

# Unit: Grade 3 - Tone Color

Content Area: **Music**  
Course(s): **Generic Course**  
Time Period: **Generic Time Period**  
Length: **Weeks**  
Status: **Published**

## Unit Overview

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In this unit, students will understand that music can include a variety of sound sources. Students will be able to visually and aurally identify a variety of woodwind and brass instruments. Students will begin identification for band, orchestra, and choral ensembles.

## Transfer

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Students will be able to independently use their learning to...

- to identify visually and aurally woodwind and brass instruments
- to understand that music can be performed in solo, duet, trio, and ensemble
- to build tone color vocabulary
- to utilize thinking and problem solving skills
- to strive for accuracy
- to gather data through all the senses

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

## **Meaning**

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## **Understandings**

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Students will understand that...

- individual woodwind and brass instruments have a unique tone colors
- how a sound is produced on a woodwind or brass instrument
- music can be performed in solo, duet, trio, or ensemble

## **Essential Questions**

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Students will keep considering...

- How do musicians sing or play an instrument?
- Can I identify the unique qualities of voice or instrument?
- Can I classify each instrument in their instrument family?
- What are the unique qualities and similarities or differences of a band, orchestra, or chorus?
- What sounds can I choose to create music that communicate my own ideas?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- that different sized woodwind and brass instruments each have their own unique tone color or sound
- a sound can be produced on a woodwind or brass instrument by blowing air through the mouthpiece
- some woodwind instruments have a single reed or double reed.
- a brass instruments sound is produced by buzzing lips
- music can be performed in solo, duet, or trio

### **Students will be skilled at...**

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Students will be skilled at...

- distinguishing between various woodwind and brass instrument sounds
- identifying how to produce a sound on a woodwind or brass instrument
- describing similarities and differences among woodwind or brass instruments
- identifying visually and aurally various woodwind or brass instruments
- classifying the type of voice or instrument used in a song
- identify vocal and instrumental performance as solo, duet, trio, and ensemble

## **Academic Vocabulary**

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tone color

pitch

mouthpiece/embouchure

piccolo

flute

clarinet

oboe

recorder

saxophone

bassoon

reed

double reed

trumpet

trombone

french horn

Euphonium

tuba

valves

air

slide

voice

band

orchestra

solo

duet

trio  
ensemble  
chorus  
identify  
same  
different  
blend  
balance

### **Learning Goal - Tone Color**

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The students will be able to identify multiple sound sources and describe unique sound qualities of various sound sources including woodwind and brass instruments and begin to identify various ensembles.

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

### **Target 1--Identifying Woodwind and Brass Instruments**

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Students will show recognition of woodwind and brass instruments both visually and aurally.

- listen to recordings of woodwind and brass instruments
- examine images of woodwind and brass instruments

-discuss visual and sound differences between instruments

- Students will aurally identify woodwind and brass instruments
- Students will visually identify woodwind and brass instruments

VPA.1.1.5.B.2

Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

## **Target 2--Sound Production of Woodwind and Brass Instruments**

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Students will show recognition of how sound is produced on a woodwind or brass instrument

-describe how sound is the vibration of air

-describe how a sound is produced on a woodwind or brass instrument (i.e. valve, slide, reed, double reed)

-describe differences of techniques and how they (i.e. mute) can affect the mood or feeling of the music

-compare and contrast woodwind and brass instruments

- Students will describe how a sound can be produced on a woodwind or brass instrument

VPA.1.1.5.B.1

Identify the elements of music in response to aural prompts and printed music notational systems.

VPA.1.1.5.B.2

Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.

## **Target 3--Describe band, orchestra, and choir**

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Students will differentiate band, orchestra, and choral ensembles

-classify instruments according to instrument family

-discuss brief history of band, orchestra, choir

-listen to and identify each ensemble (band, orchestra, choir)

-create movement to band, orchestra, and choral ensembles.

- Students will differentiate between band, orchestra, and choir

VPA.1.4.5.B.1                      Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

VPA.1.4.5.B.3                      Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

## **Target 4--Solo, Duet, Trio**

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Students will recognize solo, duet, and trio performances

-listen to examples of solo, duet, and trio performance

-sing/move/play songs as a solo, duet, or trio (i.e. students in groups of three, each play different instrument and/or pattern)

-justify why the performance is a solo, duet, trio

- Students will differentiate between solo, duet, and trio

VPA.1.1.5.B.1                      Identify the elements of music in response to aural prompts and printed music notational systems.

VPA.1.3.5.B.1                      Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.

VPA.1.3.5.B.2                      Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.

## **Formative Assessment and Performance Opportunities**

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- Class Participation
- Exit Questions
- Individual Performance
- Peer Critique

- Teacher Observation

## **Summative Assessment**

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- Performance Assessment
- Verbal/Written Response

## **21st Century Like and Careers**

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### **Standards:**

Civic Financial Responsibility

9.1.5.CR.1

Career Awareness and Planning

9.2.5.CAP.1

9.2.5.CAP.4

Creativity and Innovation

9.4.5.CI.3

Critical Thinking and Problem Solving

9.4.5.CT.4

Digital Citizenship

9.4.5.DC1

9.4.5.DC.2

9.4.5.DC.5

9.4.5.DC.7

Information and Media Literacy



#### 9.4.5.IML.6

#### Technology Literacy

#### 9.4.5.TL.3

### **Accommodations/Modifications**

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(ELL, Special Education, Gifted and Talented, Students at Risk for Failure)

Notation modification (writing in notes), solo performance for excelled students, review IEP/504 plans and make listed modifications, collaborate with ESL department to make necessary modifications for ELL students, differentiated instructional strategies that allow students of different intelligence to achieve success

### **ELL:**

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- Build Background/Vocabulary
- Chunking Information
- Flexible Grouping
- Increased Eye Contact
- Manipulatives/Instruments
- Multi-Sensory Instruction
- Peer Buddies
- Repeat Directions
- Reword Directions
- Scaffolded Questioning

### **Special Education:**

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- Assistive Technology
- Build Background/Vocabulary
- Chunking Information
- Extended Time

- Flexible Grouping
- Increased Eye Contact
- Modified Assignments
- Multi-Sensory Instruction
- Peer Buddies
- Preferential Seating
- Repeat Directions
- Reword Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Models

### **Students at Risk of Failure:**

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- Assistive Technology
- Build Background/Vocabulary
- Modified Assignments
- Preferential Seating
- Repeat Directions
- Scaffolded Questioning
- Tiered Activities
- Visual Cues/Model

### **Gifted and Talented:**

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- Extension Activities
- Open-ended questions that stimulate thinking skills
- Opportunities for Critical Thinking
- Peer Collaboration
- Solo Performance (for excelled students)
- Student Choice Activities
- Tiered Activities

### **Unit Resources**

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- classroom rhythm instruments
- Instructional technology resources such as Brain Pop, Google Classroom, Wixie, Flipgrid, Kahoot, YouTube

- Silver Burdett-Making Music teacher manual, recordings, Big Book
- Supplemental resources including songs, games, and activities from songbooks, recordings, on-line resources, workshops
- Teacher created resources i.e. worksheets, assessments, instructional videos/tutorials
- Teacher modeling

## **Interdisciplinary Connections**

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