

MS Band Grades 6-8
Learning in Place May 18th- June 5th

Name _____

Monday 5/18/2020	Tuesday 5/19/2020	Wednesday 5/20/2020	Thursday 5/21/2020	Friday 5/22/2020
• Practice Log *	• Practice Log	• Practice Log	• Practice Log	• Practice Log
• Dizzy Gillespie Read	• Dizzy Gillespie Answer Q's	• Music Word Search 1	• Music Alphabet Work Sheet	• Music Crossword
Monday 5/25/2020	Tuesday 5/26/2020	Wednesday 5/27/2020	Thursday 5/28/2020	Friday 5/29/2020
	• Practice Log	• Practice Log	• Practice Log	• Practice Log
HOLIDAY	• Treble Puzzle	• Listening 1	• Bass Puzzle	• Listening 2
Monday 6/1/2020	Tuesday 6/2/2020	Wednesday 6/3/2020	Thursday 6/4/2020	Friday 6/5//2020
• Practice Log	• Practice Log	• Practice Log	• Practice Log	• Practice Log
• Instrument Word Search	• Notation Worksheet	Please email your BAND TEACHER for any questions. Complete VIRTUAL FIELD TRIP PAGES		

* If you do not have your instrument at home, please use the MAY LISTENING Guide on days when you can't practice and/or for suggested listening to complete Listening 1 and 2.

Band 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

May Listening Calendar

2020

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. Use the attached listening guide as a suggestion of what to listen for!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1 G. F. Handel <i>Music for the Royal Fireworks</i> YouTube	2 J. P. Sousa <i>The Thunderer</i> YouTube
3 Giovanni Gabrielli <i>Canzone per sonare II</i> YouTube	4 John Williams <i>Cantina Band</i> YouTube	5 Bernard Hermann <i>Psycho Suite</i> YouTube	6 Benny Goodman and his Orchestra <i>Sing, Sing, Sing</i> YouTube	7 J. P. Sousa <i>El Capitan</i> YouTube	8 Richard Wagner <i>Ride of the Valkyries</i> YouTube	9 Billie Holliday <i>God Bless the Child</i> (BS&T) YouTube
10 Happy Mother's Day! Special Treat - YouTube	11 J. S. Bach <i>Fugue in G Minor "Little"</i> (CBO) YouTube	12 Charles Mingus <i>Goodbye Pork Pie Hat</i> YouTube	13 Gustav Holst <i>Second Suite in F</i> YouTube	14 Ides of March <i>Vehicle</i> YouTube	15 Guiseppe Verdi <i>Triumphal March from "Aida"</i> YouTube	16 Count Basie and his Orchestra <i>One O'Clock Jump</i> YouTube
17 W. A. Mozart <i>Serenade No. 10 "Gran Partita"</i> YouTube	18 Charlie Parker and Dizzie Gillespie <i>Groovin' High</i> YouTube	19 Mendelssohn <i>Overture in C for Winds</i> YouTube	20 Dizzy Gillespie <i>Manteca</i> YouTube	21 Ralph Vaughn Williams <i>English Folksong Suite</i> YouTube	22 Anton Dvorak <i>Serenade for Winds, Op. 44</i> YouTube	23 Dizzy Gillespie/Charlie Parker <i>Hot House</i> YouTube
24 William Schuman <i>Chester Overture</i> YouTube	25 Memorial Day John Williams <i>Hymn to the Fallen</i> YouTube	26 G. Rossini <i>William Tell Overture</i> YouTube	27 Dizzy Gillespie <i>A Night in Tunisia</i> YouTube	28 Anton Dvorak <i>Symphony #9 "New World"</i> YouTube	29 John Philip Sousa <i>The Stars and Stripes Forever</i> YouTube	30 Maynard Ferguson <i>MacArthur Park</i> YouTube
31 Spike Jones <i>Tchaikovsky Medley</i> 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 _____
 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:

APRIL IS JAZZ APPRECIATION MONTH!

dizzy gillespie



Photo: © Carl Van Vechten, Library of Congress

IMPORTANT FACTS TO KNOW ABOUT JOHN “DIZZY” GILLESPIE

- Born:** October 21, 1917, Cheraw, South Carolina
Died: January 6, 1993, Englewood, New Jersey
Period/Style of Jazz: Bebop, Afro-Cuban Jazz
Instrument: Trumpet, bandleader and composer
Major Compositions: *A Night in Tunisia, Con Alma, Groovin' High, Manteca*

- Interesting Facts:** Dizzy Gillespie invented the modern approach to jazz trumpet playing, which included extending the range of the instrument, improvising in a more linear fashion and playing with dramatic bursts with large interval leaps. He was among the first to use Afro-Cuban music in jazz.
- A Night in Tunisia*
- Google or find on Youtube....

