

**Township of Union Public Schools
Visual & Performing Arts**

Unit Overview
Content Area Elementary Band/Orchestra Unit Title: Distance Learning Plans Grade: 4
Lesson Planning

Week(s)	Activities
<p>Band/Orchestra Week 1 March 16-20</p> <p>By the end of the instructional lesson, students will be able to:</p> <ul style="list-style-type: none"> Synthesize procedures for practicing their instrument. Assess personal performance to help determine future practice goals. Develop proactive strategies for practicing their instrument. Understand what strategies help performers improve skills. <p>Standards: Connect - Relate artistic ideas and work with personal meaning and external context., Anchor Standard #10 Synthesize and relate knowledge and personal experiences to make art, Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>	<p>Please complete the following to receive credit for this week's (3/16-3/20) instrumental music class:</p> <p>There is an old joke that goes like this: How do you get to Carnegie Hall? Practice! Perhaps the single most important thing you can do to become a musician is to practice. Practice is essential to building up your skills. Practice is a part of ANY sport, as well as in the performing arts, (dancing, acting, singing), riding a bicycle, even tying your shoes! Practicing a musical instrument in a consistent, focused way will help you to become much better at your instrument - and even better - it makes playing whole lot more fun!</p> <p>In order to help you learn a little more about how to practice, watch this very informative video. It covers many different disciplines, but the recommendations are terrific.</p> <p>Watch the Video: https://www.youtube.com/watch?time_continue=4&v=f2O6mQkFiiw&feature=emb_logo</p> <p>After watching the video, please write a response (at least a few sentences) about what you plan to do to set up your practice time, based on the tips that are shared in the video.</p>
<p>Band/Orchestra Week 2 March 23-27</p> <p>By the end of the instructional lesson, students will be able to:</p> <ul style="list-style-type: none"> Understand how the arts convey meaning Connect artistic ideas and work with personal meaning and external context. <p>Standards: Respond - Understand and evaluate how the arts convey meaning, Connect - Relate artistic ideas and work with personal meaning and external context.</p>	<p>Band: What Does a Band Sound Like? Welcome to band! Being a member of a band is just like being on a team. Everyone plays a very important role. No matter what instrument you play, you need to practice, come prepared, and do your very best at every rehearsal and performance.</p> <p>Before you begin your band experience, here is a playlist of some pretty incredible performances by some of the best bands around. The music that is being performed in these videos has been composed by some very talented composers who wrote lots of music for this kind of ensemble.</p> <p>Assignment: After watching some of these videos, try finding your own favorite videos of concert bands performing. Let me know your favorite by submitting a link to the video below. Enjoy!</p> <p>The Washington Post March Watch the Video: https://youtu.be/peidgSY8A50?list=PLbZfHRa63yVgQr-9E5g4vvp6VHN9bj3gO</p> <p>Orchestra: What Does an Orchestra Sound Like?</p>

	<p>Welcome to orchestra! Being a member of an orchestra is just like being on a team. Everyone plays a very important role. No matter what instrument you play, you need to practice, come prepared, and do your very best at every rehearsal and performance.</p> <p>Before you begin your band experience, here is a playlist of some pretty incredible performances by some of the best bands around. The music that is being performed in these videos has been composed by some very talented composers who wrote lots of music for this kind of ensemble.</p> <p>Hedwig's Theme from Harry Potter Watch the Video: https://youtu.be/GTXBLYp7_Dw?list=RDQM3cHqsCoY-vU</p> <p>Assignment: After watching some of these videos, try finding your own favorite videos of concert bands performing. Let me know your favorite by submitting a link to the video below. Enjoy!</p>
<p>Band/Orchestra Week 3 March 30-April 3</p> <p>By the end of the instructional lesson, students will be able to:</p> <ul style="list-style-type: none"> • Learn, explore and identify the characteristics of Instrument Families. • Work together and navigate through the "Focus on Sound". • Discuss, understand and write about how the instruments of each family are similar and different, as well as, how each family compares to other families. • Discuss, understand and write about how the sizes of instruments effect the sound that is produced. <p>Standards</p> <ul style="list-style-type: none"> • Respond - Understand and evaluate how the arts convey meaning • Anchor Standard #7 Perceive and analyze artistic work • Connect - Relate artistic ideas and work with personal meaning and external context. • Anchor Standard #11 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding 	<p>Band: Band Instrument Families Instruments have families, just like you and me. Only certain types of instruments are in what we call "Band": Woodwinds, Brass, and Percussion.</p> <p>The String family is sometimes part of the Band (usually the String Bass and Piano), but for our Band class, we will leave them out.</p> <p>Here is a wonderful video from the United States Army Field Band that gives you an overview of the instrument families.</p> <p>Watch the Video: https://youtu.be/CCTeSjpDsIs</p> <p>After watching this video, please only answer the questions for <u>your instrument</u> located below.</p> <p>Written Reflection - Woodwinds To my brilliant musician students. Please answer the following questions:</p> <ol style="list-style-type: none"> 1. How are the instruments of The Woodwind Family similar? 2. How are the instruments of The Woodwind Family different? 3. How does the size of the instrument effect its sound? 4. What is your favorite instrument in The Woodwind Family and why? <p>Written Reflection - Brass To my brilliant musician students. Please answer the following questions:</p> <ol style="list-style-type: none"> 1. How are the instruments of The Brass Family similar? 2. How are the instruments of The Brass Family different? 3. How does the size of the instrument effect its sound? 4. What is your favorite instrument in The Brass Family and why? <p>Written Reflection - Percussion To my brilliant musician students. Please answer the following questions:</p> <ol style="list-style-type: none"> 1. How are the instruments of The Percussion Family similar? 2. How are the instruments of The Percussion Family different? 3. How does the size of the instrument effect its sound?

