

INSTRUMENTAL MUSIC: Winds & Brass
Module 2

Enduring Understanding	Patterns of musical sounds and silences can be used to create melodies.	
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.
	1.1	Read, write and perform melodic notation for simple songs. (Gr. 4)
	1.4	Describe music according to its elements, using the terminology of music. (Gr. 4)
	2.1	Sing/play with accuracy in a developmentally appropriate range.
	2.3	Compose and improvise simple rhythmic and melodic patterns on classroom instruments. (Gr. 4)
	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 perform for the class their 5-pitch, 4-measure composition from standard music notation using correct posture, position, articulation and good tone, while keeping a steady beat.</p> <p>Scoring Tool: Checklist</p> <ul style="list-style-type: none"> • Song is accurately written. <ul style="list-style-type: none"> ○ 4 measures with 4 beats each including time signature. ○ All 5 pitches are used. ○ Rests are used no more than once per measure. • Whole, half and quarter notes are used. • Proper techniques are displayed in the performance. • Song is accurately played. 	

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

SUGGESTED STEPS

Step 1: Begin reading and playing from standard music notation.

- Discuss and learn the elements and terminology of standard music notation.
- Begin to develop the skill to play rudimentary exercises/songs from written notation, using their first three pitches.
- Identify, describe and play exercises/songs using multiple note values (whole, half, quarter notes and rests).
- Continue developing proper articulation techniques.
- Write using a Journal Prompt: Practice drawing 3 staves in your journal using evenly spaced lines. Write the 3 notes that you have learned on each staff. Name the notes and choose the one that looks the best.

Step 2: Identify and play 5-pitch songs and exercises with multiple note values and rests using standard music notation.

- Discuss, sing and play 2 new pitches.
- Play the first 5 pitches from written notation using simple rhythmic patterns.
- Sing and play 4-5 pitch songs from diverse cultures and time periods.
- Learn and discuss the cultural elements of the songs played.
- Write using a Journal Prompt: Draw a staff, write the 5 pitches you have learned on the staff and draw the fingerings for each note.

Step 3: As a class, using 2 pitches and multiple note values and rests write a four-measure rhythmic pattern using standard notation.

- Discuss and learn the elements of a 4-measure rhythmic pattern using standard music notation.
- As a class, using 1 pitch, create, clap and play a four-measure rhythmic pattern using standard music notation.
- Using the same rhythmic pattern add a second pitch.
- Sing and play the 2-pitch, 4-measure rhythmic pattern.
- Sing and play a variety of 4-measure rhythmic patterns using the same 2 pitches.
- Write using a Journal Prompt: Create your own 4-measure rhythmic pattern using 2 pitches and 3 different note/rest values.

Step 4: As a class, create and perform a 5-pitch, 4-measure melody using multiple note/rest values from standard music notation.

- Play, discuss and revise student compositions from Step 3.
- Use the rhythmic pattern of a student composition to create a new composition using 3 pitches.
- Clap, sing and play the new composition.
- Use the same rhythmic pattern to create a new melody using 5 pitches.
- Sing and play the new composition.
- Write using a Journal Prompt: Using the rhythmic pattern from your last journal entry, create a new melody using 5 pitches. Your teacher will give you the first and last pitch.

Step 5: Revise, analyze and rehearse their own composition and share their work with others.

- Analyze as a class, selected student samples and discuss and revise.
- Clap, sing and play compositions.
- In small groups play through and critique each other's compositions.
- Review and revise if necessary your performer/audience criteria checklist.

- Write using a Journal Prompt: Transfer your composition from your journal to the staff paper your teacher gives you. Give your composition a title. Practice your composition for performance.

Step 6: Do the Performance Task.

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