## Enduring Understanding

Playing in a group requires understanding the individual part and how it relates to the ensemble.

<table>
<thead>
<tr>
<th>California Standards Addressed</th>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>1.1</td>
<td>Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</td>
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<td>2.3</td>
<td>Play rhythmic and melodic phrases in question and answer form.</td>
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<td>4.1</td>
<td>Select and use specific criteria in making judgments about the quality of a musical performance.</td>
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### Sample Performance Task

Students will select one of the orchestral pieces for the final concert and perform it alone and then in an ensemble. Use the correct grip, keep a steady beat, count all the measured rests and observe the dynamic markings.

**Scoring Tool:** Checklist
- The piece is played with a steady beat.
- The piece is played accurately.
- The piece is played with dynamics that complement the ensemble.

*Standards are from Grade 3 unless otherwise indicated. The wording may have been modified for instrumental music.*
### Suggested Steps

**Step 1: Learn to play a variety of instruments used in the percussion section of the orchestra.**

- Discuss several elementary orchestra percussion parts.
- Explore several different percussion instruments.
- Learn proper playing techniques for these instruments.
- Select one instrument analyze and write beat numbers
- Identify and discuss dynamic markings.
- Write using a Journal Prompt: Write the definition of a percussion instrument.

**Step 2: Learn to combine individual parts to form a percussion section.**

- Practice counting parts individually.
- Practice playing with various combinations of instruments.
- Learn the notation and how to count multiple measures of rest.
- Review techniques for auxiliary instruments, e.g., triangle, cymbals.
- Write using a Journal Prompt: Name four different percussion instruments.

**Step 3: Learn to play tuned percussion instruments, e.g., timpani and bells.**

- Explore and discuss the history and function of tuned instruments in the orchestra.
- Learn proper grip, tuning and striking.
- Learn treble and bass clef.
- Analyze music for single strokes and rolls.
- Write beat numbers in the notation.
- Write using a Journal Prompt: Write the names of the lines and spaces in treble and bass clef.

**Step 4: Practice specific skills necessary to accomplish the Performance Task.**

- Discuss the three criteria on the Assessment Checklist.
- Review proper mallet technique.
- Review counting measured rests.
- Receive and practice individual parts.
- Combine parts to prepare for Performance Task.
- Practice playing individual parts.
- Practice playing in the ensemble.

**Step 5: Do the Performance Task.**

- Review and discuss the scoring checklist.
- Play the **Performance Task** in small groups, pairs, or as solos.