

8<sup>th</sup> Grade Concert Band – Quarter 3

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. 27 - 31)**
  - Concert Gb Scale & Arpeggio
  - SM #1
  - Solo – Play all
  - **Huayno**
- **Lesson 2 (February 3-7)**
  - Concert Db Scale & Arpeggio
  - Rhythm 13A-13-F
  - SM #2
  - **Metamorphosis**

**SOLO NIGHT – 2/9, SOLO & ENS– 2/11**

- **Lesson 3 (Feb. 10-14)**
  - Concert G Scale & Arpeggio
  - Rhythm 13G-13L
  - SM #3
  - **Amaranthine**
- **Lesson 4 (Feb. 17-20)**
  - Concert Ab Scale & Arpeggio
  - Rhythm 14A-14F
  - SM #4
  - **Amen!**
- **Lesson 5 (Feb. 24-28)**
  - All Assignments from Lessons 1-4 must be completed
- **Lesson 6 (March 2-6)**
  - Concert Eb Scale & Arpeggio
  - Rhythm 14G-14L
  - SM #5 – TBD
  - **All Concert music Completed**
- **Lesson 7 (March 9-12)**

**MARCH CONCERT – Thurs. 3/5 @ 7pm**

- **Lesson 8 (March 16-20)**
  - Concert Bb & F Scale & Arpeggio
  - Rhythm 15A-15F
  - SM #6 -TBD
- **Lesson 9 (March 30-April 3)**
  - Concert C Scale & Arpeggio
  - Rhythm 15G-15L
  - SM #7 - 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
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**Concert Music**

- \_\_\_ **Huayno** (100 points)
- \_\_\_ **Metamorphosis** (100 points)
- \_\_\_ **Amaranthine** (100 points)
- \_\_\_ **Amen!** (100 points)

**Rhythms – 10 points each**

- 13A-13F      - 15A-15L
- 13G-13L      - 15G-15L
- 14A-14F
- 14G-14L

**Smartmusic – 10 points each**

- \_\_\_ #1 – Amen!
- \_\_\_ #2 – Amen!
- \_\_\_ #3 – Amen!
- \_\_\_ #4 – Amen!
- \_\_\_ #5 – TBD
- \_\_\_ #6 – TBD
- \_\_\_ #6 – TBD

**Other Assignments:**

- \_\_\_ **Solo Performance (100 pts) 2/6 Solo Night or 2/8 Solo & Ens**
- \_\_\_ **Concert Performance (100 points) 3/5/20, 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 2020

January						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
26	27	28 Lesson Academy	29	30	31	1
February						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3	4 Lesson Academy	5	6 <b>Solo Night</b> 3:00-6:30	7	8 <b>Solo/Ensemble</b> @ PM 8-4
9	19	11 Lesson Academy WSMA Piano Night	12	13	14 <b>Middle School</b> <b>Jazz Festival</b> 3-8	15 High School Jazz Festival Concert 7:00
16	17	18 Lesson Academy	19	20	21 No School	22
23	24	25 Lesson Academy	26	27	28	29
				<b>Wind Symphony &amp; 9<sup>th</sup> Tour</b> (depart 3:00 3/3 & return 3:30 3/4)		
March						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Lesson Academy HS Band Concert 7:30	4	5 <b>CH Band</b> <b>Concert</b> 8 <sup>th</sup> Grade 7:00 9 <sup>th</sup> /WS 8:00	6	7
			<b>Conductor in Residency with Cheryl Floyd</b>			
8	9	10 Lesson Academy	11	12	13 No School	14
<b>Auditions for 2016/2017 Cardinal Heights Wind Symphony</b>						
15	16	17 Lesson Academy	18	19	20	21
22	23	24	25	26	27	28
<b>Spring Break</b>						
29	30	31 Lesson Academy	1	2	3 <b>Swing Into</b> <b>Spring Big</b> <b>Band Dance</b> PM 6-10	4

# Costa's Levels of 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

<h2>3 – Applying</h2> <ul style="list-style-type: none"> <li>• <b>Moving from analytical to artistic/holistic</b></li> <li>• <b>Connecting to the creative process &amp; potential</b></li> <li>• <b>Thinking both convergently &amp; divergently (simultaneously!)</b></li> <li>• <b>Find a broad spectrum of possibilities in simple items or situations</b></li> <li>• <b>Artistry</b> – a person's ability to affect others though a deliberate aesthetic effort</li> <li>• <b>Creative process:</b> 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.</li> </ul>		
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
<h2>2 – Processing</h2> <ul style="list-style-type: none"> <li>• <b>Directed listening &amp; adjusting</b></li> <li>• <b>Critical listening</b></li> <li>• <b>Discover composer's intent</b></li> <li>• <b>Developing Ensembleship</b></li> <li>• <b>Discovery of other parts</b></li> <li>• <b>Search for implied meaning</b></li> <li>• <b>Interactive &amp; adaptive</b></li> </ul>		
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
<h2>1 – Gathering</h2> <ul style="list-style-type: none"> <li>• <b>Technical</b></li> <li>• <b>Develop/learn musical vocabulary</b></li> <li>• <b>Developing skills/craft</b></li> <li>• <b>Build muscle &amp; musical memory</b></li> <li>• <b>Preparing your contribution to the ensemble</b></li> <li>• <b>Gathering information &amp; developing a plan for success</b></li> <li>• <b>Practicing on your own</b></li> <li>• <b>Repetition – slow &amp; controlled</b></li> <li>• <b>Solve individual problems</b></li> <li>• <b>Develop Consistency</b></li> </ul>		
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		