

**LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE**

Unit Title: Band and String Instruments

Unit Designers: Jonathan Pollock and Matt Watras

Level(s): 4th Grade Time Span: 2 weeks

Content Area:

- | | | | |
|------------------------------------------------|--------------------------------------|-----------------------------------------|-----------------------------------------|
| <input type="checkbox"/> Career Prep | <input type="checkbox"/> Health/PE | <input type="checkbox"/> M&C Languages | <input type="checkbox"/> Social Studies |
| <input type="checkbox"/> English Language Arts | <input type="checkbox"/> Mathematics | <input type="checkbox"/> Science & Tech | X Visual & Perf. Arts |

Summary of Unit: This unit is to discuss and review the four families of instruments. We will review how a sound is created, how each instrument is different, compare similarities, and let the students explore the instruments themselves. This is a great beginning unit for a school year because it gets them caught up in music and how it can help them be in band or strings.

Content Standards/Performance Indicators: Content Standards/Performance Indicators:
2007 Maine Learning Results: Visual and Performing Arts

A2 – Students identify and read musical notation, symbols, and terminology of dynamics.

- a. Read whole, half, quarter, eighth and rests in 2/4, 3/4, 4/4, meter signatures.
- b. Identify symbols and traditional terms referring to dynamics, tempo, and articulation.

A3 – Students listen to and describe simple examples of the elements of music including pitch, rhythm, tempo, dynamics, form, timbre, meter, phrases, style, and major/minor harmony.

C1 – Students describe and apply steps of creative problem –solving.

- a. Identify problem.
- b. Define problem.
- c. Generate a variety of solutions.
- d. Implement solution(s).
- e. Evaluate solution(s).

E3 – Students identify and demonstrate choices that will lead to success in the arts including time management, interpersonal interactions, skill development, and goal setting.

E5 – Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.

- a. Getting along with others
- b. Respecting differences
- c. Working as a team/ensemble
- d. Managing conflict
- e. Accepting/giving/using constructive feedback
- f. Accepting responsibility for personal behavior
- g. Demonstrating ethical behavior

- h. Following established rules/etiquette for observing/listening to art.
- i. Demonstrating safe behavior

The National Standards for Arts Education

Content Standard #2: Performing on instruments, alone and with others, a varied repertoire of music

Key Pre-Requisites:

(Before beginning this unit, students should know/understand/be able to...)

Knowledge:

- Basic understanding how instruments get a sound out. (vibration)

Skills:

- When holding an instrument, they must be careful because it has so many moving parts.

Enduring Understandings:

- Knowing all the 4 families of instruments. If it wasn't for all the family of instruments the Classical, Baroque, and Romantic period would have never happened

Essential Questions that Guide and Focus This Unit:

- What is the correct way to hold each different instrument?
- What is an embouchure?
- What is the correct embouchure for each instrument?
- How do you play each instrument?

Key Knowledge and Skills students will acquire as a result of this unit:

Knowledge:

- Embouchure
- Instruments in the four families

Skills:

- Play each instrument with the correct embouchure
- How to get a good tone out of each instrument
- How to hold each instrument correctly

How will students provide evidence of their understandings? (*Be specific*)

- Students will play the instruments in class producing a tone while holding the instrument correctly and using a correct embouchure
- Students will come up front and identify specific instruments that are called out

Teaching and Learning experiences used to help students understand:

- Teacher explanation of content
- Teacher modeling or demonstration
- Student question and answer
- Student individual playing

Provisions for Extending Learning:

- Students who already know how to play the instrument that is being shown can play in front of the class

How will technology be used to increase student achievement? (*Be specific*)

- Using audio sound clips of the instruments that we do not physically have to play

Instructional Resources:

- Instruments from the Woodwind, Brass, String and Percussion family

Attach a copy of the unit assessment tool, including criteria for evaluation of student performance/product.

(Name of Assessment listed here)