8th Grade Band Lesson Planner:
Quarter 1 – CONCERT BAND

Cardinal Heights Upper Middle School Band

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 (Sept. 10-14)**
- Begin Warm-up routine
- Review Concert Bb Major Scale
- Write Rhythm 1A-1F
- Begin Transcription Project

❑**Lesson 2 (Sept. 17-21)**
- Warm-up
- Bb Major Scale
- Rhythms: 2A-2F
- Transcription Project: A completed
- Plan Celtic Air & Dance
- *Smartmusic*

❑**Lesson 3 (Sept. 24-28)**
- Warm-up routine
- Concert Eb Major Scale
- Rhythms: 3A-3F
- Transcription Project: AB Completed
- ***Celtic Air & Dance***
- *Smartmusic*

❑**Lesson 4 (Oct. 1-5)**
- Warm-up routine
- Concert Ab Major Scale
- Rhythms: 1G-1L
- Transcription Project: ABA
- ***Asian Folk Rhapsody***
- *Smartmusic*

❑**Lesson 5 (Oct. 8-12)**
- Warm-Warm-up routine
- Concert F Major Scale
- Rhythms: 2G-2L
- ***In Sheldon Glen***
- *Smartmusic*

❑**Lesson 6 (Oct. 15-19)** Warm-
- Warm-up routine
- Concert C Major Scale
- Rhythms: 5A-5F
- ***All Concert Music Complete***

❑**Lesson 7 (Oct. 22-26)**
- Chromatic Warm-up
- Smartmusic #1
- Select Solo
- *Smartmusic*

Concert: 10/22/18

❑**Lesson 8 (Oct 29-Nov. 2)**
- Solo Goal #1
- Rhythms 5G-5L
- *Smartmusic*

Major Scales – 10 Points

Below scales played in eighth notes at tempo 92.

Major Scales Preparation-Play each scale three times consecutively without error before moving to the next tempo. All scales are performed from memory.

							Completed
Bb	52	60	72	80	88	92	
Eb	52	60	72	80	88	92	
Ab	52	60	72	80	88	92	
F	52	60	72	80	88	92	
C	52	60	72	80	88	92	
Bb Chro.	52	60	72	80	88	92	

Concert Music – 100 points each

___ ***Celtic Air & Dance*** Due: Sept. 24-28

___ ***Asian Folk Rhapsody*** Due: Oct. 8-12

___ ***In Sheldon Glen*** Due: Oct. 8-12

Rhythm Assignments – 10 points

___ 1A-1F ___ 2A-2F ___ 3A-3F ___ 1G-1L

___ 2G-2L ___ 3G-3L ___ 5A-5F ___ 5G-L

Smartmusic/Lesson Book – 10 Points Each

___ #1- TBD
___ #2 –TBD

Transcription Project – 50 Points

See Rubric at the end of this planner

Other Assignments:

___ **Concert Performance - (100 points) 10/24/17**

To earn full credit for concert performance 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.

Plan your practice – Celtic Air & Dance

Using the Bracket Method to prepare your music

1. Read through the piece (the whole thing or in sections) at a tempo as close the indicated performance tempo as possible. Do this without stopping for mistakes or to fix difficult sections. This will help you glimpse what is in the piece and how it works together.
2. Read through a second time (again, either as a whole or in sections). This time use your pencil to mark each rough spot. Put a bracket just to the left of the beginning of the spot and find where the rough passage ends and place another bracket to the right of that rough spot.
3. Take a look at the bracketed sections. If you have brackets on sections that are exactly the same and occur multiple times (the same thing repeated), you can erase the repeated brackets. Write the bracketed sections in the chart below.
4. Determine what makes the trouble spot difficult. Is it a difficult rhythm, technical (fast notes), difficult intervals between notes, articulation, or something else? List what is difficult in the chart below.
5. Decide the best way or ways to practice this bracket section. You may want to have multiple ways to improve (take a look at the list on the next page for ideas). Rate each section's priority levels (tackle the most difficult sections first and then move to other sections). Choose a completion date for each section based on your goals. **If you are unsure how to improve ask!!!**

Celtic Air & Dance – Bracket Sections

Measures in Bracket	What makes this difficult – what will you improve?	How should you practice this – how will you improve?	Rate each section by priority	When will you complete this section

The top 10 ways to practice & improve your music!

1. Change the tempo – go slower or faster than indicated.
2. Break the section into smaller and more easily improved sections – make it easy in small bits!
3. Change (simplify) the rhythm – brake up sections of the rhythm or add long notes to the rhythm. Make the rhythm easy through your modification and then start to change back to the original.
4. Change the articulations – add tongued notes to slurs, slur tongued notes, play only the accents, or play accent to accent.
5. Change the melody – play all on one note, remove large leaps, or play in a different octave.
6. Change expressive markings – dynamics, phrasings, or character.
7. Rehearse different elements-clap rhythms, count rhythms, sing the part, buzz the part, finger the part, or count/sing with the metronome.
8. Penny practice – can you perform the section five times without a mistake? As written or modified? Ask Mesner what the pennies are for…
9. Compare to models – hear examples of the exact part or similar performances on recordings, youtube, your peers, or teachers.
10. Get feedback – record yourself and listen or have someone listen to you.

