

**HS BAND Grades 9 -12
Learning in Place Packet
April 27th - May 15th
Suggested Pacing Guide:**

Name:

Monday 4/27/2020

Tuesday 4/28/2020

Wednesday 4/29/2020

Thursday 4/30/2020

Friday 5/1/2020

Practice Log

Practice Log

Practice Log

Practice Log

Practice Log

History Lesson - Read
Classical Era

History Lesson -
Answer Classical Q's

Rhythm Chart # 9.5

Listening 1 - Classical
Era

Rhythm Chart # 10

Monday 5/4/2020

Tuesday 5/5/2020

Wednesday 5/6/2020

Thursday 5/7/2020

Friday 5/8/2020

Practice Log

Practice Log

Practice Log

Practice Log

Practice Log

Review Rhythm
Charts #9.5 & 10

Composition Exercise

Rhythm Chart 12

Listening 1 - Song of
Choice

Review Composition
Exercise & Rhythm
Chart 12

Monday 5/11/2020

Tuesday 5/12/2020

Wednesday 5/13/2020

Thursday 5/14/2020

Friday 5/15/2020

Practice Log

Practice Log

Practice Log

Practice Log

Practice Log

Rhythm Chart # 12.75

Rhythm Chart # 13

Review Rhythm
Charts #12.75 & 13

Listening 3 - Band
Song of Choice

Careers in Music

Band Practice Log: Record the time you spent practicing each day of the week and add up the total

Monday - 4/27/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Monday - 5/4/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Monday - 5/11/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Tuesday - 4/28/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Tuesday - 5/5/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Tuesday - 5/12/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Wednesday - 4/29/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Wednesday - 5/6/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Wednesday - 5/13/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Thursday - 4/30/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Thursday - 5/7/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Thursday - 5/14/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Friday - 5/1/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Friday - 5/8/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Friday - 5/15/2020

Tune: _____ min
Warm-Up: _____ min
Scale Work: _____ min
Method Book/Chorale: _____ min
Song of Your Choice: _____ min

Total Weekly Practice Time:

_____ Hours _____ min

Total Weekly Practice Time:

_____ Hours _____ min

Total Weekly Practice Time:

_____ Hours _____ min

CLASSICAL ERA 1750-1820

Typical Characteristics of Classical Music



NAME _____

DATE _____

- Balanced phrases (phrases usually the same length)
- Obvious cadences (stopping points in the music/musical punctuation)
- Tuneful, singable melodies
- Accompaniments underneath the melodies had regularly recurring accents.
- Symphony, solo concerto, string quartet and sonata were popular instrumental forms. All were works with multiple movements.
- Dynamic contrasts became subtler, not as sudden as in Baroque (few terraced dynamics).
- Expansion of orchestra into four families (brass, percussion, strings, woodwinds)
- Notation, instruments, dynamics all written in the score by the composer
- Piano became very popular.
- Secular music was more prevalent than sacred.

Listening tracks found on youtube– OPTIONAL for this section...

Listening Selections:

Gloria (from Heiligmesse) by Haydn (Classical) <https://www.youtube.com/watch?v=WL3iwzcBzLY>

Gloria in Excelsis (from Gloria) by Vivaldi (Baroque)
<https://www.youtube.com/watch?v=51otDdKMi-4>

Optional if you can access YOUTUBE... If not– skip to questions next page.

CLASSICAL ERA QUESTIONS



NAME _____

DATE _____

- The Classical Era lasted from
 - 1750-1820
 - 1500-1600
 - 1850-1900
- Composers were employed to entertain
 - wealthy nobles and aristocrats
 - farmers and migrant workers
 - priests and church members
- The instrument that replaced the harpsichord was the
 - trumpet
 - viola
 - piano
- The favorite form of chamber music was the
 - string trio
 - string quartet
 - string quintet
- A work for orchestra with four contrasting parts or movements is the
 - concerto
 - mass
 - symphony
- The invention of a mechanical device that helps musicians count steadily was a
 - time signature
 - metronome
 - rhythm
- Name two composers of the Classical Era
•
•
- A famous artist in the Classical Era was
 - Goya
 - Wordsworth
 - Napoleon
- Match the following books with the name of the author
 - _____ *Candide* A. Samuel Johnson
 - _____ *Faust* B. Jane Austen
 - _____ *Dictionary* C. Voltaire
 - _____ *Pride and Prejudice* D. Goethe
- Extra credit: For what are the people in Question 8 known?