■ The Story of Dizzy Gillespie (1917–1993)

John Birks “Dizzy” Gillespie was one of the most important and influential jazz trumpeters, after Louis Armstrong. Dizzy Gillespie, along with his colleagues Charlie Parker and Thelonious Monk, are considered to be the “fathers” of the fast-and-furious style

Gillespie began playing a “new” kind of music that would later be known as bebop. Unfortunately his bandleader, Cab Calloway, hated it. Gillespie was eventually fired from Cab Calloway’s group which really proved to be a blessing in disguise. For the next three years Gillespie did great work with some of the most popular jazz musicians of the time, such as Duke Ellington, Ella Fitzgerald and tenor saxophonist Coleman Hawkins. From the performances with those musicians, Dizzy also met alto saxophonist Charlie Parker and pianist Thelonious Monk. Gillespie and Monk became partners in jazz, and they worked on jazz theory for hours, which led to the bebop era.

Late in 1942, pianist Earl Hines brought Dizzy into his band along with Charlie Parker. “A Night in Tunisia” was their first bebop hit. Later, Dizzy teamed with Charlie Parker and the recordings that resulted from this band became extremely popular, such as “Salt Peanuts,” “Shaw Nuff,” “Groovin’ High,” and “I Can’t Get Started.”





Photo: © Lee Tanner

Roy Eldridge, trumpet player extraordinaire, was a mentor to Dizzy Gillespie.



Photo: © Lee Tanner

After his trumpet bell was bumped and tilted during a concert, Dizzy decided he liked it and had his trumpets custom-made in that fashion.

In 1946 Gillespie put together a jazz orchestra that included Milt Jackson (vibes), John Lewis (piano), Ray Brown (bass), Kenny Clarke (drums), James Moody (saxophone), J. J. Johnson (trombone) and Chano Pozo (percussion), who shared Gillespie's growing love of Afro-Cuban/Latin jazz. Gillespie continued to play innovative music throughout the 1950s and 1960s, recording with a wide assortment of jazz greats.

Dizzy Gillespie had a love for teaching and sharing his knowledge of jazz with younger musicians. He formed a big band for overseas tours and inspired countless young musicians around the world.

Throughout the 1970s and 1980s, Gillespie toured and performed with the great contributors of jazz. He was invited to the White House by President Jimmy Carter after returning from a tour in Cuba where he celebrated his love for Afro-Cuban music in 1977. In the late 1980s, Gillespie was diagnosed with pancreatic cancer which ultimately led to his death on January 6, 1993 in Englewood, New Jersey.

Minton's Playhouse: The House of Bebop

Minton's Playhouse is regarded as the sanctuary where bebop had its beginning. Minton's Playhouse was located in Harlem and opened its doors in 1940. The owner and visionary of the club was Henry Minton, an accomplished musician on the clarinet. The club was special because the jam session policies were set up to allow many musicians to participate, leading to much experimentation.

Henry Minton hired Teddy Hill to manage the club. Hill was also a successful bandleader who was very personable and well-liked by musicians. Minton's Playhouse provided fertile ground for creativity, expanding a positive environment to share and nurture ideas. It was operated like an "after hours joint." This was good because many of the musicians would visit the club around

3 a.m., after their gigs (jobs), and would generally play music until 9 a.m. Charlie Parker, Thelonious Monk, Kenny Clarke, and Dizzy Gillespie were among the many regulars at the club.



Theonious Monk, Howard McGhee, Roy Eldridge and Teddy Hill at Minton's Playhouse




gillespie **scramble**

Unscramble the letters to spell the words that will complete each sentence.

1. Dizzy Gillespie, along with Charlie Parker and Thelonious Monk, helped to create a jazz style known as _____ (BPEBO).
2. Gillespie learned to play the trumpet as the age of 12. His trumpet mentor was _____ (ERELODIGRYD).
3. A popular composition written by Gillespie was _____ (STSPAUATLEN).
4. When Gillespie returned from Cuba, he was invited to perform at the White House for President _____ (ETRARC).
5. Gillespie collaborated with several musicians during his musical career. His major collaborator with the Afro-Cuban style was _____ (ZCAHONPOO).
6. Gillespie's nickname: _____ (ZIDYZ).
7. In 1917, Gillespie was born in _____ (RHCEWA), South Carolina.