Celtic Air & Dance --- Performance Rubric								
	You're Ready to Go! 20-19	***You're Almost There! 18-17***	***Keep Working 16-15***	***Time to start working! 15 & below***	**Points Earned:**	***1st Try***	***2nd Try***	***3rd Try***
						/100	***/100***	***/100***
Note Accuracy	All Correct	Mostly Correct	Some Correct	Few Correct				
Rhythm & Tempo Accuracy	All Correct @ Tempo	Mostly Correct @ Tempo	Some Correct @ Tempo	Few Correct @ Tempo				
Articulation	All Correct	Mostly Correct	Some Correct	Few Correct				
Tone & Intonation	Excellent	Generally Good	Inconsistent	Lacking				
Musicality	Very Clear	Generally Clear	Inconsistent	Lacking				

Plan your practice – Asian Folk Rhapsody

Using the Bracket Method to prepare your music

1. Read through the piece (the whole thing or in sections) at a tempo as close the indicated performance tempo as possible. Do this without stopping for mistakes or to fix difficult sections. This will help you glimpse what is in the piece and how it works together.
2. Read through a second time (again, either as a whole or in sections). This time use your pencil to mark each rough spot. Put a bracket just to the left of the beginning of the spot and find where the rough passage ends and place another bracket to the right of that rough spot.
3. Take a look at the bracketed sections. If you have brackets on sections that are exactly the same and occur multiple times (the same thing repeated), you can erase the repeated brackets. Write the bracketed sections in the chart below.
4. Determine what makes the trouble spot difficult. Is it a difficult rhythm, technical (fast notes), difficult intervals between notes, articulation, or something else? List what is difficult in the chart below.
5. Decide the best way or ways to practice this bracket section. You may want to have multiple ways to improve (take a look at the list on the next page for ideas). Rate each section's priority levels (tackle the most difficult sections first and then move to other sections). Choose a completion date for each section based on your goals. **If you are unsure how to improve ask!!!**

Asian Folk Rhapsody --- Bracket Sections				
Measures in Bracket	What makes this difficult – what will you improve?	How should you practice this – how will you improve?	Rate each section by priority	When will you complete this section

The top 10 ways to practice & improve your music!

1. Change the tempo – go slower or faster than indicated.
2. Break the section into smaller and more easily improved sections – make it easy in small bits!
3. Change (simplify) the rhythm – brake up sections of the rhythm or add long notes to the rhythm. Make the rhythm easy through your modification and then start to change back to the original.
4. Change the articulations – add tongued notes to slurs, slur tongued notes, play only the accents, or play accent to accent.
5. Change the melody – play all on one note, remove large leaps, or play in a different octave.
6. Change expressive markings – dynamics, phrasings, or character.
7. Rehearse different elements-clap rhythms, count rhythms, sing the part, buzz the part, finger the part, or count/sing with the metronome.
8. Penny practice – can you perform the section five times without a mistake? As written or modified? Ask Mesner what the pennies are for…
9. Compare to models – hear examples of the exact part or similar performances on recordings, youtube, your peers, or teachers.
10. Get feedback – record yourself and listen or have someone listen to you.

Asian Folk Rhapsody --- Performance Rubric								
	You're Ready to Go! 20-19	***You're Almost There! 18-17***	***Keep Working 16-15***	***Time to start working! 15 & below***	**Points Earned:**	***1st Try***	***2nd Try***	***3rd Try***
						/100	***/100***	***/100***
Note Accuracy	All Correct	Mostly Correct	Some Correct	Few Correct				
Rhythm & Tempo Accurac	All Correct @ Tempo	Mostly Correct @ Tempo	Some Correct @ Tempo	Few Correct @ Tempo				
Articulation	All Correct	Mostly Correct	Some Correct	Few Correct				
Tone & Intonatio n	Excellent	Generally Good	Inconsistent	Lacking				
Musicality	Very Clear	Generally Clear	Inconsistent	Lacking				

