Unit 02: Instrumental Care and Maintenance

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

Standards

ELD standards:https://docs.google.com/document/d/1wdmsiGOdCHlrjU-WPvAtENnEgi0EStZXo0uiFYv1Nu4/edit

MU.K-12.1.3C.12nov.Cr1a Compose and improvise ideas and motives for melodies and rhythmic passages based on
characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr2a Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3a Evaluate and refine draft compositions and improvisations based on knowledge, skill and
teacher-provided criteria.
MU.K-12.1.3C.12nov.Cr3b Share personally developed melodic and rhythmic ideas or motives (individually or as an
ensemble) that demonstrate understanding of characteristics of music or texts studied in
rehearsal.
MU.K-12.1.3C.12nov.Pr4a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical
skill of the individual or ensemble.
MU.K-12.1.3C.12nov.Pr4b Demonstrate, using music reading skills (where appropriate) how knowledge of formal
aspects in musical works inform prepared or improvised performances.
MU.K-12.1.3C.12nov.Pr5a Use self-reflection and peer feedback to refine individual and ensemble performances of a
varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6a Demonstrate attention to technical accuracy and expressive qualities in prepared and
improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12nov.Pr6b Demonstrate an awareness of the context of the music through prepared and improvised
performances.
MU.K-12.1.3C.12nov.Re7a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
MU.K-12.1.3C.12nov.Re7b Identify how knowledge of context and the use of repetition, similarities and contrasts
inform the response to music.
MU.K-12.1.3C.12nov.Re8a Identify interpretations of the expressive intent and meaning of musical works, referring
to the elements of music, contexts and the setting of the text (when appropriate).
MU.K-12.1.3C.12nov.Re9a Identify and describe the effect of interest, experience, analysis, and context on the
evaluation of music.
MU.K-12.1.3C.12nov.Cn10a Demonstrate understanding of relationships between music and the other arts,

other
disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a Demonstrate understanding of relationships between music and the other arts, other
disciplines, varied contexts, and daily life.
TECH.9.4.5.CI.1 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about
possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CT.1 Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CT.4 Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Brief Summary of Unit

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

Transfer

Essential Questions

- How does maintaining an instrument negatively and/or positively impact the sound and tone that is produced by that instrument?
- Under what condition does an instrument produce the best sound and tone?
- Why is maintaining an instrument important to the overall sound of the ensemble?

Essential Understandings

- a well maintained instrument can produce a rich and full sound.
- a well maintained instrument facilitates easier playing and better intonation.
- a well maintained instrument will contribute to their overall sound of the ensemble.

Students Will Know

- how to recognize when their instrument needs repair.
- proper instrument maintenance for their respective instrument.

- when to attempt a repair and when to bring the instrument to the teacher or professional.

Students Will Be Skilled At

Evidence/Performance Tasks

- answer the essential questions.
- demonstrate proper instrument maintenance during their weekly lessons and continue throughout the course.

Learning Plan

- Assessment of instrument maintenance by the student by their ability to perform the following skills: cleaning the wood parts of the instrument with a cloth, tightening and loosening the hair of the bow, rosining the bow, proper storage of the instrument, polishing, straightening of a leaning bridge, resetting a fallen bridge, fixing a loose fitting or sticking peg (level III)
- Introduction to string changing, tightening and loosening the hair of the bow (level II)
- Preview the essential questions and connect to learning throughout the unit.
- Proper assembling of accessories, cleaning, storage, rosining the bow, and polishing. Cellists: taking bow out of the case first (level I)

Materials

Suggested Strategies for Modifications