

SUBJECT: Instrumental Music
GRADE LEVEL: 4th Grade (or year 1 of study)
LENGTH OF STUDY: Yearly

Materials
<ul style="list-style-type: none"> ● Lesson Book (Level 1) ● Concert Band Literature (Grade .5 - 1) ● Instruments (traditional concert band instruments and violin, viola, cello, double bass) ● Reeds / ligatures / mouthpieces / bows / additional accessories ● Percussion - sticks / drum pads / snare and bass drums / xylophones and bells / auxiliary percussion equipment

Unit	Pacing Guide	Unit Goals	Standards	Modifications	Assessment
Playing Position / Posture	October - June	<ul style="list-style-type: none"> - Develop an understanding of playing and resting position on the given instrument. - Understand how posture and playing position impact the ability to perform on the instrument 	1.3A.5.Pr5a 1.3A.5.Pr6a 1.3C.12nov.Pr5a 1.3C.12nov.Pr6a	<ul style="list-style-type: none"> - Diagrams / pictures of playing and resting position - Stickers / guides for proper hand placement - Use of a mirror to visualize proper playing position and posture 	<ul style="list-style-type: none"> - Teacher observation - Student self-assessment
Muscle development and impact on playing and sound production	October - June	<ul style="list-style-type: none"> - Identify what muscles are used to create clear and consistent tones - Employ proper embouchure and/or grip and hand placement - Understand the mechanics of proper diaphragmatic breath control for wind instruments 	1.3A.5.Pr5a 1.3A.5.Pr6a 1.3C.12nov.Pr5a 1.3C.12nov.Pr6a	<ul style="list-style-type: none"> - Long tone exercises - Steady/silent buzzing and sound producing tools (i.e pneumo pro for flute players) 	<ul style="list-style-type: none"> - Teacher observation - Student self-assessment

		<ul style="list-style-type: none"> - Develop proper pizzicato and bow technique for string instruments for optimal tone quality 			
Tonguing/bowing and articulation	October - June	<ul style="list-style-type: none"> - Define articulation - Identify how to properly articulate pitches - Identify articulation markings in a musical score and their meaning - Perform properly identified articulation to a variety of rhythmic and melodic passages 	<ul style="list-style-type: none"> 1.3A.5.Pr4b 1.3A.5.Pr4e 1.3A.5.Pr5a 1.3A.5.Pr6a 1.3C.12nov.Pr4b 1.3C.12nov.Pr5a 1.3C.12nov.Pr6a 	<ul style="list-style-type: none"> - Lesson book exercises and appendices - Etudes - Custom teacher written examples/diagrams with articulation notation 	<ul style="list-style-type: none"> - Teacher observation - Students self-assessment - Aural assessments on using recordings - Written unit assessments in lesson book to identify articulation symbols
Aural sensitivity and pitch matching	March - June	<ul style="list-style-type: none"> - Examine how to actively listen when performing alone and with others - Distinguish between melodic, harmonic, and rhythmic concepts in music - Begin to identify proper temperment/tuning - Explore how to adjust instrument to play in tune 	<ul style="list-style-type: none"> 1.3A.5.Cr2b 1.3A.5.Pr5b 1.3A.5.Pr4c 1.3A.5.Pr5a 1.3C.12nov.Cr1a 1.3C.12nov.Cr2a 1.3C.12nov.Cr3b 1.3C.12nov.Pr5a 1.3D.12nov.Cr1a 1.3D.12nov.Cr3a 1.3D.12nov.Cr3b 	<ul style="list-style-type: none"> - Singing exercises/pitch matching techniques - Electronic tuners - Recording and listening examples 	<ul style="list-style-type: none"> - Teacher observation - Student self-assessment - Pitch matching exercises using recordings
Elements of music theory and notation	October - June	<ul style="list-style-type: none"> - Identify and perform pitch notation - Identify and perform rhythmic notation - Understand how to read and follow concert band literature - Identify and perform 	<ul style="list-style-type: none"> 1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3C.12nov.Cr3a 1.3C.12nov.Pr4b 1.3C.12nov.Re7b 1.3D.12nov.Cr2a 	<ul style="list-style-type: none"> - Speaking/chanting pitches prior to playing - Identify name of pitch notes - Perform pitched notes - Rhythm clapping and counting prior to playing 	<ul style="list-style-type: none"> - Teacher observation - Student self-assessment - Rhythm chants/exercise assessments - Written music theory assessments

