

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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<p><b>Unit 1: Establishing Foundational Skills</b></p> <p>Teachers will assess students for the current level of music knowledge and skills in the 5 competency areas through performance, written, and/or aural dictation assessments. Students will continue to develop their fundamental concepts learned the previous year. This will include more in-depth music theory, literacy, and performance skills.</p>	<p><b>13</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.1B</b> Describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting system.</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.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.</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.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.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.5E</b> 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	# 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 rudimentary theory skills with basic knowledge of tone production to expand performance skills. Concepts of intonation and tone quality will be at the forefront of goals. Sound exemplars, live or recorded, will serve as models. 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. Teachers should explore the historical backgrounds of the ensemble.</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.1B</b> Describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting system.</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.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.</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.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.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.5E</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	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
<b>Unit 3: 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 1.1C</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. <b>MUSIC 1.2A</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. <b>MUSIC 1.2D</b> Read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs. <b>MUSIC 1.3A</b> Demonstrate, alone and in groups, characteristic vocal or instrumental timbre. <b>MUSIC 1.3B</b> Perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture. <b>MUSIC 1.3F</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. <b>MUSIC 1.4C</b> Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences. <b>MUSIC 1.5A</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 1.5B</b> Identify criteria for listening to and evaluating musical performances. <b>MUSIC 1.5C</b> Describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings. <b>MUSIC 1.5D</b> Evaluate the quality and effectiveness of musical performances by comparing them to exemplary models. <b>MUSIC 1.5E</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 during sight-reading. They will demonstrate basic knowledge of dynamics and terminology effecting music 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 I.1A</b> Experience and explore exemplary musical examples using technology and available live performances.</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.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 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.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 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.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.</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.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.5E</b> Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</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	# 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 1 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 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.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 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.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 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.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.</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.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.5E</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>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.1D</b> Identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations.</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.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 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 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.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.</p>

<b>Cycle 6</b>	<b>31 Days</b>	<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>
	Apr. 25 - June 7, 2022	
Unit	# Class Periods	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		<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> <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.</p> <p><b>MUSIC I.5E</b> Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.</p>