Plan your practice – In Sheldon Glen

Using the Bracket Method to prepare your music

6. Read through the piece (the whole thing or in sections) at a tempo as close the indicated performance tempo as possible. Do this without stopping for mistakes or to fix difficult sections. This will help you glimpse what is in the piece and how it works together.
7. Read through a second time (again, either as a whole or in sections). This time use your pencil to mark each rough spot. Put a bracket just to the left of the beginning of the spot and find where the rough passage ends and place another bracket to the right of that rough spot.
8. Take a look at the bracketed sections. If you have brackets on sections that are exactly the same and occur multiple times (the same thing repeated), you can erase the repeated brackets. Write the bracketed sections in the chart below.
9. Determine what makes the trouble spot difficult. Is it a difficult rhythm, technical (fast notes), difficult intervals between notes, articulation, or something else? List what is difficult in the chart below.
10. Decide the best way or ways to practice this bracket section. You may want to have multiple ways to improve (take a look at the list on the next page for ideas). Rate each section's priority levels (tackle the most difficult sections first and then move to other sections). Choose a completion date for each section based on your goals. **If you are unsure how to improve ask!!!**

In Sheldon Glen – Bracket Sections				
Measures in Bracket	What makes this difficult – what will you improve?	How should you practice this – how will you improve?	Rate each section by priority	When will you complete this section

The top 10 ways to practice & improve your music!

11. Change the tempo – go slower or faster than indicated.
12. Break the section into smaller and more easily improved sections – make it easy in small bits!
13. Change (simplify) the rhythm – brake up sections of the rhythm or add long notes to the rhythm. Make the rhythm easy through your modification and then start to change back to the original.
14. Change the articulations – add tongued notes to slurs, slur tongued notes, play only the accents, or play accent to accent.
15. Change the melody – play all on one note, remove large leaps, or play in a different octave.
16. Change expressive markings – dynamics, phrasings, or character.
17. Rehearse different elements--clap rhythms, count rhythms, sing the part, buzz the part, finger the part, or count/sing with the metronome.
18. Penny practice – can you perform the section five times without a mistake? As written or modified? Ask Mesner what the pennies are for…
19. Compare to models – hear examples of the exact part or similar performances on recordings, youtube, your peers, or teachers.
20. Get feedback – record yourself and listen or have someone listen to you.

In Sheldon Glen --- Performance Rubric								
	You're Ready to Go! 20--19	***You're Almost There! 18--17***	***Keep Working 16--15***	***Time to start working! 15 & below***	**Points Earned:**	***1st Try***	***2nd Try***	***3rd Try***
						/100	***/100***	***/100***
Note Accuracy	All Correct	Mostly Correct	Some Correct	Few Correct				
Rhythm & Tempo Accuracy	All Correct @ Tempo	Mostly Correct @ Tempo	Some Correct @ Tempo	Few Correct @ Tempo				
Articulation	All Correct	Mostly Correct	Some Correct	Few Correct				
Tone & Intonation	Excellent	Generally Good	Inconsistent	Lacking				
Musicality	Very Clear	Generally Clear	Inconsistent	Lacking				

Planning your practice sessions – the organization continues!

On the previous pages you have identified sections of your music that you would like to improve and learn for your performance. A productive practice session also includes a great warm-up to improve fundamentals (tone, flexibility, technique, facility, and articulation). We will organize warm-ups in our lessons to help you continue to improve your musical skills. After your warm-up, focus on a practice goal in your concert music, solo, lesson book, or etude. This time is for making improvements in your music. A productive practice session also includes something fun or rewarding at the end (play a section of music that you really enjoy or put together sections you have practiced to hear your accomplishments).

A good format to cover all these ideas in a practice session is the 20/60/20 format.

20% Warm-up

(warm-up on any day you eat, sleep, or that ends with a y)

Use the first 20% of your practice session to improve your musical skills and fundamentals (tone, flexibility, technique, facility, and articulation). In a 20-30 minute practice session this would be 5-10 minutes of intense focus on skill improvement.

60% Music Practice

Use the middle 60% of your practice session to improve your music (concert music, solos, lesson book, or etudes). This is the time you use to make your performance of specific music better. Set goals for each piece, create priorities, and work toward your goals in segments (follow your plan in pages 4-17). In a 20-30 minute practice session this would be 15-20 minutes of intense focus on improving specific sections of music.

20% Fun/Rewarding

Use the last 20% of your practice session to play something just for fun or that will feel rewarding. This could be a section that you really love to play or you might put together sections of your music practice to demonstrate your improvement (it can be really fun to hear how much you have improved!). In a 20-30 minute practice session this would be 5-10 minutes of playing or performance.

Strive to practice and play your instrument every day (*outside of band rehearsal*). If you have a very busy day and no time for a complete practice session, make time for a 10 minute warm-up and omit the last 60/20%. This will keep your musical skills sharp and improving so that your complete practice sessions can be productive.

