

April Listening Calendar

DIRECTIONS

Each day of the month, listen to the song of the day in a comfortable, quiet environment. Then listen to it one more time, and start to write about the song. You can write things about the song such as: how it makes you feel, the instruments you hear, whether it's loud or soft, happy or sad, fast or slow. You may write in a separate notebook. Use the next page as a guide.

			1 <i>Für Elise</i> Beethoven	2 <i>Prelude in C Minor</i> Chopin	3 <i>The Typewriter</i> Leroy Anderson	4 <i>Dance of the Sugar Plum Fairy</i> Tchaikovsky
5 <i>Lullaby</i> Brahms	6 <i>The Mission</i> John Williams	7 <i>Colour My World</i> Chicago	8 <i>Americans We March</i> Henry Fillmore	9 <i>Symphony No. 5</i> Beethoven	10 <i>Powerhouse</i> Raymond Scott	11 <i>Rhapsody in Blue</i> George Gershwin
12 <i>Clair de Lune</i> Debussy	13 <i>Blue Danube Waltz</i> J. Strauss II	14 <i>National Emblem March</i> E. E. Bagley	15 <i>Spinning Song</i> Mendelssohn	16 <i>Spring</i> Vivaldi	17 <i>Take 5</i> Dave Brubeck	18 <i>Twinkle Little Star Variations</i> Mozart
19 <i>In The Hall of Mountain King</i> Edvard Grieg	20 <i>Moonlight Sonata</i> Beethoven	21 <i>It Don't Mean a Thing</i> Duke Ellington	22 <i>Hungarian Dance No. 5</i> Brahms	23 <i>Chichester Psalms Mvt. 2</i> Leonard Bernstein	24 <i>Flight of the Bumblebee</i> Nikolai Rimsky-Korsakov	25 <i>Bugler's Holiday</i> Leroy Anderson
26 <i>Gymnopedie No 1</i> Erik Satie	27 <i>Alexander's Ragtime Band</i> Irving Berlin	28 <i>"The Sunken Cathedral"</i> Debussy	29 <i>O Fortuna</i> Carl Orff	30 <i>Olympic Fanfare</i> John Williams		

For a playlist of the songs, visit [Seckman Music Studio on YouTube](#).

MUSIC LISTENING SHEET

Name _____ Date _____

Title _____
 Movement _____
 Composer _____
 Artist(s) _____

What tempo marking would you give this piece? <i>Largo Adagio Andante Allegro Prestissimo</i>
What kind of a key is this piece in? <i>Major Minor Both Other</i>
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)
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: 1. _____ 2. _____
Did you like the piece?
Additional observations:

MUSIC LISTENING SHEET

Name _____ Date _____

Title _____
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 Composer _____
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How would you describe the form of this piece?
Use two of your own words to describe how this piece sounds to you: 1. _____ 2. _____
Did you like the piece?
Additional observations:

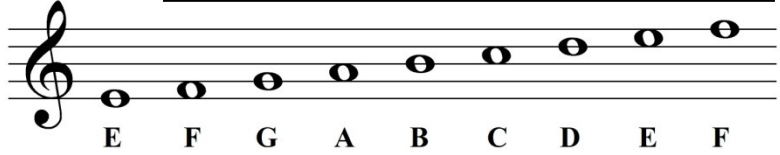
Name: _____ Instrument: _____

A **clef** appears at the beginning of each staff. The clef shown here is a **treble clef**.



Band instruments that play in Treble Clef are:
Flute, Oboe, Clarinet, Saxophone, Trumpet,
Horn, and Percussion

Each note on the treble clef staff has a letter name.

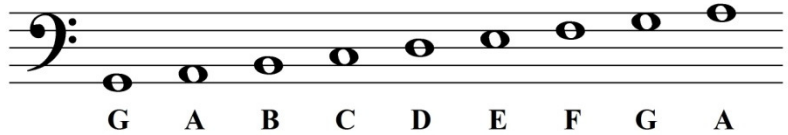


A **clef** appears at the beginning of each staff. The clef shown here is a **bass clef**.

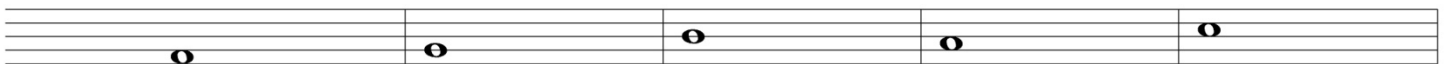
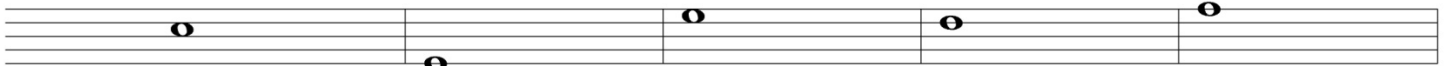
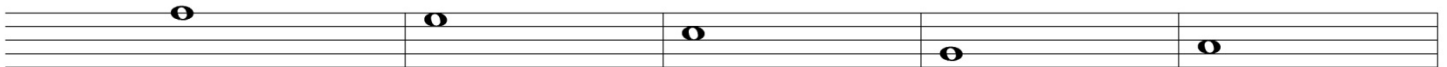
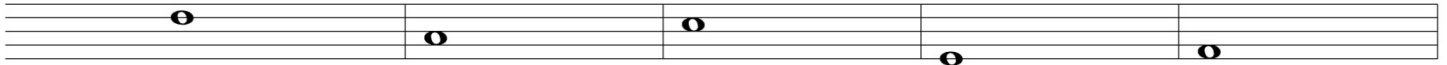


Band instruments that play in Bass Clef are:
Bassoon, Trombone, Baritone, Tuba, and
Percussion

Each note on the bass clef staff has a letter name.



