
















M.S. Advanced Orchestra Learning in Place #4: May 18 – June 5 Suggested Pacing Guide:

Monday 5/18/2020	Tuesday 5/19/2020	Wednesday 5/20/2020	Thursday 5/21/2020	Friday 5/22/2020
				
<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log
<input type="checkbox"/> Select piece to practice	<input type="checkbox"/> Composing Music p.1	<input type="checkbox"/> Composing Music p. 2	<input type="checkbox"/> Finish Composing Music and try playing it	<input type="checkbox"/> Perform piece

Monday 5/25/2020	Tuesday 5/26/2020	Wednesday 5/27/2020	Thursday 5/28/2020	Friday 5/29/2020
				
<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log
<input type="checkbox"/> Select a different piece to practice	<input type="checkbox"/> The 20th Century p. 1	<input type="checkbox"/> The 20th Century p. 2	<input type="checkbox"/> The 20th Century p. 3	<input type="checkbox"/> Perform piece

Monday 6/1/2020	Tuesday 6/2/2020	Wednesday 6/3/2020	Thursday 6/4/2020	Friday 6/5/2020
				
<input type="checkbox"/> Clean Instrument	<input type="checkbox"/> Return Instrument	<input type="checkbox"/> Return Instrument	<input type="checkbox"/> Return Instrument	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/> Careers in Music p. 1	<input type="checkbox"/> Careers in Music p. 2	<input type="checkbox"/> Careers in Music p. 3	<input type="checkbox"/> Careers in Music p. 4

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

Monday - 5/20/2020

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

Monday - 5/25/2020

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

Monday - 6/1/2020

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

Tuesday - 5/21/2020

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

Tuesday - 5/26/2020

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

Tuesday - 6/2/2020

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

Wednesday - 5/22/2020

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

Wednesday - 5/27/2020

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

Wednesday - 6/3/2020

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

Thursday - 5/23/2020

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

Thursday - 5/28/2020

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

Thursday - 6/4/2020

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

Friday - 5/24/2020

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

Friday - 5/29/2020

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

Friday - 6/5/2020

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

Name: _____

Composing Music

3 4

Choose a time signature: 4 or 4.

List possible rhythms in that time signature:

1)

2)

3)

4)

5)

Create an 8 measure piece using just rhythms.

Time Signature _____

Choose a style for your piece: _____

Choose a tempo: _____

Choose a key Signature: D Major, G Major, C Major

Give your piece a title: _____

On the staff below, draw your clef, key signature, and time signature in that order.

Use the rhythm above and add notes. Start and end on the note of your key (G Major starts and ends with G).

Tempo: _____ Title: _____ Composer: _____

A series of 15 horizontal lines provided for musical notation, arranged in three groups of five lines each.

Cleaning String Instruments

Supplies

- Dry cloth or rag
- Damp cloth or rag (squeeze out as much water as possible)
- Furniture polish or violin polish
- Optional: Clorox Wipe (for plastic cases only)

1) Clean the case

- Take **everything** out of the case
- Place case upside down and pat outside to remove debris
- Use **DRY** cloth to wipe out inside of case
- Use Clorox wipe or wet cloth to clean outside of plastic cases only

2) Clean the bow

- Tighten bow
- Wipe **stick** only with **DRY** cloth
- Loosen bow (until hair touches stick)
- Return bow to case

3) Clean the Instrument

- Wipe off instrument and strings with damp cloth (the purpose is to remove dirt not to get the instrument wet!)
- Make sure you wipe off sides, back of neck, scroll and under fingerboard
- Put a small amount of furniture polish or violin polish on instrument and rub gently with **DRY** cloth
- Keep polishing until instrument is shiny and dry
- Wait about 15 minutes to make sure instrument is dry, then put in case

THE 20th CENTURY

1900

1925

1950

1975

2000

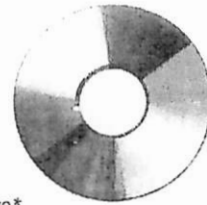
MUSIC

The 20th century was a diverse era of new ideas that "broke the rules" of traditional music. Styles of music moved in many different directions.

