

# Unit 01: Instrument Care and Maintenance

Content Area: **Music**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **ongoing**  
Status: **Published**

## Brief Summary of Unit

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Students will develop the skills to properly clean and care for their instruments. Properly maintained instruments contribute to students' success in instrumental music.

## Standards

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ELD standards: <https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYvINu4/edit>

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|---------------------------|---|
| MU.9-12.1.3B.12prof.Cn10a | Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.  |
| WRK.9.2.12.CAP.4          | Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment. |
| WRK.9.2.12.CAP.5          | Assess and modify a personal plan to support current interests and post-secondary plans.  |
| TECH.9.4.12.CI.1          | Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).   |
| TECH.9.4.12.CI.2          | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).   |
| TECH.9.4.12.CI.3          | Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).   |
| TECH.9.4.12.CT.1          | Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).  |
| TECH.9.4.12.CT.2          | Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).  |
| TECH.9.4.12.CT.3          | Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).                   |

## Essential Questions

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- How does instrument maintenance affect my performance?
- How does the proper care of my instrument contribute to the success of the ensemble?
- How will maintaining my instrument benefit my personal performance in the future?
- When repairs are needed, who is tasked with repairing my instrument?

## **Essential Understandings**

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- 1. A well-maintained instrument is capable of producing a rich and full sound.
- 2. A well-maintained instrument can help the performer contribute to the overall sound of the ensemble.
- 3. A well-maintained instrument facilitates technique and intonation.
- 4. Daily maintenance can prevent most major repairs.

## **Students Will Know**

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- 1. Proper instrument and equipment maintenance for their respective instrument.
- 2. The basic equipment that is needed for the everyday maintenance of their instrument.
- 3. How to recognize when their instrument needs repair.
- 4. How to locate a qualified repair technician.
- 5. Common repairs that are necessary and specific to their instrument and that of others.

## **Students Will Be Skilled At**

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Maintaining their instrument properly.

Advocating for repairs needed based on knowledge of their instrument.

Understanding the purpose of a qualified repair technician.

Identifying when their instrument is in need of maintenance.

## **Evidence/Performance Tasks**

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- Students will be assessed and guided in proper instrument maintenance during ensemble and sectional rehearsals.
- Students will participate in an annual inventory of school instruments and asked to make diagnostic comments relative to the range, pitch, and facility of like instruments.

## **Learning Plan**

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- Level 5: Regular self-diagnostic assessment of the daily playing condition of the student's instrument and its relation to musical concepts such as tone, register, range, intonation, etc. Completion of service projects related to the sustainability of school instruments within a students section.
- Note: The teaching sequence for instrument care and maintenance begins in grade four and is outlined in the curriculum for 4-7, and eighth grade instrumental music (Halpern/Spatz 05; Halpern/Spatz/Murphy '06). Level five is a continuation of that sequence and is referred to below.
- The students will be required to maintain their instrument(s) in proper working order.

- The students will participate annually in an inventory exercise and support the cyclical process of maintaining school owned instruments.
- The teacher will evaluate student maintenance of their respective instruments through ensemble rehearsals and performance preparation.
- The teacher will facilitate class discourse involving instrument care and maintenance and its affect on ensemble success.

## **Materials**

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- CHS Concert/Marching Band Textbook (current year)
- Supplementary Materials
- Symphonic Warm-Ups for Band (Smith)
- Wind Band Literature

## **Suggested Strategies for Modifications**

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Give extra time to those in need.

<https://docs.google.com/spreadsheets/d/1RrBtrnW3PSznJEH3aeR56hZaCJv3lRq7WgnCQ0aj-DE/edit?usp=sharing>