

Lesson Planner **8TH GRADE CONCERT**

BAND - QUARTER 3

Cardinal Heights Upper Middle School

Name: _____

Lesson Assignments:

In the event of an absence or missed lesson you must schedule a make-up lesson within one week of the original lesson to earn credit for the lesson.

Lesson 1 (Jan. 28- 31)

- Concert Gb Scale/Arpeggio
- Rhythm 5G-5L
- Solo
- SM #1 –Autobahn

Lesson 2 (Feb. 4-8)

- Concert Db Scale/Arpeggio
- Rhythm 6A-6F
- Allegretto**
- SM #2 –Autobahn

SOLO NIGHT – 2/7, SOLO & ENS– 2/9

Lesson 3 (Feb. 11-15)

- Concert Ab Scale/Arpeggio
- Rhythm 6G-6L
- Dance of the Tumblers**
- SM #3 –Autobahn

Lesson 4 (Feb. 18-22)

- Concert Eb & Bb Scale/Arpeggio
- Rhythm 7A-7F
- Autobahn**
- SM #4 –Concert G

Lesson 5 (Feb. 25-March 1)

- Concert F & C Scale/Arpeggio
- Rhythm 7G-7L
- Ancient Flower**
- All Concert Music Complete**
- SM #5 – Concert G

Lesson 6 (March 4-8)

- No Lesson Assignments this week**

MARCH CONCERT – Thurs. 3/9 @ 7pm

Lesson 7 (March 11-15)

- Concert G Scale & Arpeggio
- Rhythm 8A-8F
- SM #6 -TBD

Lesson 8 (March 18-22)

- Chromatic Scale
- Rhythm 8G-8L
- SM #7 – TBD

Lesson 9 (March 25-28)

- Rhythm 9A-9L
- Review new concert music
- SM #8 – TBD

Major Scales – 10 Points

Below scales played in quarter notes at tempo 100.

Major Scales Preparation–Play each scale two times consecutively without error before moving to the next tempo.

| | | | | | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|----|----|----|----|-----|
| Gb | 52 | 56 | 60 | 64 | 68 | 72 | 76 | 80 | 84 | 88 | 92 | 96 | 100 |
| Db | 52 | 56 | 60 | 64 | 68 | 72 | 76 | 80 | 84 | 88 | 92 | 96 | 100 |
| Ab | 52 | 56 | 60 | 64 | 68 | 72 | 76 | 80 | 84 | 88 | 92 | 96 | 100 |
| Eb | 52 | 56 | 60 | 64 | 68 | 72 | 76 | 80 | 84 | 88 | 92 | 96 | 100 |
| Bb | 52 | 56 | 60 | 64 | 68 | 72 | 76 | 80 | 84 | 88 | 92 | 96 | 100 |
| F | 52 | 56 | 60 | 64 | 68 | 72 | 76 | 80 | 84 | 88 | 92 | 96 | 100 |
| C | 52 | 56 | 60 | 64 | 68 | 72 | 76 | 80 | 84 | 88 | 92 | 96 | 100 |
| G | 52 | 56 | 60 | 64 | 68 | 72 | 76 | 80 | 84 | 88 | 92 | 96 | 100 |

I goofed – can I do that one more time?

Do Over #1

Do Over #2

Do Over #3

Do Over #4

Concert Music

___ **Allegretto** (100 points)

___ **Dance of the Tumblers** (100 points)

___ **Autobahn** (100 points)

___ **Ancient Flower** (100 points)

Rhythms – 10 points each

- 5A-5F - 7A-7L

- 5G-5L - 7G-7L

- 6A-6F - 8A-8F

- 6G-6L - 8G-8L

Smartmusic – 10 points each

___ #1 – Autobahn ___ #6 – TBD

___ #2 – Autobahn ___ #7 – TBD

___ #3 – Autobahn ___ #8 – TBD

___ #4 – TBD

___ #5 – TBD

Other Assignments:

___ **Solo Performance (100 pts) 2/7 Solo Night or 2/9 Solo & Ens**

___ **Concert Performance (100 points) 3/7/19, 7pm @ CHUMS**

To earn full credit for concert attendance you must be seated on time for warm-up, dressed appropriately, display appropriate behavior and concert etiquette throughout the concert, and complete your teardown assignment.

