LISBON SCHOOL DEPARTMENT
UNIT DESIGN OUTLINE

Unit Title: Instrument Technique- Mallet and Recorder

Unit Designers: Matt Watras and Jonathan Pollock

Level(s): 4th Grade Time Span: Entire Year

Content Area:

☐Career Prep ☐Health/PE ☐M&C Languages ☐Social Studies
☐English Language Arts ☐Mathematics ☐Science & Tech ☒Visual & Perf. Arts

Summary of Unit:

Students will refine beginning instrument technique for recorders and xylophones. Recorder technique will focus on breath control and holding the instrument left on top, right on bottom and correct fingering. Mallet technique will focus on correct mallet grip, alternating hand as much as possible and care of instruments. The students will learn how to read directions of musical notes (going up and down, skipping or staying the same)

Content Standards/Performance Indicators:

A1- Students accurately perform music that includes changes of tempo, key, and meter in modest ranges with moderate technical demands, modeling proper posture and t technique, alone or with others

A2 – Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.

a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, ¾, 4/4, 6/8, and 3/8 meter signatures.

b. Read simple melodies in both the treble and bass clef.

c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

B1 – Students perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands accurately applying accumulated knowledge and skills: proper posture and technique; musical notation; symbols; and terminology.

B2- Students compare musical ideas expressed in their own compositions or the compositions of other.

C1 – Students describe and apply creative-thinking skills that are part of the creative problem-solving process.

a. Fluency
b. Flexibility
c. Elaboration
d. Originality

E3 – Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.

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

Key Pre-Requisites:

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

***Knowledge*:**

- Students will know how to read basic staff and rhythmic notation
- Understand the difference between steady beat and rhythm
- A repertoire of folksong to use as teaching material for rhythmic understanding

***Skills*:**

- Able to hear and feel the beat
- Able to hear pitch
- Able to create simple melodic or rhythmic pattern

Enduring Understandings:

- good technique is essential to successful mallet performance
- good technique is essential to successful recorder performance
- musical notation is the essence of the music language

Essential Questions that Guide and Focus This Unit:

- What is good mallet technique?
- What is good recorder technique?
- How can music be communicated?
- What is the purpose of music notation?
- How do you play different rhythms at the same time?

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

Knowledge:

- How to play each instrument
- Connect music notation and instrument playing

Skills:

- Music reading – tonal and rhythmic
- Correct technique for each instrument
- Communication in musical terminology

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

- Playing songs – The students will practice all the orff instruments by playing music that is already written from "Ensemble by Brent M. Holl" or Orff Schulwerk Level 1 and Level 2
- Playing songs on the recorder that use new note and rhythm concepts for fourth grade

Teaching and Learning experiences used to help students understand:

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

Provisions for Extending Learning:

- Students who have a better understanding of the instruments will assist the teacher by teaching other students their part
- Students will play harder instrumentation of mallets i.e. the soprano line or harder percussion parts

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

- The students will have the music shown to them on a projector or LCD screen
- The students will be recorded using garageband to listen and evaluate there own playing

Instructional Resources:

- Music for Children by Orff-Schulwerk. Level 1 and 2

- Tutoring Tooters by Shirley W. McRae

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

(Name of Assessment listed here)