		proper pitches based on key signature			
Meter and Time Signature	October - June	<ul style="list-style-type: none"> - Identify time signature location - Interpret time signature 	1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3C.12nov.Cr2a 1.3C.12nov.Cr3a 1.3C.12nov.Cr3b 1.3C.12nov.Pr4b 1.3D.12nov.Cr1a	<ul style="list-style-type: none"> - Oral counting with rhythm syllables/numeric counting - Use of supplemental lesson book material 	<ul style="list-style-type: none"> - Teacher observation - Performance of rhythmic examples, both spoken and on instrument - Lesson book rhythm exercises and supplemental material
Scales/Rudiments	October - June	<u>Wind Instruments:</u> <ul style="list-style-type: none"> - Perform the first 6 notes of Concert Bb scale ascending and descending. <u>String Instruments:</u> <ul style="list-style-type: none"> - Perform D major scale ascending and descending <u>Percussion Instruments:</u> <ul style="list-style-type: none"> - Perform using alternating sticking - Perform a paradiddle and flam 	1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3C.12nov.Cr3a 1.3C.12nov.Cr3b 1.3C.12nov.Pr4b 1.3C.12nov.Pr6a 1.3C.12nov.Cr1a 1.3D.12nov.Cr3a 1.3D.12nov.Pr4c	<ul style="list-style-type: none"> - Scale/rudiment sheets - Scale/rudiment weekly challenges - Fingering charts - Online rudiment tutorials 	<ul style="list-style-type: none"> - Teacher observation - Student self-assessment - Quarterly assessments on progress
Musical expression	January - June	<ul style="list-style-type: none"> - Define musical expression - Identify and perform dynamics - Identify how dynamics are notated - Understand the role dynamics play in musical expression 	1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Re9a 1.3C.12nov.Pr4b 1.3C.12nov.Pr4c 1.3C.12nov.Pr5a 1.3C.12nov.Re7a 1.3C.12nov.Re7b 1.3C.12nov.Re8a 1.3B.12prof.Cr1a	<ul style="list-style-type: none"> - Teacher modeling - Charts identifying symbols and their meaning - Enforcement of dynamic markings in lesson book - Supplemental lesson book material 	<ul style="list-style-type: none"> - Teacher observation - Student self-assessment

Composition and form	October - June	<ul style="list-style-type: none"> - Define form - Identify form in lesson books and band literature - Understand how considering a piece's form can contribute to its successful performance 	<p>1.3A.5.Pr4c 1.3A.5.Pr5b 1.3A.5.Pr6a 1.3A.5.Re7b 1.3C.12nov.Cr1a 1.3C.12nov.Cr2a 1.3C.12nov.Pr4a 1.3C.12nov.Pr4b 1.3D.12nov.Re9a 1.3B.12nov.Pr4a</p>	<ul style="list-style-type: none"> - Habitual analysis of form in all music being played - Audio examples that contrast form making it easier distinguishable - Creation of a piece of music with a specific form (ABA, ABACABA) 	<ul style="list-style-type: none"> - Call and response activities - Student performance and analysis of literature utilizing a given form
Historical and cultural influences on music	December - June	<ul style="list-style-type: none"> - Identify the connection between the time period/location where music is composed to its performance - Evaluate why commonly used music symbols and foreign words appear in music notation 	<p>1.3A.5.Re7a 1.3A.5.Re8a 1.3C.12nov.Pr4c 1.3C.12nov.Cn10a 1.3C.12nov.Cn11a 1.3B.12nov.Pr4c</p>	<ul style="list-style-type: none"> - Discussion and analysis of historical and cultural connections to the music being played - Study various styles of diverse music - Cross-curricular connection with social studies/language arts 	<ul style="list-style-type: none"> - Classroom discussion with question and answer activities - Analysis of music being performed
Care and maintenance of instruments	October - June	<ul style="list-style-type: none"> - Prepare instruments for use - Perform proper basic maintenance, cleaning, and storing of instruments 	<p>1.2C.12nov.Pr51 1.3C.12nov.Pr5a 1.3C.12nov.Cn10a</p>	<ul style="list-style-type: none"> - Lesson book description of instrument parts and proper care - Teacher handout outlining tips for care and maintenance - Supplemental video tutorials 	<ul style="list-style-type: none"> - Teacher observation - Student self-assessment
Organization / personal responsibility	October - June	<ul style="list-style-type: none"> - Describe a good practice routine for instrumental study - identify the importance of daily practice - Identify one's role in the band during full and small group rehearsals 	<p>1.3C.12nov.Pr5a 1.3D.12nov.Pr5a 1.3D.12nov.Cr3a</p>	<ul style="list-style-type: none"> - Practice time sheets and lesson logs - Goal setting activities - Video and recorded examples of rehearsals 	<ul style="list-style-type: none"> - Teacher observation - Student self-assessment - Full band rehearsal/small group performances

