## INSTRUMENTAL MUSIC: Winds & Brass

### Module 1

<table>
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<tr>
<th>California Standards Addressed *</th>
<th>Sounds and silences can be written and played musically on instruments.</th>
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<tbody>
<tr>
<td>1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</td>
<td>1.6 Identify simple musical forms.</td>
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<td>2.1 Sing/play with accuracy in a developmentally appropriate range.</td>
<td>3.2 Identify music from diverse cultures and time periods.</td>
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<tr>
<td>3.3 Sing and play music from diverse cultures and time periods. (Gr.4)</td>
<td>4.1 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 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.

1. Copy the rhythm template into your journal.
2. Create your own 3-pitch song using the rhythm template.

### Scoring Tool: Checklist

- 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**

<table>
<thead>
<tr>
<th>Step 1: Demonstrate developing skill to produce a good tone using only the mouthpiece or head joint of their instrument.</th>
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| • 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. |

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<tr>
<th>Step 2: Perform simple 2-pitch rhythmic patterns using their assembled instruments.</th>
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| • 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. |

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<th>Step 3: Play the first 3 pitches on their instrument from alternative notation.</th>
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| • 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. |

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<th>Step 4: Read alternative notation, play 3-pitch songs from different cultures and identify the form.</th>
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| • 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. |

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<th>Step 5: As a class write and perform a 4-measure melody using a rhythm template.</th>
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| • 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:** __ __ l _ _ _ | __ __ l ________|