**INSTRUMENTAL MUSIC: Winds & Brass**  
**Module 4**

<table>
<thead>
<tr>
<th>Enduring Understanding</th>
<th><strong>Music is more meaningful when the expressive elements are included in a performance.</strong></th>
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<td>**California Standards Addressed *</td>
<td><strong>1.1 Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</strong></td>
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<tr>
<td><strong>1.1</strong> Read, write and perform melodic notation for simple songs. (Gr. 4)</td>
<td><strong>2.1 Sing/play with accuracy in a developmentally appropriate range.</strong></td>
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<td><strong>2.2</strong> Play songs using standard notation.</td>
<td><strong>4.1 Select and use specific criteria in making judgments about the quality of a musical performance.</strong></td>
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| **5.4** Evaluate improvements in personal musical performances after practice or Rehearsal. (Gr. 4) | **Sample Performance Task** Students will choose, practice and perform for the class a solo from the teacher’s list. Students will use a variety of expressive elements in their performance. Students may memorize or use their music at the performance. Students will announce their solo to the audience and take a bow at the end. **Scoring Tool:** Checklist  
  - Correct fingerings and articulations are used.  
  - Good intonation and tone are being developed.  
  - The song is played while keeping a steady beat.  
  - A variety of expressive elements are used.  
  - Posture and position are correct.  
  - Performance includes announcement and bow. |

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

**Step 1: Discuss and select a solo from the teacher’s list.**

- Read over all choices for solos.
- Choose a solo to perform.
- Analyze the solo by identifying its key signature, time signature, articulations and form.
- Practice playing all or part of the solo.
- Write using a Journal Prompt: Make a plan for learning your solo. Write down the steps and ideas to improve your playing.

**Step 2: Identify, describe and practice expressive elements such as dynamics, ritard and fermata.**

- Learn about the expressive elements of music.
- Use their voices to produce a variety of expressive elements.
- Discuss, describe and practice techniques that develop expressive elements.
- Use expressive elements while playing familiar melodic patterns by rote.
- Identify, describe and play melodic selections from notation using a variety of expressive elements.
- Work in small groups to add expressive elements to a familiar song.
- Write using a Journal Prompt: Make your own glossary of expressive terms.

**Step 3: Analyze and incorporate expressive elements in their solo.**

- Discuss appropriate musical expression in their solo.
- Mark and incorporate musical expression in their solo with teacher input.
- Demonstrate musical expression in their solo by playing for the class.
- Write using a Journal Prompt: Describe the musical expressions chosen for your solo. Do you agree or disagree and why?

**Step 4: Prepare for their solos.**

- Discuss and demonstrate concert preparation.
- Explore and write about the musical significance of their solo selection (history, origin, culture) with teacher input.
- Write their introduction.
- Practice their introduction, song and bow.
- Write using a Journal Prompt: Revise and rewrite your introduction as needed.

**Step 5: Do the Performance Task**

- Review the scoring checklist.
- Do the **Performance Task.**