Hint: Subdivide
eighth notes!

CHART 9.5

Dotted Quarter Notes

1 2 3 4
1+ 2+ 3+ 4+ 1+ 2+ 3+ 4+ 1+ 2+ 3+ 4+ 1+ 2+ 3+ 4+
5 6 7 8
9 10 11 12
13 14 15 16
17 18 19 20
21 22 23 24
25 26 27 28
29 30 31 32
33 34 35 36

* Remember to
subdivide eighth
notes!

CHART 10

Syncopation

1 2 3 4

1+ 2+ 3+ 4+ 1+ 2+ 3+ 4+ 1+ 2+ 3+ 4+ 1+ 2+ 3+ 4+

5 6 7 8

9 10 11 12

13 14 15 16

17 18 19 20

21 22 23 24

Chart 12.75

Mixed Sixteenth Rhythms

1 2 3 4

5 6 7 8

9 10 11 12

13 14 15 16

17 18 19 20

21 22 23 24

25 26 27 28

29 30 31 32

Chart 13

Dotted-Eighth Sixteenths

1 2 3 4

1

5 6 7 8

2

9 10 11 12

3

13 14 15 16

4

17 18 19 20

5

21 22 23 24

6

25 26 27 28

7

29 30 31 32 33 34 35 36

8

Music Listening Sheet 3 - Band Repertoire

Name: _____ Date: _____

Title: _____

Movement: _____

Composer: _____

Artist(s): _____

What tempo marking would you give this piece?

Largo Adagio Andante Allegro Prestissimo

What kind of key is this piece in?

Major Minor Both Other

What different dynamics did you hear in this piece?

(pp, p, mp, mf, f, ff, crescendo, diminuendo, etc.)

What different articulations did you hear in this piece?

(staccato, legato, accents, etc.)

What kind of instruments do you hear in this piece?

How would you describe the form of this piece?

Use two of your own words to describe how this piece sounds to you:

2.

2.

Did you like the piece?

Additional observations:

Name: _____

Date: _____

Bell: _____

Composition Exercise

Rules:

- For each exercise, you must write exactly 16 measures.
- Label each exercise with the number to the left of the staff.
- Indicate measures using bar lines. Indicate the end of the exercise using a double bar line.
- Indicate the time signature at the beginning of each exercise.
- Follow the parameters for each exercise, following the rules for meter and rhythms as indicated.

1. Write in 4/4 time. You must include:

- a. A set of (4) consecutive (beamed) Sixteenth notes
- b. At least (1) beamed sixteenth/eighth note rhythm
- c. A measure of just eighth notes

