

INSTRUMENTAL MUSIC: Winds & Brass
Module 1

Enduring Understanding	Sounds and silences can be written and played musically on instruments.	
California Standards Addressed *	1.1	Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.
	1.6	Identify simple musical forms.
	2.1	Sing/play with accuracy in a developmentally appropriate range.
	3.2	Identify music from diverse cultures and time periods.
	3.3	Sing and play music from diverse cultures and time periods. (Gr.4)
	4.1	Select and use specific criteria in making judgments about the quality of a musical performance.
Sample Performance Task	<p>Students will use a rhythm template** to create their own 3-pitch song. Students will announce the title and perform their composition for the class using correct posture, position, articulation and good tone, while keeping a steady beat.</p> <ol style="list-style-type: none"> 1. Copy the rhythm template into your journal. 2. Create your own 3-pitch song using the rhythm template. 3. Give your composition a title. <p>Scoring Tool: Checklist</p> <ul style="list-style-type: none"> • 3-pitch song is accurately played. • Proper techniques are displayed in the performance. • Posture and position are correct. • Is developing a good tone and articulation. • Keeps a steady beat. 	

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

SUGGESTED STEPS

Step 1: Demonstrate developing skill to produce a good tone using only the mouthpiece or head joint of their instrument.

- Listen to recorded examples of instruments included in the class.
- Produce a sustained sound on the mouthpiece or head joint of their instrument.
- Talk about how sound is produced on an instrument.
- Move their body in a variety of ways to feel the duration of whole notes and whole rests.
- Play whole note and whole rest patterns on their mouthpiece/head joint.
- Begin to develop basic articulation.
- Write using a Journal Prompt: Describe how your face and mouth feel when you play your mouthpiece/head joint.

Step 2: Perform simple 2-pitch rhythmic patterns using their assembled instruments.

- Move their body in a variety of ways to feel the duration of whole notes, whole rests, quarter notes and quarter rests.
- Begin to develop the ability to identify a good instrumental tone.
- Describe the fingerings for the first 2 pitches.
- Sing and echo play simple rhythmic patterns on 1 pitch adding 2nd pitch when ready.
- Talk about the elements that make good tone.
- Discuss, describe and begin tonguing using simple rhythmic patterns.
- Echo the pitch/pitches modeled by the teacher while producing a good tone.
- Write using a Journal Prompt: Compare and contrast the sound of your mouthpiece/head joint to the sound of the assembled instrument.

Step 3: Play the first 3 pitches on their instrument from alternative notation.

- Move their body in a variety of ways to feel the duration of whole, half, quarter notes and rests.
- Describe the fingering for the 3rd pitch.
- Echo the first three pitches by singing and playing.
- Sing and play basic rhythmic patterns on 3 pitches from alternative notation.
- Analyze their own playing as it relates to the tone and articulation that is modeled by the teacher.
- Write using a Journal Prompt: Draw a picture of your instrument and label its parts. Draw or write the fingerings for the first 3 pitches you played on your instrument.

Step 4: Read alternative notation, play 3-pitch songs from different cultures and identify the form.

- Play 3-pitch songs from various cultures, e.g., Hot Cross Buns, Mary Had a Little Lamb, and Au Claire de la Lune from alternative notation.
- Discuss and identify patterns in their songs.
- Identify simple forms, e.g., ABA in their songs.
- Write using a Journal Prompt: Write a short paragraph explaining which song you like best and why.

Step 5: As a class write and perform a 4-measure melody using a rhythm template.

- Learn to use a rhythm template.
- Add the 3 pitches to the rhythm template created by the teacher.
- Sing and play the song created using the template.
- Write using a Journal Prompt: Copy the rhythm template into your journal. Write your own song. Name your new

song.

Step 6: Play their 3-pitch song and develop a performer/audience criteria checklist.

- Play their song in small groups, discuss and make revisions as necessary.
- Develop a performer/audience criteria checklist.
- Make a list and put in order the things you will do to prepare for your performance.
- Write using a Journal Prompt: How will you prepare for your performance?

Step 7: Do the Performance Task.

- Review and discuss the scoring checklist.
- Play their song for the class as a **Performance Task**.

****Sample Rhythm Template:** ____ | ____ | ____ | ____ ||