<p>Orchestra: By the end of the instructional lesson, students will be able to:</p> <ul style="list-style-type: none"> • Synthesize procedures for applying rosin in the care of their instrument. • Assess the need for cleaning rosin off their strings and instrument after playing the instrument. • Develop proactive procedures for applying rosin to their instrument. • Understand what types of rosin are good for each instrument, especially double bass rosin. <p>Standards:</p> <ul style="list-style-type: none"> • Respond - Understand and evaluate how the arts convey meaning • Connect - Relate artistic ideas and work with personal meaning and external context. 	<p>4. What is your favorite instrument in The Percussion Family and why?</p> <p>Orchestra: Applying Rosin to Your Bow</p> <p>Watch the Video: https://youtu.be/dRVnADD354k</p> <p>There are two procedures in this lesson.</p> <ol style="list-style-type: none"> 1. Watch the video, paying attention to procedures for applying rosin to your bow. 2. Complete the writing activity. <p>Watching the video carefully, please write a down important steps procedures for applying rosin to your bow. Be prepared to answer the 3 questions below on the procedure for applying rosin to your bow. Consider the following questions:</p> <ul style="list-style-type: none"> • What different types of rosin exist? • What procedures are important for applying rosin? • What should you do after playing your instrument to keep your instrument clean and sounding it's best?
<p>Band/Orchestra Week 4 April 6-9</p> <p>By the end of the instructional lesson, students will be able to:</p> <ul style="list-style-type: none"> • Identifying and performing notes and rests that last 4, 2, 1 and 1/2 beat each. • Counting and Performing these types of notes and rests in context of measures - the visual grouping of notes that helps determine the meter or overall feel of the beat of the music. <p>Standards: Perform -Realize artistic ideas and work through interpretation and presentation, Anchor Standard #5 Develop and refine artistic techniques and work for presentation, Respond - Understand and evaluate how the arts convey meaning, Anchor Standard #7 Perceive and analyze artistic work</p>	<p>Music Theory Lesson: Reading (Counting and Performing) Whole, Half, Quarter and Eighth Notes and Rests in 2/4, 3/4, and 4/4 time.</p> <p>Watch the video: https://vimeo.com/399726675</p> <p>Download and complete the Practice worksheet (download the pdf so you can print it.) and upload your answers in google classroom.</p>

Theory Lesson 1.1 - Practicing Notes and Rests

Name: _____

A. Write the name of each symbol on the line.

1.  half rest

2.  _____

3.  _____

4.  _____

5.  _____

6.  _____

7.  _____

8.  _____

9.  _____

10.  _____

B. Draw each type of note and rest, and tell how much time (how many beats) it receives in Common Time.

	Draw the note	Draw the rest	Value/number of beats
Whole			
Half			
Quarter			
Eighth			

C. Add notes or rests to make each measure correct.

Since it's Common Time, each measure must receive exactly 4 beats.

  |     |  |  |    |