

**INSTRUMENTAL MUSIC: Winds & Brass**  
**Module 3**

<b>Enduring Understanding</b>	<b>Musical skills can be applied to interpret new music.</b>	
<b>California Standards Addressed *</b>	<b>1.1</b>	<b>Read, write, and perform simple rhythmic patterns, using eighth notes, quarter notes, half notes, dotted half notes, whole notes, and rests.</b>
	<b>1.1</b>	<b>Read, write and perform melodic notation for simple songs. (Gr. 4)</b>
	<b>1.4</b>	<b>Describe music according to its elements, using the terminology of music. (Gr. 4)</b>
	<b>2.1</b>	<b>Sing/play with accuracy in a developmentally appropriate range.</b>
	<b>4.1</b>	Select and use specific criteria in making judgments about the quality of a musical performance.
<b>Sample Performance Task</b>	<p>Sight-read and perform a 4-measure piece of music with correct posture, position, articulation and good tone, while keeping a steady beat.</p> <p><b>Scoring Tool:</b> Checklist</p> <ul style="list-style-type: none"> <li>• Proper techniques are displayed in the performance.</li> <li>• The rhythms are accurate.</li> <li>• The pitches are accurate</li> <li>• The performance is completed.</li> </ul>	

\*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 4/4, 3/4 and 2/4. 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 4/4, 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, 1<sup>st</sup>/2<sup>nd</sup> 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, 1<sup>st</sup>/2<sup>nd</sup> 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 is it 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**.