Music Word Search

D O U B L E F L A T E Y O I G A T R I L L E A P
 O A S T F Y C U T L N R C R S T F E C U T U R R
 B D I S M Z X N A P D U T D V S R Z M N L A D S
 M A B R L U A C A Y I R A X B M L O A P H Y I T
 T A S P T H S T I Y A L V A A P I H C S O Y A A
 L R A S A A T I O A T U E T A S A A O E O A T C
 C O I M C N A I C E A U A A W T A O M R A A O C
 A D A L A L T R E A D L A D A A A T M A F T D A
 P I T C H A E E P B A I I X A F S A O E E R N T
 O N A I P T E F F E L P M V A F Y G N U R E E O
 S O A F F A H K L A G E S I A F F E T K M B C E
 H T F S A A A R A F A G H A N S A L I R A L S D
 M E Z Z O P I A N O R Y I I G U E T M Y T E E R
 S E M I T O N E T R N R O O S T E Y E U A C R O
 I D V S M Z X N L T R I P L E T M N X N L L C H
 N M E T R O N O M E I R M X B P L O D O A E I C
 T I M E S I G N A T U R E A O P I H P O I F A L
 E W A A A A L E O A T U L W A A A A M H T Y H R
 R A W S A A A R A A A U K E Y S I G N A T U R E
 V D A L R Y B A R L I N E D A L A Y T A E A T L
 A X A U S A A E A E A O I X A U S A A E A F S O
 L V T R Y T E U N W L P P V A R Y T E U F L E P
 S A A F F A I O L A W E S D O U B L E S H A R P
 N A F S A E T R O F O Z Z E M S T A A R A T A F

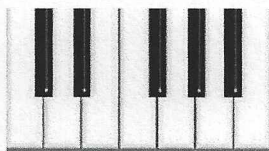
Find the following musical words in the word search. Word directions 

- Double Flat
- Flat
- Natural
- Sharp
- Double Sharp
- Piano
- Mezzo-piano
- Mezzo-forte
- Forte
- Common Time
- Treble Clef
- Bass Clef
- Fermata
- Barline
- Key Signature
- Staccato
- Tie
- Slur
- Tempo
- Note
- Semitone
- Tone
- Interval
- Chord
- Triad
- Triplet
- Time Signature
- Scale
- Pitch
- Rhythm
- Octave
- Rest
- Metronome
- Arpeggio
- Crescendo
- Diminuendo
- Trill
- Staff
- Legato
- Music



MUSIC WORKSHEET

Name: _____



Date: _____

Music Class
Period:

MUSICAL ALPHABET MAKE UP WORDS

Directions: Using only abcdefg (musical alphabet) create as many words as you can.

A
B
C
D
E
F
G

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
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48	
49	
50	

Beginning Music Theory Crossword Puzzle 1

Name _____

Across:

¹ A _____ indicates the end of a piece of music.

² _____ equal quarter rests in time value.

³ _____ are determined by the lower number in the time signature.

⁴ Distances between any two horizontal lines in a staff are called _____.

⁵ The second line of the staff names the _____.

⁶ A staff consists of five equally spaced _____.

⁷ For each note value in music there is an equal _____.

⁸ Bonus: A fun activity to do with music.

⁹ The distance between two bar lines is called a _____.

Down:

¹ Notes and rests placed on lines and in spaces to make music is called _____.

² The _____ tells the number of beats in a measure.

³ The _____ names the fourth line of the staff.

⁴ _____ equal half rests in time value.

⁵ A _____ equals a whole rest in time value.