Impressionist composers Debussy and Ravel wrote music that seems more vague and blurred than the Romantics. New slightly-dissonant chords were used, and like Impressionist paintings, much of their music describes an impression of nature.

Composer Arnold Schoenberg devised a way to throw away all the old ideas of harmony by creating *12-tone* music. All 12 tones of the chromatic scale were used equally, with no single pitch forming a "key center."

- Claude Debussy (1862–1918), *Qu'il la fait bon regarder!**, *Beau Soir**
- J. Rosamond Johnson (1873-1954), *Lift Ev'ry Voice and Sing**
- Sergei Rachmaninoff (1873–1943), *Ave Maria**
- W.C. Handy (1873–1958), *St. Louis Blues**
- Norman Dello Joio (1913-), *Of Crows and Clusters**
- Cecil Effinger (1914-1990), *Basket from Four Pastorales**
- Vincent Persichetti (1915-1987) *Sam was a man**
- Houston Bright (1916-1970) *Lament of the Enchantress**, *Never Tell Thy Love**
- Daniel Pinkham (1923-)
- Leonard Bernstein (1918–1990), *West Side Story*
 - *Thea Musgrave* (1928-)
 - *Pauline Oliveros* (1932-)
- Libby Larson (1950-)
- Augusta Read Thomas (1964-)



Some of the music of Stravinsky and others was written in a *Neo-Classical* style (or "new" classical). This was a return to the Classical principals of balance and form, and to music that did *not* describe any scene or emotion.

Composers have experimented with many ideas: some music is based on the laws of chance, some is drawn on graph paper, some lets the performers decide when or what to play, and some is combined with electronic or other sounds.

Popular music like jazz, country, folk, and rock & roll has had a significant impact on 20th century life and has influenced great composers like Aaron Copland and Leonard Bernstein. And the new technology of computers and electronic instruments has had a major effect on the ways music is composed, performed and recorded.

1900

1925

1950

1975

2000

ART & LITERATURE

- Robert Frost, author (*Stopping by Woods on a Snowy Evening*)
- Pablo Picasso, artist (*Three Musicians*)
- F. Scott Fitzgerald, author (*The Great Gatsby*)
- Salvador Dali, artist (*Soft Watches*)
- John Steinbeck, author (*The Grapes of Wrath*)
- Ernest Hemingway, author (*For Whom the Bell Tolls*)
- Andrew Wyeth, artist (*Christina's World*)
- George Orwell, author (*1984*)
- J.R.R. Tolkien, author (*The Lord of the Rings*)
- Andy Warhol, artist (*Pop art*)
- Norman Mailer, author (*The Executioner's Song*)

1900

1925

1950

1975

2000

WORLD EVENTS

- First airplane flight (1903)
- Titanic Sinks (1912)
- World War I (1914–1918)
- First radio program (1920)
- 19th Amendment passes, Women gain right to vote (1920)
- Television invented (1927)
- World War II (1939–1945)
- Berlin Wall built (1961)
- John F. Kennedy assassinated (1963)
- Civil rights march in Alabama (1965)
- First satellite launched (1957)
- First walk on the moon (1969)
- Vietnam War ends (1975)
- Personal computers (1975)
- Destruction of Berlin Wall (1989)



TWENTIETH CENTURY 1900-2000



NAME _____

DATE _____

Typical Characteristics of Twentieth Century Music

- Variety is the norm.
- Many composers write in styles that had not existed before.
- Many composers continue to write in all previous styles.
- Composers revert back to ancient styles and combine them with newer styles.
- Composers combine popular styles with serious styles (jazz with symphonic works for example).
- Much rhythmic variety is popular.
- Mixed meter (changing from triple to duple in all combinations) becomes common.
- Rhythmic emphasis (jazz and world music influences) is prevalent.
- Dissonant harmonies become more typical.
- Instead of using consonant thirds (combining C and E or F and A for example), dissonant chords are common (chords containing notes half steps or whole steps apart).
- Aleatoric music (sections performed by chance) begins. For example, each singer repeats a phrase over and over, but enters whenever and at whatever tempo he or she sees fit. Thus each performance is always different.
- Spoken as well as sung words are used for specific effects.
- A cappella singing continues; but choirs with piano remain the norm.
- Accompaniments vary widely with much use of different accompanying instruments.