Quarter 3 Band Calendar

January

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--------|----------------------|-----------|----------|--------|----------|
| 27 | 28 | 29 Lesson Academy | 30 | 31 | | |

February

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|-----------------------|---|-----------|-------------------------------------|---|---|
| | | | | | 1 Wisconsin Summit | 2 |
| 3 | 4 | 5 Lesson Academy | 6 | 7 Solo Night 3:00-6:30 | 8 | 9 Solo/Ensemble @ PM 8-4 |
| 10 | 11 | 12 Lesson Academy WSMA Piano Night | 13 | 14 | 15 Middle School Jazz Festival 3-8 | 16 High School Jazz Festival Concert 7:00 |
| 17 | 18 PV Band Concert | 19 Lesson Academy PM Band Concert | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 Lesson Academy SOSP Kick-Off Meeting 7pm @ HS | 27 | 28 | 1 | |

Wind Symphony & 9th Tour
(depart 3:00 3/3 & return 3:30 3/4)

March

| Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|--------|--|--|--|---|---|----------|
| | | | | | 1 | 2 |
| 3 | 4 | 5 Lesson Academy HS Band Concert 7:30 | 6 | 7 CH Band Concert 8 th Grade 7:00 9 th /WS 8:00 | 8 | 9 |
| | | | Conductor in Residency with Cheryl Floyd | | | |
| 10 | 11 | 12 Lesson Academy | 13 | 14 | 15 Swing Into Spring Big Band Dance PM 6-9 | 16 |
| | Auditions for 2016/2017 Cardinal Heights Wind Symphony | | | | | |
| 17 | 18 | 19 Lesson Academy | 20 | 21 | 22 | 23 |
| 24/31 | 25 | 26 Lesson Academy | 27 | 28 | 29 No School | 30 |

Costa's Levels of Questioning (learning) – Music

(not stolen from Carolyn Barber, just adopted from Costa's Levels of Questioning)

Level 3 (the highest level) requires one to apply the information – creating music

Level 2 (the middle level) requires one to process the information – developing music & ensemble

Level 1 (the lowest level) requires one to gather information – the mechanics of music

3 – Applying

- **Moving from analytical to artistic/holistic**
- **Connecting to the creative process & potential**
- **Thinking both convergently & divergently (simultaneously!)**
- **Find a broad spectrum of possibilities in simple items or situations**
- **Artistry** – a person's ability to affect others though a deliberate aesthetic effort
- **Creative process:** applying simultaneously contradictory cognitive techniques (convergent and divergent) to raw materials gathered through development of skills/craft resulting in flashes of insight that are subsequently developed into new and valuable perspectives, interpretations, and solutions.

| | | |
|--------------------------------|--------------------------------------|------------------------------|
| Creativity | Imagery | Interplay fuels creation |
| Artistry | Communicating | Creating within the moment |
| Visualization | Embrace changeability & adaptability | “if...then...” |
| Engaging an informed intuition | Emotional engagement | Connecting yourself to music |

2 – Processing

- **Directed listening & adjusting**
- **Critical listening**
- **Discover composer's intent**
- **Developing Ensembleship**
- **Discovery of other parts**
- **Search for implied meaning**
- **Interactive & adaptive**

| | | |
|---------------|------------------------------------|----------------------------|
| Harmony | Unity (concepts, message) | Horizontal sound structure |
| Texture | Developed | Vertical sound structure |
| Form | Ensemble Interpretation | Intonation |
| Collaboration | Group timbre/color | Balance & blend of sounds |
| Synthesis | Engage in music as a listening art | Reflection & analyses |

1 – Gathering

- **Technical**
- **Develop/learn musical vocabulary**
- **Developing skills/craft**
- **Build muscle & musical memory**
- **Preparing your contribution to the ensemble**
- **Gathering information & developing a plan for success**
- **Practicing on your own**
- **Repetition – slow & controlled**
- **Solve individual problems**
- **Develop Consistency**

| | | |
|-----------------------------------|--------------|-----------------------|
| Rhythmic values (sound & silence) | Dynamics | Melody/phrasing |
| Key Signatures/Tonality | Range | Historical Influences |
| Notes/Fingerings/Stickings | Subdivisions | Cultural Influences |
| Articulation | Timbre/color | Performance Practice |
| Intonation | | |