

Fourth Grade Beginning Band Class - September  
Unit/Module Scope & Sequence  
(Learning to occur with a specific topic/piece of text)

**Unit Title:**

Welcome to Instruments!!!!

**Topic:** *(Brief Description of Title, what we want the kids to learn)*

An introduction to playing our instrument (flute, clarinet, alto saxophone, trumpet, trombone, percussion). Students will become familiar with the instrument they have chosen to play, learn about its parts and the beginnings of playing it and will also learn how to work as part of a band to create beautiful music.

**Month:**

September

**Unit Focus Standards:** *(Common Core Learning Standards that are focus in the unit.)*

**NATIONAL STANDARDS FOR MUSIC EDUCATION:**

- Standard 1 – Singing alone and with others a varied repertoire of music (a, b, c, e)
- Standard 2 – Performing on instruments alone and with others a varied repertoire of music (a, b, d)
- Standard 6 – Listening to, analyzing and describing music (b, c, d, e)
- Standard 8 – Understanding relationships between music, the other arts and disciplines outside the arts (b)
- Standard 9 – Understanding music in relation to history and culture (d,e)

**Overview/Objectives/I Can Statement associated with the Unit/Topic:** *(Description of Learning to Occur)*

- I can explain and demonstrate the basic technique, posture, breathing, reading and playing skills for my instrument.
- I can put my instrument together and take it apart without any help.
- I can hold my instrument properly.
- I can play the first 3 notes with a nice tone, proper posture and proper breathing.
- I can use my instruments and work with a variety or rhythmic and melodic patterns to develop good instrumental technique / proficiency on my instrument.
- I can use the sheet music to learn their parts for the concert, I can read my part and know what notes to play and when to play them.
- I can practice good rehearsal etiquette.

## Lessons for the Unit: *Summary of lessons that correlate to the unit*

The Fourth Graders will be focusing on building strong basic instrumental technique including work with:

- Assembling and disassembling instruments safely and properly
- Instrument care and maintenance
- Proper tone production and embouchure formation (stick holding technique for percussionists)
- Playing position / posture
- Note reading skills
- Rhythm reading skills
- Balanced ensemble playing
- Teamwork and patience 😊

We will be working with the **Band Brilliance** method book curriculum and supplementing student instruction with other method and / or solo literature as appropriate.

### **Band Brilliance Page Completion:**

- Pages 1-4 (hopefully)

## Differentiated Learning Activities: *i.e. Judy Dodge, SIOP etc.*

### **Content Vocabulary:** (*Vocabulary consistent with content/topics learned*)

Band, conductor, performer, composer, section, solo, duet, ensemble, instrument names (flute, clarinet, alto saxophone, trumpet, trombone, percussion, snare drum, bass drum, piano) music stand, repertoire, treble staff (or bass staff, depending on instrument), treble clef (or bass clef, depending on instrument), measure, bar line, double bar line, phrase, breath mark, quarter note, quarter rest, half note, half rest, whole note, fingering, harmony, beat, melody, meter, time signature, key signature, major scale, rehearsal, etiquette, unison, pitch, "in tune", rhythm, beat, posture, practice, metronome, circle of fifths, transposition

### **Assessments:** (*i.e.-Writing, Graphic Organizers, Rubrics, Extended Response etc.*) *Assessments for this unit*

#### **Through teacher observation:**

- **Student ability to maintain a steady beat**
- **Student ability to sing / speak and differentiate between the two**
- **Student ability to correctly identify classroom instruments**
- **Student ability to use instruments properly**

**Students may also be assessed individually through the *Band Karate! Program*. Students may elect to see Mrs. Kamp either at recess or at the end of their lesson and be "tested" on their assigned songs to earn karate belts for their cases. All Karate tests have been attached to this document behind the lesson plans. Students must test in order and must complete all parts of the test with few to no mistakes to earn their belts. Students may test as many times as they want. Teacher will provide feedback if a belt is not awarded so that students know where to focus their practice.**

### **Suggested Resources:**

***Band Brilliance Method Book*** Volume I

Karate belts and testing sheets

Practice sheets (also attached to this packet)

Student instrument and Amagansett School Band Binder

Pencil