Draw your clef (Treble or Bass) at the beginning of each staff below.
Write the name of each note below the staff.



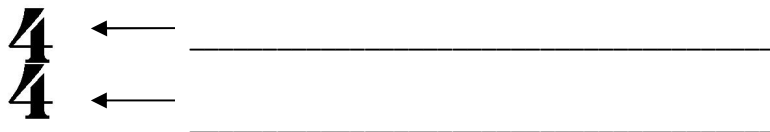
Student Name: _____

Date: _____

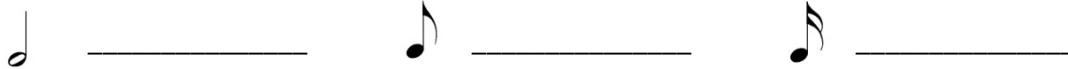
1. The following musical item is called a _____.



2. Look at the following musical item. Identify what the two parts tell us.



3. Name the following notes:



4. Name the following rests:



5. If _____ then:



- The whole note/rest equals _____
- The half note/rest equals _____
- The quarter note/rest equals _____
- The eighth note/rest equals _____
- The sixteenth note/rest equals _____

6. If _____ then:



- The whole note/rest equals _____
- The half note/rest equals _____
- The quarter note/rest equals _____
- The eighth note/rest equals _____
- The sixteenth note/rest equals _____

7. If _____ then:



- The whole note/rest equals _____
- The half note/rest equals _____
- The quarter note/rest equals _____
- The eighth note/rest equals _____
- The sixteenth note/rest equals _____

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?

Living Room Concert -

Using the prompts and guides below, develop an imaginary concert for your band.

Name: _____

1. What kind of ensemble is going to perform? (Concert Band, Marching Band, Flute Ensemble, Brass Band, Woodwind Trio, Percussion Ensemble, Jazz Band).

Write your answer here: _____

2. What is the instrumentation for your band? Example: My Concert Band has 8 Trombones, 10 Clarinets, 5 Percussionists, 6 Flutes, 3 Alto Saxophones, 1 Tuba, 1 Bassoon, 4 Trumpets and 1 Bass Clarinet.

Write your ensemble instrumentation here: _____

3. What is the name of your ensemble?

Write your answer here: _____

Examples: Northside Middle School Band, The Tiktok Jazz Band, The Star Wars Space Force Band: These are just examples, choose whatever you want, as long as it's appropriate!

4. Select your concert date: _____

5. What is the concert dress for your concert? What should your performers wear?

Example: Dressy, casual, uniform, etc. Write your answer here: _____

6. Select your music using the guidelines provided below: Music is a vital part of your curriculum. Choosing great music is key, and variety in the music makes the concert interesting. Factors for your consideration include different:

- Time signatures, for example 2/4, 3/4, 4/4, 6/8...
- Tempos, dynamics, etc. Go for contrast; some fast, some slow, some loud, some soft...
- Styles – consider opening fanfares, overtures, marches, programmatic music, holiday, pop...
- Themes – “Music from Around the World,” “Music of John Williams,” “American Composers,” “Under the Sea”, “Multicultural” etc.
- Difficulty levels – you might include some easy, some medium, and only one or two difficult pieces.
- You can use the website jwpepper.com to listen and view songs that you may want to use for your program. Well known composers for Middle School Band music are: Rob Grice, Brian Balmages, Robert Sheldon, Kevin Mixon, Michael Story, Michael Sweeney, Mark Williams, Anne McGinty, Randall Standridge, William Owens, Douglas Wagner, James Swearingen, John O’Reilly, Sandy Feldstein, Larry Clark, etc.
- You must use songs that fit your ensemble, try to stay away from pop songs and genres you already know, explore something different, open yourself up to learn something new.

- You must choose 5 songs total to showcase your group/ensemble.
- You must include the name of each song and the name of the composer/arranger.

List your songs here:

1. _____ composed by _____
2. _____ composed by _____
3. _____ composed by _____
4. _____ composed by _____
5. _____ composed by _____

Part II

1. Make a seating chart for your performers:
 - If doing this project online you can use this website: <https://www.bgreco.net/band/>
 - If you are not using the internet to complete the project you can use the chart attached to arrange your performers on stage.
2. Create a program that you will distribute to your guests that are attending the performance.

You can use the following programs or websites to create your program: canva.com, Microsoft word, power point, template.net, etc.

 - If you are not doing this assignment with a computer or online you can write your program details out on a piece of paper, cardstock, poster board or anything you have around your house.

HERE ARE SOME WEB SITES YOU MIGHT BE INTERESTED IN :

<https://www.smartmusic.com/> Contact your teacher for code.

<https://www.sightreadingfactory.com/account-> Contact your teacher for a code.

www.musictheory.net – General Music Theory Games – Upper ES through MS- HS

<https://www.noteflight.com/>- Composition

<http://www.therhythmtrainer.com/>