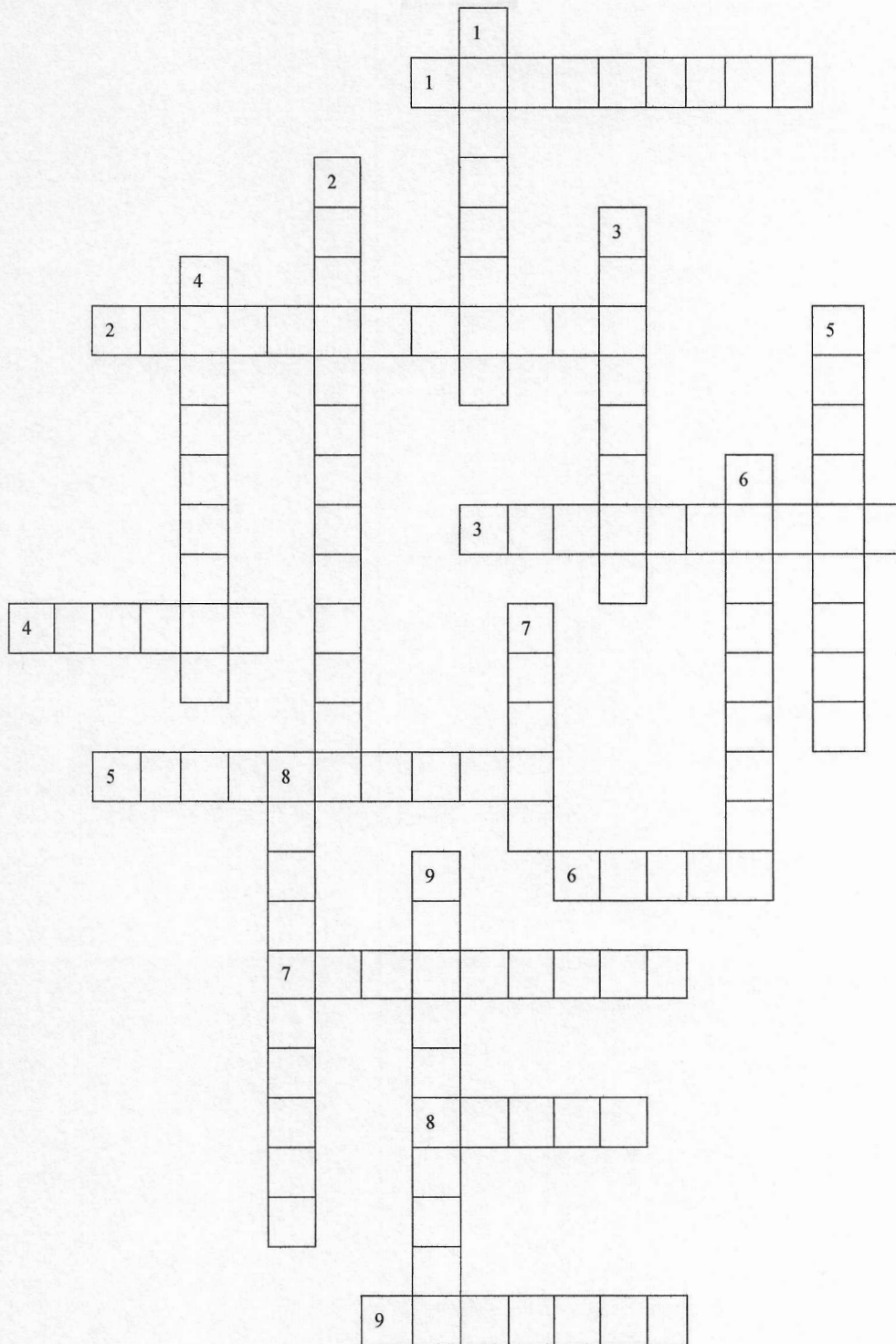
⁶ _____ at the beginning of every staff gives a letter name to each line and space.

⁷ A _____ consists of five lines equally spaced.

