INSTRUMENTAL MUSIC: Winds & Brass
Module 3

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th>Musical skills can be applied to interpret new music.</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Standards Addressed *</td>
<td></td>
</tr>
<tr>
<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>
</tr>
<tr>
<td>1.1</td>
<td>Read, write and perform melodic notation for simple songs. (Gr. 4)</td>
</tr>
<tr>
<td>1.4</td>
<td>Describe music according to its elements, using the terminology of music. (Gr. 4)</td>
</tr>
<tr>
<td>2.1</td>
<td>Sing/play with accuracy in a developmentally appropriate range.</td>
</tr>
<tr>
<td>4.1</td>
<td>Select and use specific criteria in making judgments about the quality of a musical performance.</td>
</tr>
</tbody>
</table>

Sample Performance Task
Sight-read and perform a 4-measure piece of music with correct posture, position, articulation and good tone, while keeping a steady beat.

Scoring Tool: Checklist

- Proper techniques are displayed in the performance.
- The rhythms are accurate.
- The pitches are accurate.
- The performance is completed.

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

**Step 1:** Identify and play 6 and 7-pitch songs and exercises with multiple note values and rests using standard music notation. Identify, describe and play in 2/4 time.

- Discuss, sing and play the 2 new pitches.
- Play the first 7 pitches from written notation using simple rhythmic patterns.
- Sing and play 6 and 7-pitch songs in 4/4 and 2/4 time.
- Write using a Journal Prompt: Draw a staff, write the 7 pitches you have learned on the staff and draw the fingerings for each note.

**Step 2:** Identify and play songs and exercises with dotted half notes using standard music notation. Identify, describe and play in 3/4 time.

- Discuss, sing and play exercises/songs using dotted half notes.
- Play the first 7 pitches from written notation using simple rhythmic patterns including all learned note values/rests.
- Write using a Journal Prompt: Write the 7 pitches you have learned in 3/4. Use quarter notes and include rest/rests to complete the last measure.

**Step 3:** Identify and play songs and exercises with eighth notes using standard music notation.

- Discuss, sing and play exercises/songs using eighth notes.
- Play the first 7 pitches from written notation using simple rhythmic patterns including all learned note values/rests.
- Write using a Journal Prompt: Write 1 measure of eighth notes in 3/4 and 2/4 time.

**Step 4:** Identify, describe and play songs and exercises with slurs. Identify, describe and play additional elements of standard music notation, such as tie, 1st/2nd endings and pick-up notes.

- Identify, describe and play songs and exercises with 2 and 3-note slurs.
- Identify, describe and play songs and exercises with ties, 1st/2nd endings and pick-up notes.
- Write using a Journal Prompt: Copy a familiar song (such as Hot Cross Buns, Mary Had a Little Lamb) and add 2 and 3-note slurs. Play your song.

**Step 5:** Identify key and time signatures in various pieces.

- Identify, describe and discuss time signatures in previously learned songs and exercises.
- Count and clap, sing and play various songs and exercises in different meters.
- Identify, describe and discuss key signatures in previously learned songs and exercises.
- Identify and discuss which notes are affected by key signatures in previously learned songs and exercises.
- Write from a Journal Prompt: Write a short paragraph naming two things you should look for when you are first given a new piece of music. What do these things tell the musician to do?

**Step 6:** Apply decoding skills learned to sight-read a four-measure piece.

- Discuss the process of sight-reading
- Identify time and key signatures in a new four-measure piece.
- Identify notes affected by the key signature.
- Begin to identify patterns and sequences when sight-reading.
- Count and clap a new piece of music
- Sing the letter names of the new piece.
- Sing the letter names while practicing fingering on their instrument.
- Play through the new piece.
- Write from a Journal Prompt: Write a short paragraph explaining why it is important to recognize patterns when sight-reading.

**Step 7: Work with a partner to decode and sight-read a four-measure piece.**

- Study one of several new pieces of music and apply sight-reading decoding skills.
- Count and clap the song.
- Sing the letter names while practicing fingerings on their instruments.
- Practice their song.
- Perform their song for the entire class.
- Write from a Journal Prompt: Write a description of the steps you need to take when preparing to sight-read.

**Step 8: Do the Performance Task.**

- Review and discuss the scoring checklist.
- Sight-read a song for the class for the **Performance Task.**