

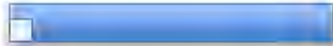
MS Choral Grades 6-8

Learning in Place Packet

April 6th – 24th, 2020

Suggested Pacing Guide:

Monday 4/6/2020



Practice Log

Intervals Worksheet

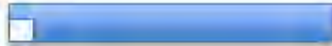
Tuesday 4/7/2020



Practice Log

Sight Sing Level I

Wednesday 4/8/2020



Practice Log

Choral Listening 1-2

Thursday 4/9/2020



Practice Log

Sight Sing Level II

Friday 4/10/2020



Practice Log

Review Sight Singing I and II (attempt BOTH levels)

Monday 4/20/2020



Practice Log

DICTION

Tuesday 4/21/2020



Practice Log

Sight Sing Level II

Wednesday 4/22/2020



Practice Log

BACH WORDSEARCH

Thursday 4/23/2020



Practice Log

Sight Sing Level III
*Try a part other than your own.

Friday 4/24/2020



Practice Log

Review Singing Level II and III

Compose

Name _____

MS Sight Reading

Instructions: 1) Label the counts 2) label the solfege 3) sing example at least twice.

Level 1

S/A  T/B 

S/A  T/B 

S/A  T/B 

Level 2

S/A  T/B 

S/A  T/B 

S/A  T/B 

Level 3

System 1: Four staves (Soprano, Alto, Tenor, Bass) in 4/4 time, key of Bb. The Soprano part begins with a half note G4, followed by quarter notes A4, Bb4, and C5. The Alto part begins with a half note G4, followed by quarter notes A4, Bb4, and C5. The Tenor part begins with a half note G4, followed by quarter notes A4, Bb4, and C5. The Bass part begins with a half note G3, followed by quarter notes A3, Bb3, and C4.

System 2: Four staves (Soprano, Alto, Tenor, Bass) in 4/4 time, key of Bb. The Soprano part begins with a half note G4, followed by quarter notes A4, Bb4, and C5. The Alto part begins with a half note G4, followed by quarter notes A4, Bb4, and C5. The Tenor part begins with a half note G4, followed by quarter notes A4, Bb4, and C5. The Bass part begins with a half note G3, followed by quarter notes A3, Bb3, and C4.

System 3: Four staves (Soprano, Alto, Tenor, Bass) in 4/4 time, key of BbEb. The Soprano part begins with a half note G3, followed by quarter notes A3, Bb3, and C4. The Alto part begins with a half note G3, followed by quarter notes A3, Bb3, and C4. The Tenor part begins with a half note G3, followed by quarter notes A3, Bb3, and C4. The Bass part begins with a half note G2, followed by quarter notes A2, Bb2, and C3.

See Warm Ups in this packet for ideas!

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

Monday – 4/6/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Tuesday – 4/7/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Wednesday – 4/8/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Thursday – 4/9/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Friday – 4/10/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Total Weekly Practice Time:

Hours: _____ Minutes: _____

Monday – 4/20/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Tuesday – 4/21/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Wednesday – 4/22/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Thursday – 4/23/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Friday – 4/24/2020

- Breathing Exercises: _____ min.
- Warm up your voice: _____ min.
- Sight Reading: _____ min.
- Star Spangled Banner: _____ min.
- Song of your choice: _____ min.

Total Weekly Practice Time:

Hours: _____ Minutes: _____

Warm Ups...

- Buzz the lips.
- Choose a song everyone knows and hum the melody through buzzed lips.
- Sing several times up and down the scale.
- Do it smoothly with each note blending into the other.
- Do it staccato with each note clearly separated.
- Work the vowels. Say the sounds quickly from left to right. Keep good tone and make sure each sound is different. Repeat 4 times.

MOO MOH MAW MAH MAY MEE

BOO BOH BAW BAH BAY BEE

TOO TOH TAW TAH TAY TEE

DOO DOH DAW DAH DAY DEE

NOO NOH NAW NAH NAY NEE

- **Repeat these six times. Keep the sound short.**

HA HA HA HEE

KA KA KA KEE

GA GA GA GEE

YA YA YA YEE

RA RA RA REE

PA PA PA PEE

TA TA TA TEE

WA WA WA WEE

ZA ZA ZA ZEE

Tongue Twisters

Say these ten times as quickly as possible.

Toy boat

An annoying noise annoys an oyster

The sixth sick sheik's sixth sheep's sick

Six thick thistle sticks

What gall to play ball in this small hall

A hotch-potch, moss-blotched, botched scotch block

Around the rough and rugged rock the ragged rascal ran

Intervals I

In music, an **interval** is the distance between two notes.

A **melodic interval** is the distance between two notes which are played one at a time.

A **harmonic interval** is the distance between two notes which are played at the same time.

Melodic Intervals

Harmonic Intervals

The interval between two identical notes is called a **unison**.

The interval of an eighth is called an **octave**.