2. Write in 3/4. You **MUST** include:

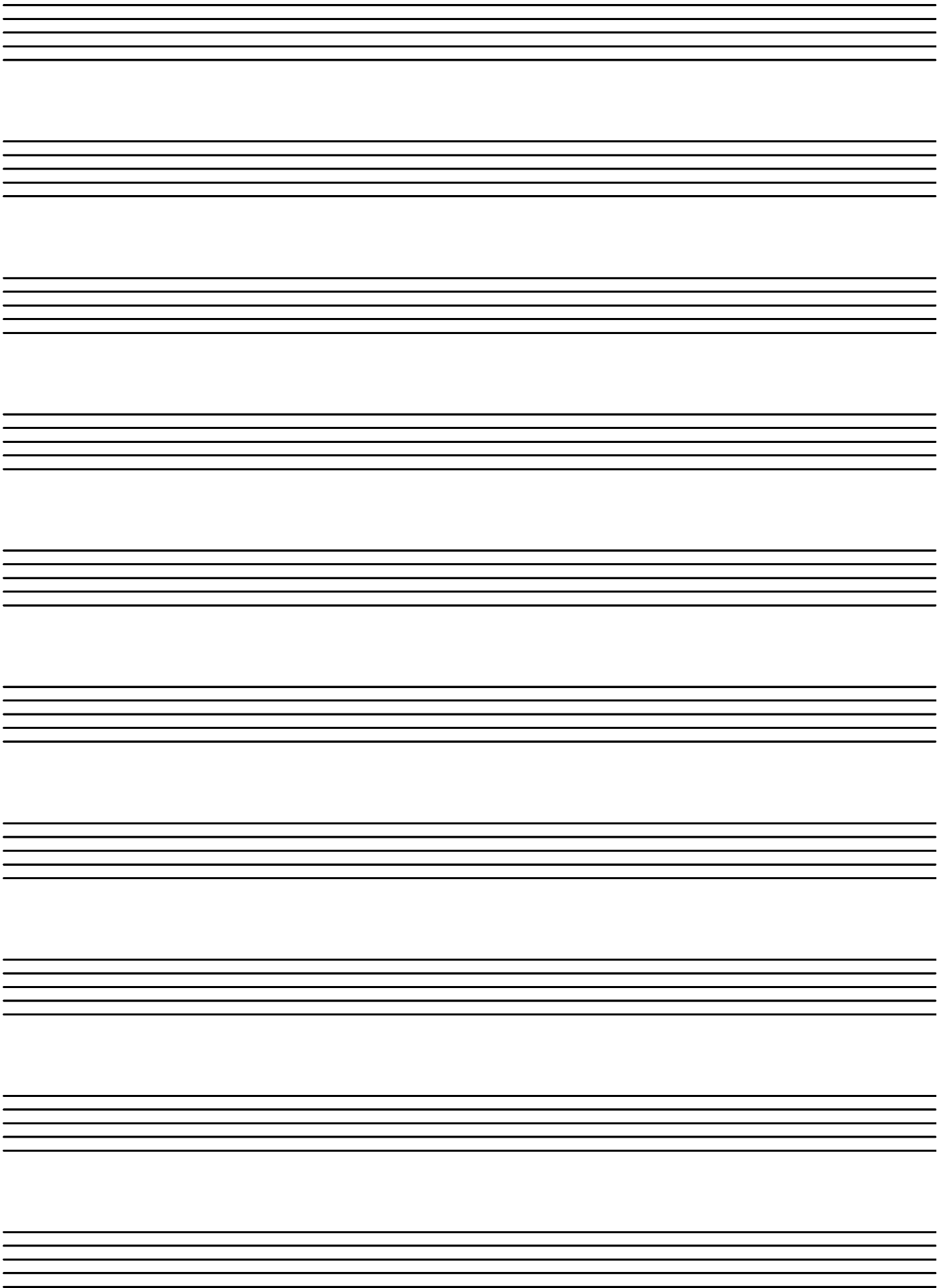
- a. A measure of just eighth notes (make sure to beam them properly!!).
- b. A measure that includes sixteenth notes
- c. A measure that includes an example of syncopation