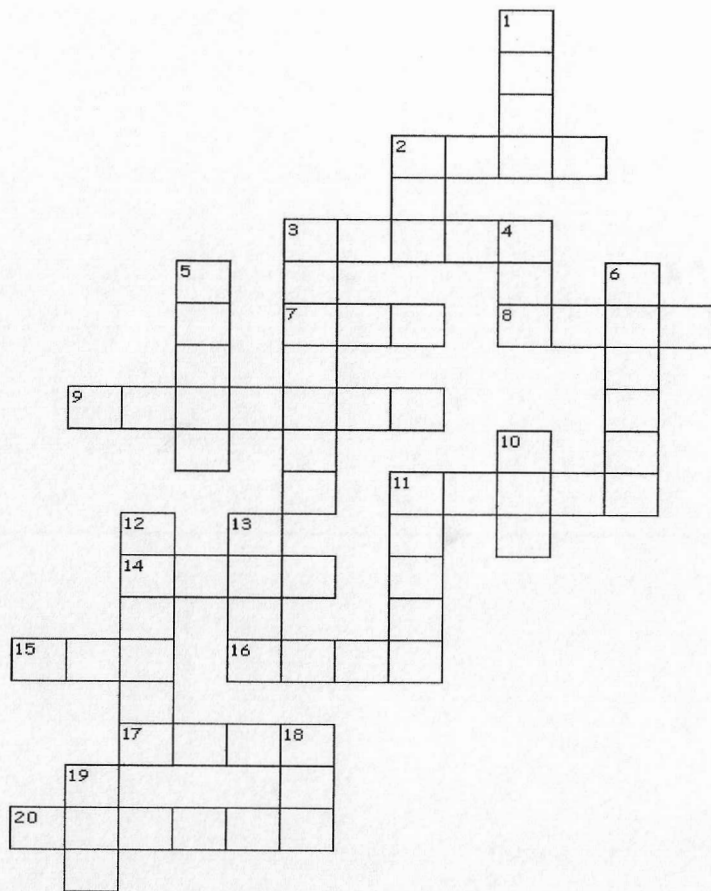
⁸ Very short lines added above or below the staff are called _____.

⁹ A _____ is equal to one-half the value of the note it follows.

Beginning Music Theory Crossword Puzzle 1
Name _____



Treble Clef Puzzle #2



Across

2.

3.

7.

8.

9.

11.

14.

15.

16.

17.

20.

Down

1.

2.

3.

4.

5.

6.

10.

11.

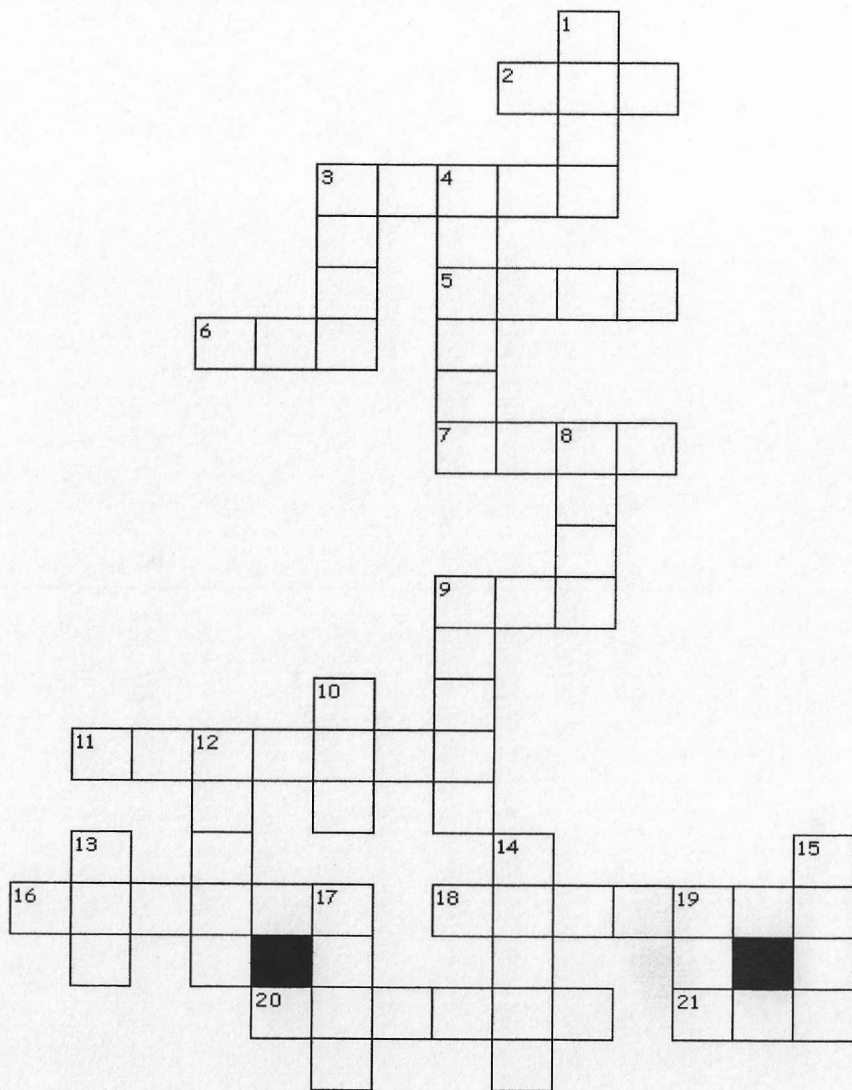
12.

