to and evaluating personal performances.</p> <p><b>MUSIC III.5E</b> Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models and offer constructive suggestions for improvement.</p> <p><b>MUSIC III.5F</b> Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</p>