Listening Selections: *Praise the Name of God with a Song* by Allen Koepke
Glorificamus te by Eugene Butler

Directions: Listen to the recordings as many times as necessary to determine the characteristics of each song. Check the appropriate boxes below.

Characteristic	<i>Praise the Name</i>	<i>Glorificamus te</i>
1. Uses dissonant harmonies		
2. Uses mixed meters		
3. Uses a reference to Gregorian chant		
4. Uses male and female voices		
5. Uses female voices		
6. Includes aleatoric passages		
7. Includes highly rhythmic passages		
8. Uses piano accompaniment		
9. Uses an ancient text		

- Would you mistake either recording as coming from a different time period? Why or why not?

<https://www.youtube.com/watch?v=RWyE9tJPnJs>- SONG ONE

<https://www.youtube.com/watch?v=mwdhrXGXa5E>- SONG TWO

TWENTIETH CENTURY QUIZ



NAME _____

DATE _____

HISTORY

1. Twentieth Century music was written during the
 - A. 1900s
 - B. 1600s
 - C. 1800s

2. Impressionistic music was written by
 - A. Ravel and Debussy
 - B. Bach and Beethoven
 - C. Schoenberg and Stravinsky

3. Neo-classical music returned to the principles of balance and form that prevailed during the
 - A. Baroque Era
 - B. Romantic Era
 - C. Classical Era

4. Twelve-tone music was written so that it used
 - A. 12 different key signatures
 - B. 12 different tones of the chromatic scale
 - C. 12 different rhythms

5. The way music was composed, performed and recorded was greatly influenced by
 - A. technique
 - B. technicality
 - C. technology

6. Match the following books with the name of the author.

_____ <i>The Great Gatsby</i>	A. Ernest Hemingway
_____ <i>The Grapes of Wrath</i>	B. F. Scott Fitzgerald
_____ <i>For Whom the Bell Tolls</i>	C. John Steinbach

7. Name two famous visual artists of the Twentieth Century.
 -
 -

8. Name three world events that occurred during the Twentieth Century.
 -
 -
 -

9. Select one event from Question 8 and write a paragraph on how it has influenced life today.

Careers in Music

So, you love music and enjoying playing your instrument or singing. What 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.

- 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 sound tracks, play in pit orchestras in local musicals or on Broadway. Most high-level musicians who work in performance jobs have at least one college degree, but some do not. 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.

- Business manager (for performers or ensembles)
- Public relations and marketing
- Recording engineers and distributors
- Entertainment attorney

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.

Yearly Income (depending on position)- \$20,000 - \$100,000+

Music Therapy

Music therapists use music to help people improve their minds and bodies. It combines the fields of psychology, medicine and music. Examples:

- 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
Requires a college degree in Music Therapy including 1200 hours of clinical training and must be certified through the Certification Board for Music Therapists.

Yearly Income: \$20,000 – \$135,000

Music Education

As a band student, you are familiar with the field of music education! Here are some examples of jobs that music educators hold:

- Preschool or elementary music teacher
- Band, orchestra or choir director
- University professor (music history, theory, education, conducting, performance)
- Private instructor/lesson teacher

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.

Yearly Income: \$30,000-\$129,000

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 staff includes:

- Managers - in charge of the running and supervision of the store
- Road' sales reps – visit schools to help with supply and repair needs
- Sales staff – educate customers and sell instruments and music supplies

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. Yearly Income - \$13,000-\$50,000

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 available.

Hourly Income - \$9-\$55

Other Careers that Relate to Music

Instrument manufacturing and sales (wholesale level – from the factory) Music supplies manufacturer (making metronomes, tuners, reeds, valve oil) Leader of music organizations (state music education groups, national groups) Clinician for music events or speaker for motivational events
Authors who write about music and musicians

Name: _____

What did you learn?

Careers in Music

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?