Rehearsals and performances	October - June	<ul style="list-style-type: none"> - Examine the purpose and function of full band rehearsals and performances - Identify the role and purpose of a conductor. - Perform based on cues and patterns from a conductor - Examine the importance of performing a diverse repertoire 	<p>1.3C.12nov.Pr4a 1.3C.12nov.Pr4b 1.3C.12nov.Pr4c 1.3C.12nov.Pr5a 1.3C.12nov.Re7a 1.3C.12nov.Re8a 1.3C.12nov.Re9a</p>	<ul style="list-style-type: none"> - Teacher demonstration of conducting patterns -Charts/diagrams of conducting patterns - Video examples - Listening and self-assessment of various styles of music 	<ul style="list-style-type: none"> - Teacher observation - Performance of music examples in varying meters
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Accommodations and Modifications	
Special Education	<ul style="list-style-type: none"> ● Follow 504/IEP accommodations ● Create visual word wall with labels ● Highlight and define important vocabulary ● Ask yes/no questions ● Provide music with labeling/custom notes
English Language Learners	<ul style="list-style-type: none"> ● Create visual word wall with labels ● Highlight and define important vocabulary ● Ask yes/no questions ● Provide music with labeling/custom notes
Students At-Risk of School Failure	<ul style="list-style-type: none"> ● Use audio materials when necessary ● Restate, reword, clarify directions ● Provide educational breaks as necessary ● Chunking content into digestible pieces ● Shorten assignments to focus on mastery concept ● Assessment modification based on individual needs ● Mnemonic devices
Gifted and Talented	<ul style="list-style-type: none"> ● Student Choice ● Teacher guided acceleration through lesson book ● Supplemental and developmentally appropriate music
Students with 504 Plans	<ul style="list-style-type: none"> ● Use audio materials when necessary

	<ul style="list-style-type: none"> • Restate, reword, clarify directions • Provide educational breaks as necessary • Chunking content into digestible pieces • Shorten assignments to focus on mastery concept • Assessment modification based on individual needs • Mnemonic devices
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Assessments	
Formative	<ul style="list-style-type: none"> • Lesson quick checks • Playing/recording checks • Teacher observation
Summative	<ul style="list-style-type: none"> • End of unit common assessment • Performance and Concert Evaluations
Benchmark	<ul style="list-style-type: none"> • Performance challenges
Alternative	<ul style="list-style-type: none"> • Performance tasks • Projects • Recordings

Interdisciplinary Connections	
<ul style="list-style-type: none"> • Connection to Mathematics - time signature, note duration, beat, rhythm, timing • Connections to Science - sound production, quality of sound, tuning and frequency • Connections to Social Studies - background of music, language/musical vernacular, styles of music being performed • Connections to Language Arts - structures of music and composition • Connections to Physical Education - breath control, muscle endurance, fine motor skill development 	