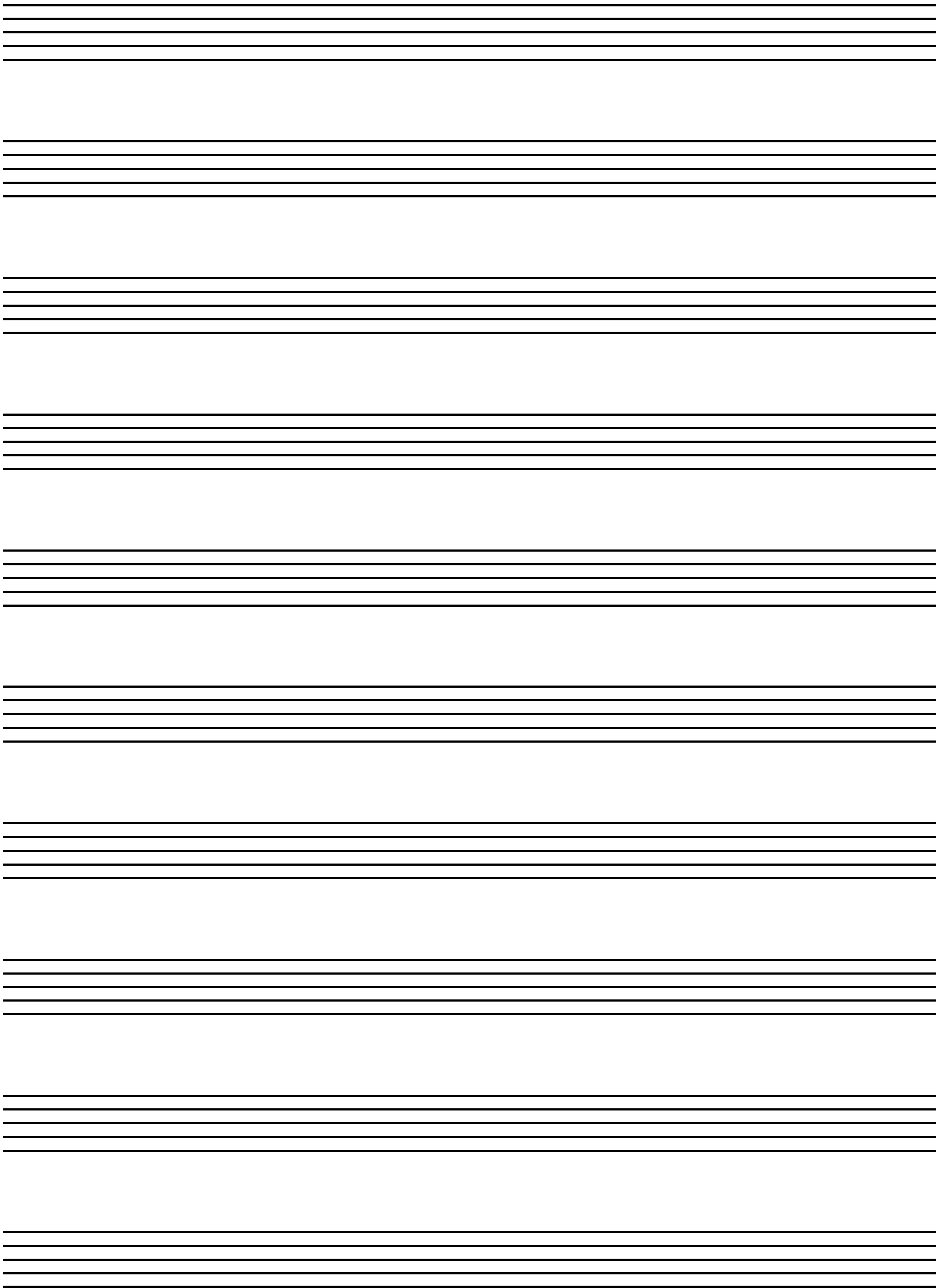
3. Write in 2/4. You **MUST** include:

- a. Eighth notes at some point in the piece. You must group eighth notes properly.
- b. At least (1): Half rest, quarter rest and eighth rest

GRADING RUBRIC

A (27-33 pts)	<ul style="list-style-type: none">● Meets the criteria for the exercise● Cleanly notated● Stays within meter confines
B (20-26 pts)	<ul style="list-style-type: none">● Mostly meets the criteria for the exercise● Cleanly notated● Mostly stays within meter confines
C (13-19 pts)	<ul style="list-style-type: none">● Meets some of the criteria for the exercise● Some notation error (ex. Stem direction)● Mostly stays within meter confines● Missing up to 1 measure
D (6-12 pts)	<ul style="list-style-type: none">● Meets some of the criteria for the exercise● Some notation error (ex. Stem direction)● Not cleanly written● Struggles to stay within meter confines● Missing up to 3 measures
E (0-6 pts)	<ul style="list-style-type: none">● Does not meet the criteria for the exercise● Several notation errors (ex. Stem direction)● Not cleanly written● Struggles to stay within meter confines● Missing up to 8 measures





Careers in Music

So, you love music and enjoy playing your instrument or singing. What's next? Here are some of the many options of music careers you can have when you grow up.

Performance

When people think about a career in music, the first job they often think about is being a performer. It is the most visible music career. Most high-level musicians who work in performance jobs have at least one college degree, but some do not. Listed below are common careers in music performance.

- **Soloists:** Think of the famous singers or instrument performers you know of who travel the world performing for fans
- **Full Orchestra/Band/Choir:** Members in large ensembles
- **Freelancers:** Play at weddings, give live local concerts, record movie soundtracks, play in pit orchestras in local musicals or on Broadway.

Yearly Income:

- Full-time orchestra member: \$28,000-\$143,000
- Freelance musician (average): \$54,000

Music Business

Many people are needed to help all the performers (listed above) be successful. This includes people to help organize and promote performances, hire and manage musicians, record and market recordings and handle legal issues. Most positions require a college degree – sometimes in law or marketing, with music experience being a benefit. There are also specific degrees in “Music Business” that combine the most essential aspects of business with a music degree plan. Listed below are

several examples of careers in the music business industry.

