

INSTRUMENTAL MUSIC: Winds & Brass
Module 4

Enduring Understanding	Music is more meaningful when the expressive elements are included in a performance.	
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)
	2.1	Sing/play with accuracy in a developmentally appropriate range.
	2.2	Play songs using standard notation.
	4.1	Select and use specific criteria in making judgments about the quality of a musical performance.
	5.4	Evaluate improvements in personal musical performances after practice or Rehearsal. (Gr.4)
Sample Performance Task	<p>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.</p> <p>Scoring Tool: Checklist</p> <ul style="list-style-type: none"> • 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**.