1. Identify the following intervals as melodic (M) or harmonic (H).

2. Name these melodic intervals.

3. Name these harmonic intervals.

4. Write the indicated harmonic interval above the given note.

5. Write the indicated harmonic interval above the given note.

CHORAL LISTENING SONG 1

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 voicing 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:

CHORAL LISTENING SONG 2

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 voicing 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:

Johann Sebastian Bach



German Baroque Era Composer (1685-1750)

Johann Sebastian Bach was born in Eisenach, Germany in 1685. As a child Bach's father taught him to play violin and **harpsichord**. His uncles were all musicians, serving as church organists and court chamber musicians. One of his uncles, Johann Christoph Bach, introduced him to the art of organ playing.

In 1707 Bach married his second cousin Maria Bar-bara Bach. They had seven children. In 1720 Maria died, and Bach married Anna Magdalena Wilcke in 1721. Bach had 13 more children with Anna Magdalena. He was a father to 20 children in all.

In 1723 Bach became the cantor, organist, and music composer for St. Thomas Lutheran Church in Leipzig, Germany. Bach remained there for the rest of his life.

Some of Bach's most famous works include the Brandenburg Concertos, the Well-Tempered Clavier, and the celebrated organ work Toccata and Fugue in D Minor.

Johann Sebastian Bach died in 1750. Bach was not appreciated during his own lifetime and was considered an "old-fashioned" composer. Today, Bach is considered to be one of the most influential composers of all time. In fact, he is now such an important composer that the year of his death is a defining point in music history. It marks the end of the Baroque Era.

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

THERE ARE NINE TERMS FROM THE READING TO BE FOUND IN THE WORD SEARCH!

BEYOND A VOWEL

Vowels affect vocal tone and help convey the sound and clarity of words and text. Each word or syllable in a word has its own unique combination of vowel sounds. Some words are sung using pure vowel sounds. For example, when singing the word 'free', the pure vowel E sustains and carries the tone.

When reading a text, some words may appear to have one vowel sound, however when sung, two or more vowel sounds can be heard. Syllables that begin with one vowel sound and gradually change to another vowel sound on the same syllable are called *diphthongs*, for example 'soil'.

Here are some common words that have diphthongs:

SPEAK	SING	SPEAK	SING
Say	s - <u>A</u> EE	Boy	b - <u>O</u> EE
Cave	k - <u>A</u> EE - v	View	v - EE <u>OO</u>
Night	n - <u>AH</u> EE - t	Day	d - <u>A</u> EE

◆ EXPERIMENT

1. Listen closely to the vowel sounds as you or class members sing the opening measures of "America the Beautiful." After singing, identify and write each vowel sound below the text.

O beau - ti - ful for spa - cious skies, for am - ber waves of grain.

2. In the line above, circle the words or syllables that contain a diphthong. Sing the melody and listen closely to each diphthong. When singing words with diphthongs, sustain and emphasize the primary vowel sound as long as possible and move cleanly, quickly, and distinctly into the disappearing vowel. Treat the disappearing vowel sound as if it were more of a consonant than a vowel.

◆ EXTEND

1. Using a composition you are currently studying, identify words or syllables that contain a diphthong.
2. Identify two phrases that contain diphthongs.
3. Using those same two phrases, sing the diphthongs, putting more emphasis on the *disappearing* vowel sound than the primary vowel sound.
4. Sing the same two phrases again. This time when singing the diphthongs, sustain and emphasize the primary vowel sound as long as possible and move cleanly, quickly, and distinctly into the disappearing vowel.
5. In your opinion, which performance demonstrates the best choral tone and clear diction?

COMPOSING MELODIES

Melody can be defined as "a succession of musical tones." (*Harvard Dictionary of Music*) A melody can contain repeated tones and tones that move by step or skip.

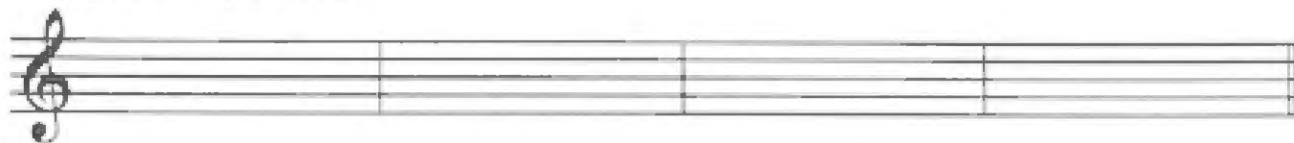


◆ EXPERIMENT

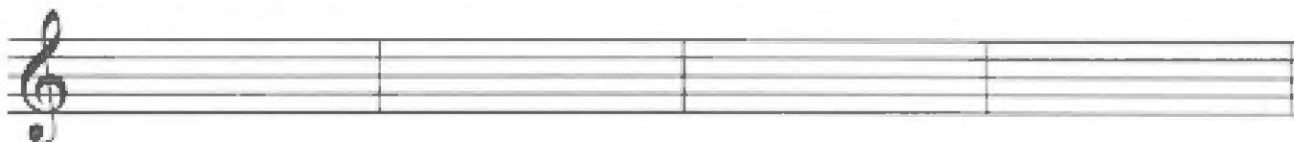
Using pitches from the C major scale, choose a meter and compose three 4-measure melodies: one that uses only steps, one using only skips, and one that uses both steps and skips. Begin and end each melody on C. Play or sing your melody for the class.



MELODY WITH STEPS



MELODY WITH SKIPS



MELODY WITH STEPS AND SKIPS

