

# Unit: Grade 4 - 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 band and orchestral instruments. Students will begin identification of world folk instruments.

## Transfer

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

- to identify visually and aurally band and orchestral instruments
- to understand that music can be performed in solo, duet, trio, and quartet
- to differentiate between band, orchestra, and choir ensembles
- to build tone color vocabulary
- to utilize thinking and problem solving skills
- to strive for accuracy
- to gather data through all the senses

## Meaning

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## Understandings

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Students will understand that...

- individual band and orchestral instruments have a unique tone color

- folk instruments from around the world have a unique tone color
- how a sound is produced on an instrument determines the family
- music can be performed in solo, duet, trio, quartet, or ensemble
- instrument groupings create a specific 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?
- Is this instrument familiar to me?
- 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 band and orchestra instruments each have their own unique tone color or sound
- sound is produced on folk instruments in a variety of ways
- music can be performed in solo, duet, trio, quartet, or ensemble

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

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Students will be skilled at...

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

## **Academic Vocabulary**

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tone color

pitch

mouthpiece/embouchure

recorder

banjo

harmonica

bagpipes

harp

accordion

congas

sitar

shakuhachi (Native American flute)

ukulele

steel drums

maracas

guiro

gong

air

voice

band

orchestra

solo

duet

trio

quartet

ensemble

chorus

identify

same

different

blend

balance

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

The students will be able to identify multiple sound sources and describe unique sound qualities of various sound sources including choir, band and orchestral instruments and begin to identify various folk instruments.

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.

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### **Target 1--Identifying Band and Orchestral Instruments**

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

- listen to recordings of band and orchestral instruments
- examine images of band and orchestral instruments
- discuss visual and sound differences between instruments
- discuss sound production of each

- Students will aurally identify band and orchestral instruments
- Students will visually identify band and orchestral 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--Identifying Folk Instruments**

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Students will show recognition of world folk instruments both visually and aurally.

- listen to recordings of world folk instruments
- examine images of world folk instruments
- discuss visual and sound differences between instruments
- discuss sound production of each

- Students will aurally identify world folk instruments
- Students will recall facts and basic instrument terminology
- Students will visually identify world folk instruments

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.1.4.5.B.3

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

## **Target 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, Quartet**

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Students will recognize solo, duet, trio and quartet performances

-listen to examples of solo, duet, trio and quartet performance i.e. vocal, jazz, strings

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

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

- Students will differentiate between solo, duet, trio, and quartet

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 Life 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



### **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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