

Grades 4-6: Instrumental Music Curriculum

Unit: Technical Playing Skills	Time: Throughout the school year	Standards:
<p>Essential Questions</p> <ul style="list-style-type: none">• How do I assemble my instrument?• How do I take care of my instrument?• How do I hold my instrument?• What is the correct way to produce a sound?• How do I use different fingerings to produce different pitches?• What unique sound producing techniques is my instrument capable of, and how do I employ them?	<p>Enduring Understandings</p> <ul style="list-style-type: none">• I can assemble and care for my instrument and hold my instrument correctly.• I can finger the notes of 1-3 different scales and play the basic range of notes of my instrument with correct embouchure, posture, and instrument holding position.• I can incorporate into my playing proper breath support, tonguing, slurring, and other articulation techniques unique to my instrument.	<p>1.3C.12nov.Pr5a: Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances</p> <p>1.3C.12nov.Pr6a: Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p> <p>1.3C.12nov.Pr6b: Demonstrate an awareness of the context of the music through prepared and improvised performances</p> <p>1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator’s intent.</p> <p>1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style</p>
<p>Benchmark Assessment(s)</p> <p>□__SWBAT demonstrate the ability to assemble and care for the instrument properly</p> <p>1.3C.12nov.Pr5a</p> <p>□__SWBAT finger and produce the sound of the first 5 pitches on the instrument with correct posture, embouchure, and instrument holding position <u>2</u>. 1.3C.12nov.Pr5a</p> <p>□ SWBAT demonstrate a growing knowledge of pitches and fingerings by performing playing assessments included in our method books for the purpose of measuring student progress. 1.3C.12nov.Pr5a</p> <p>➤ SWBAT imitate the modeled skills of proper breath support and the articulation techniques of tonguing, slurring, staccato and legato, while playing a beginner’s scale (band-Bb concert) 1.3C.12int.Pr5c</p>		<p>Other Assessments</p> <p>✓ Concert Performances</p> <p>Materials</p> <ul style="list-style-type: none">• Standard of Excellence Method Book 1• Knowlton Township Elementary School Instrumental Music Library

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SUGGESTED ACTIVITIES	
<ul style="list-style-type: none"> • Watch and imitate demonstrations of proper instrument assembly and care. • Practice songs out of method books and concert pieces from the KTES Instrumental Music Library which employ the notes of the first scale(s.) • Practice these pieces individually, in small groups, and in large groups – with and without piano or CD track accompaniment – both independently and with teacher assistance. • Develop embouchure and breath support techniques and articulation skills such as tonguing and slurring, through the use of method book and BES library song material as well as Bb Concert Scale (band) warm ups. 	<p>REINFORCEMENT</p> <ul style="list-style-type: none"> • Students check off mastered songs on a progress chart containing song titles from method book. Songs appear on the chart in increasing levels of difficulty. • Opportunities are given for students to perform/demonstrate playing ability for the class. • Student progress is communicated to parents/families.
	<p>ENRICHMENT</p> <ul style="list-style-type: none"> • Advanced progress chart for exceptional students: This chart includes method book selections which are of greater challenge than the regular progress chart selections.
<p>Suggested Websites</p> <ul style="list-style-type: none"> • Vicfirth.com – for percussion and mallet instrument demonstrations • Youtube.com – for any instrument demonstrations 	<p>Suggested Materials</p> <ul style="list-style-type: none"> • Parts of the instruments worksheets • Cleaning rods and cloths, valve and slide oil, cork grease, and other instrument care items. • Scale warm up worksheets
<p><u>Cross-Curricular Connections</u></p> <p>CR/LL/KS:</p> <p>9.4.5.Cl.1: Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions</p> <p>9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).</p> <p>9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.</p> <p>Technology: Interactive music software/accompaniment CD disc is provided in each Standard of Excellence student book; Interactive music activities.</p>	