13.

18.

19.

Bass Clef Puzzle #2



Across

- 2.
- 3.
- 5.
- 6.
- 7.
- 9.
- 11.
- 16.
- 18.
- 20.
- 21.

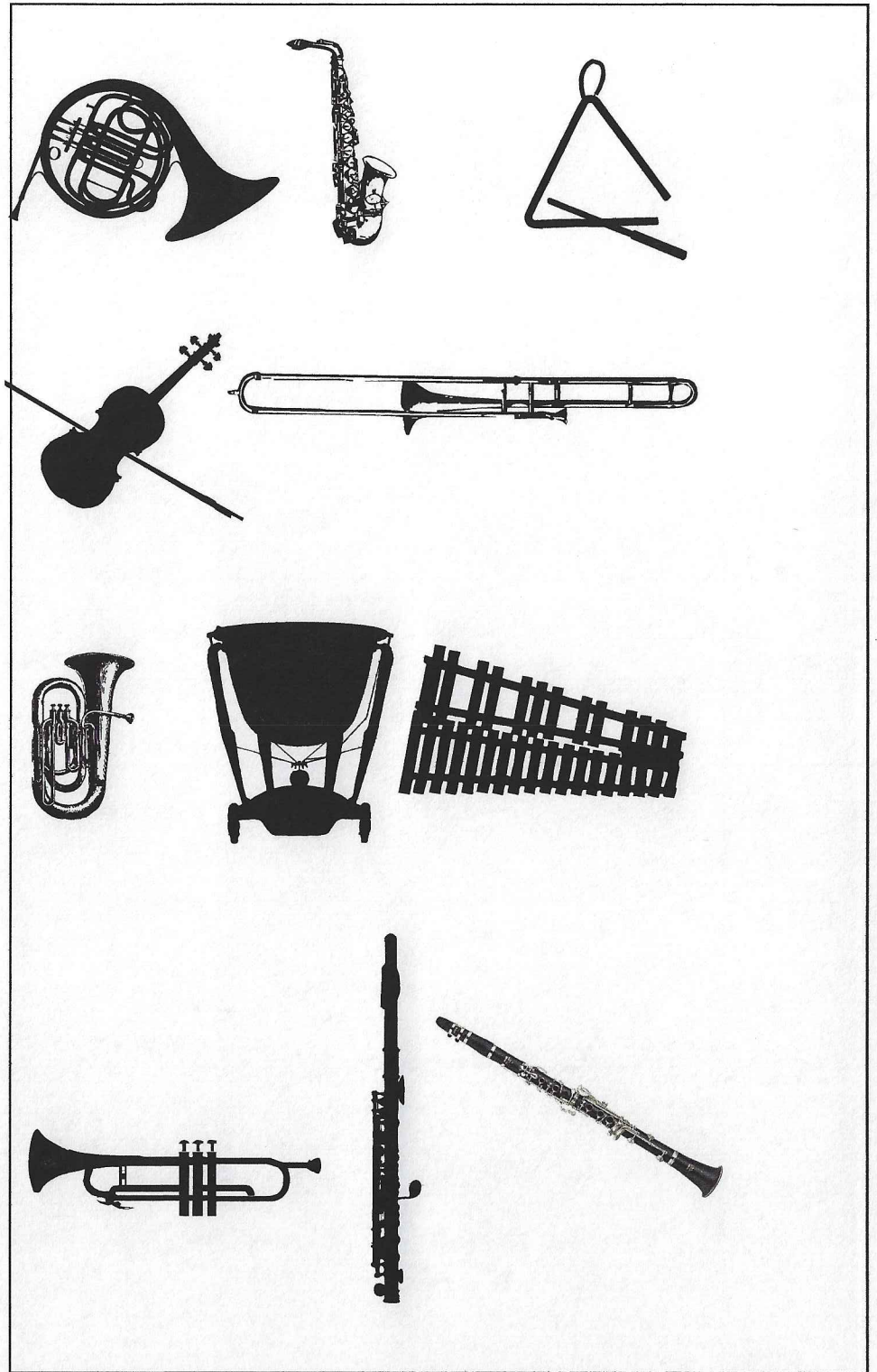
Down

- 1.
- 3.
- 4.
- 8.
- 9.
- 10.
- 12.
- 13.
- 14.
- 15.
- 17.
- 19.