- **Business manager (for performers or ensembles):** Represents recording artists and musicians with the advertising, marketing, business and financial end of things
- **Public relations and marketing:** Creates and maintains a favorable public image for the organization or artist they represent.
- **Recording engineers and distributors:** Sets up and operates recording equipment and is responsible for creating, modifying and producing music.
- **Entertainment attorney:** Professionals who are frequently called upon to work on talent agreements and contracts; labor negotiations with union crews on television, movie, or theatre sets; equipment and space rental for the performing arts; licensing and regulatory issues; copyright protection; and production liability concerns

Yearly Income (depending on position):

- Business Manager: \$32, 231 (avg.)
- Public Relations and Marketing: \$78,410 (avg. in Virginia)
- Recording Engineer and Distributor: \$46,750 (avg.)
- Entertainment Attorney: \$83,000 (avg.)

Music Therapy

Music therapists use music to help people improve their minds and bodies. It combines the fields of psychology, medicine and music. A career in music therapy requires a college degree in Music Therapy including 1200 hours of clinical training and must be certified through the Certification Board for Music Therapists. Examples of jobs descriptions in the field of Music Therapy are listed below.

- Work with children with movement problems (small or large motor)
- Work with adults with speech problems due to brain injury
- Work with those who have experienced trauma - help them express emotions
- Work with elderly to reduce the effects of dementia
- Work with hospitalized patients to reduce pain
- Work with people who have Parkinson's disease to improve motor function
- Conduct in depth research to improve the field of music therapy

Yearly Income:

- \$20,000 – \$135,000
-

Music Education

As a band student, you are familiar with the field of music education! Music educators who work with individual students may not have a university degree, but to work in public school a degree in music and education is required. Here are some examples of jobs that music educators hold:

- **Preschool or Elementary Music Teacher**
- **High School or Middle School Band, Orchestra or Choir Director**
- **University Professor** (music history, theory, education, conducting, performance)
- **Private Instructor/Lesson teacher**

Yearly Income:

- Preschool or Elementary Music Teacher: \$29,830 - \$81,690
 - Middle School Band/Orchestra/Choir Director: \$28,490 - \$84,160
 - High School Band/Orchestra/Choir Director : \$34,470 - \$84,180
 - Private Instructor/Lesson Teacher: \$43,000
-

Composer

Composers write music. They write music for many different projects such as the music you perform at your school, movie soundtracks, video games, classical pieces for bands, orchestras and choirs and background music for commercials.

Composers are often experienced musicians who have a degree in composition.

Yearly Income:

- \$20,000-\$100,000+
-

Music Store Employees

Music store employees combine elements of the education and business fields of music. These positions do not necessarily require a college degree, but do need a high level of knowledge in all things music-related. Often a sales-person will work another job as well, such as music teacher or performer. Music store staff positions include:

- **Manager:** In charge of the running and supervision of the store
- **Road Sales Representative:** Visits schools to help with supply and repair needs

- **Sales Staff:** Educates customers and sell instruments and music supplies

Yearly Income:

- Manager: \$38,422
 - Road Sales Representative: \$47,000
 - Sales Staff: \$13.45/hour
-

Instrument Repair Technician

These are the specialists who fix broken instruments. This is a very difficult job that requires a lot of training and knowledge of a wide variety of materials and instruments. Those who work in this field often start out as apprentices to highly skilled repairman, since few courses in instrument repair are available.

Hourly Income:

- \$9-\$55
-

Other Careers that Relate to Music

There is a wide variety of careers in music, that fall into categories of their own. Below are several other options for those interested in incorporating music into their career.

- **Instrument Manufacturing and Sales:** Wholesale level – from the factory
- **Music Supplies Manufacturer:** Makes metronomes, tuners, reeds, valve oil, etc.
- **Leader of Music Organizations:** Oversees state music education groups, national groups, or church/religious organizations

- **Clinician:** Educates at music events or speaker for motivational events
 - **Author:** Writes about music and musicians

Name: _____

What did you learn?

Of the careers described in the reading, choose 3 that you have experienced in your life. List them below and explain where you have seen/used/experienced people in those careers.

1.

2.

3.

If you could try any of these jobs for one day, which would you choose and why?

If you could invent a job related to music, what would it be? (Give details!)

Which, if any, of these careers had you never heard of before?