Musical Instruments

Find each instrument name in the word search below.

E L T S T P W Z N U D T X Q X
 F R E N C H H O R N R D N V Y
 F V W N E I G E C O T L M X L
 X L K T Y L O I M L U Q K J O
 Y L U G B O G B A R B T V F P
 H R C T R L O N U D A N D H H
 I H S T E N I R A L C I B A O
 U D C A E L Z G X I N S K Q N
 T V V S X B Z L V A R D T N E
 E Q W J N O P K P S R T V Y Q
 P N K W G X P M V I O L I N U
 M G O W S P I H J Z B V K C E
 U G U Z M T J O O P D H Q F A
 R U Y C C N V I Y N N Q Y J T
 T Q C P F F W J B D E U R D I





Music Notation Worksheet

What is notation? Music notation is how (1)_____ is written down on paper. Music is written on a graph called a (2)_____ . This graph is composed of five lines.

(3)_____ are placed on the staff to represent sound. Each note placed on the staff has (4)_____ and rhythm. Rhythm is the note's (5)_____ or how long it sounds. Rhythm is also the (6) organization of sound _____ – a combination of long and short sounds moving through (7)_____ . We measure the duration in counts or

(8)_____ . A note has to be placed on the staff to have pitch. Pitch is the (9)_____ or lowness of sound. Notes are placed higher on the staff for higher pitches and (10)_____ on the staff for lower pitches. A note that is off the staff only has (11)_____ . You can tell how many beats a note gets by how it looks. The body

parts to a note are the (12)_____ (the round part), the stem (the straight line), the beam (the line that goes across the top and connects two notes) and the (13)_____ (the part that waves.) When notes are placed on the staff, they are either between the lines, which is a (14)_____

note, or they have a line going through the middle of them. In this case, they are a line note. Every line or space on the staff represents a specific sound. Every note on a staff has also has a

(15)_____ name. In music we use only the first seven letters of the alphabet. The musical alphabet is (16)_____ . Each letter is called a pitch. There are seven letters.

There are also seven syllables to go along with the letters. These syllables are do, re, mi, (17)_____, sol, la, ti, do. Pitches and rhythms go together to make up a (18)_____ .

- | | | | | |
|----------|----------|--------|--------|-------|
| abcdefg | flag | letter | pitch | staff |
| beats | head | lower | rhythm | time |
| duration | highness | melody | sound | |
| fa | length | notes | space | |

Virtual End of the Year Trip Destination: Busch Gardens

Student Name: _____

We're going on a virtual end of the year trip, the good news is that you get to help plan it since we're doing it from home.

1. Choose your group of two to three friends you would choose to ride the bus with and ride rides with in the park.
2. What movie are you watching on the bus? _____
3. If you aren't into watching movies on the bus what music are you listening to on your phone while you sit next to your friend for the ride? _____
4. What kind of snacks are you having? _____
5. What does your t-shirt look like that you and all of your music friends are wearing so we can keep track of each other? You can draw a design OR you can go to customink.com and design one to share with your teacher on google classroom or email.

We have arrived to the park, you have your ticket in hand and your meal voucher, it's time to have fun and ride some rides: Where will you begin? What countries will you travel through to get to your first ride? Will you walk? Ride the train? Ride the skyline? It is up to you to decide how you will spend your virtual day. Have fun!!! You can use your memory of the park OR you can go to the Busch Gardens website and look around, YouTube has some great videos of the roller-coasters and rides at Busch Gardens.

Ride # 1 _____

Ride # 2 _____

Ride # 3 _____

Ride # 4 _____

6. How are you getting around the park? _____

7. Have you had a snack yet? Where did you eat? What did you eat?

a. _____

b. _____

c. _____

Ride #5 _____

Ride #6 _____

Ride # 7 _____

Ride #8 _____

Ride #9 _____

8. Have you played any games? _____
9. Did you win anything? _____
10. Have you seen any shows? _____
11. Did you buy souvenirs? _____
12. Did you ride water rides? _____
13. What was your favorite virtual ride? _____
14. What did you have for lunch? _____
15. While you were in the park what type of music did you hear?

16. Did you recognize any instruments that we play in the band room?

17. What do you think Busch Gardens would be like if there were no music (Would it be less exciting? Less adventurous?)

18. How do you think music contributes to the environment at an amusement park?

Thank you for helping the music department create new memories, I hope you enjoyed this assignment.