Costa's Levels of Questioning (learning) – Music

Level 1 (the lowest level) requires one to gather information – the mechanics of music
Level 2 (the middle level) requires one to process the information – developing music & ensemble
Level 3 (the highest level) requires one to apply the information – creating 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 = The exercise of all one's faculties (intellect, emotion, technique, intuition) in a concerted effort to bring into being something that wasn't there before**

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**
- **Discovery of other parts**
- **Search for implied meaning**
- **Interactive**

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	Refection & analyses

1 – Gathering

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

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		

Lesson week 1 – September 10-14

My Lesson Is Scheduled:

"We are what we repeatedly do. Excellence, then, is not an act, but a habit."
-Aristotle

Warm-ups & Scales (what to practice)	**Specific Goals (how to practice)**
Concert Music, Solo, or Lesson Book (what to practice)	**Specific Goals (how to practice)**
Notes	

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Lesson week 2 – September 17-21

My Lesson Is Scheduled:

"Energy and persistence conquer all things."
-Benjamin Franklin

Warm-ups & Scales (what to practice)	**Specific Goals (how to practice)**
Concert Music, Solo, or Lesson Book (what to practice)	**Specific Goals (how to practice)**
Notes	

Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Lesson week 3 – September 24-28

My Lesson Is Scheduled:

"The quality of our expectations determines the quality of our actions."
-Andre Godin

Warm-ups & Scales (what to practice)	**Specific Goals (how to practice)**
Concert Music, Solo, or Lesson Book (what to practice)	**Specific Goals (how to practice)**
Notes	

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Lesson week 4 – October 1-5

My Lesson Is Scheduled:

"A diamond is a piece of coal
that stuck to the job."
-Tim Lautzenheiser

Warm-ups & Scales (what to practice)	**Specific Goals (how to practice)**
Concert Music, Solo, or Lesson Book (what to practice)	**Specific Goals (how to practice)**
Notes	

Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Lesson week 5 – October 8-12

My Lesson Is Scheduled:

"Always bear in mind that your own resolution to success is more important than any other one thing."
-Abraham Lincoln

Warm-ups & Scales (what to practice)	**Specific Goals (how to practice)**
Concert Music, Solo, or Lesson Book (what to practice)	**Specific Goals (how to practice)**
Notes	

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	Tuner	Metronome Marking	Goal	Did you Achieve you Goal?
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Lesson week 6 – October 15-19

My Lesson Is Scheduled:

"Success is a journey, not a destination."
-Ben Sweetland

Warm-ups & Scales (what to practice)	**Specific Goals (how to practice)**
Concert Music, Solo, or Lesson Book (what to practice)	**Specific Goals (how to practice)**
Notes	

Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Lesson week 7 – October 22-26

My Lesson Is Scheduled:

"They can because they think they can."

-Virgil

Warm-ups & Scales (what to practice)	**Specific Goals (how to practice)**
Concert Music, Solo, or Lesson Book (what to practice)	**Specific Goals (how to practice)**
Notes	

Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
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❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
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❑ Music Goal 60%				
❑ Music Goal 60%				
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Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
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❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				
Practice Priorities & Strategies	**Tuner**	**Metronome Marking**	**Goal**	**Did you Achieve you Goal?**
❑ Warm-up 20%				
❑ Music Goal 60%				
❑ Music Goal 60%				
❑ Fun/Rewarding 20%				

Transcription Project

"Music expresses that which cannot be put into words and that which cannot remain silent."

- Victor Hugo

About the project:

The premise for this project - How did we learn to speak? That's a great way to also learn music. Many times in music, we spend a lot of time learning our letters (reading notes) before we learn our sounds (listening and imitating). This project will help us learn more about music through our ears, not our eyes.

Process:

1. Listen to piece you are going to transcribe.
2. Answer some questions:
    - What mood does this song and performer create?_____
    - Describe the performer's tone_____
    - What else do you immediately notice?_____

3. Begin Transcribing!	***Tips to Transcription:*** 1. *Determine the key of the piece (Band Director will help with this for now!)* 2. *Play that key's scale, arpeggio, and any other patterns you know* 3. *Work in small chunks (one measure at a time, first note of each measure, highest notes, lowest notes, etc..)* 4. *Draw a contour of the melody above the music* 5. *Determine if notes go step-wise or skip* 6. *Look for repetition*

4. Form: Mark any parts that are the same, or similar. (Example: A section = blue, B section = green)

5. Once you have the notes, start listening *BEYOND* the notes:
    - Tone Color & Tone Quality
    - Dynamics & Phrasing (mark in your part)
    - Articulation

6. Style & Mood (pick one to help communicate what this music says to you)
    - Draw a picture of how you see this piece
    - Write a poem of how you hear this piece
    - Find a piece that creates similar moods, colors, ideas, and support your reasoning
    - Find a painting, picture, etc... that creates a similar mood, color, idea and support your reasoning

Transcription Project Rubric:

	10 pts.	9 pts.	8 pts.	7 pts.	6 pts.	5 pts.	4 & below
Midway Check	All assigned sections are completed ahead of time with 1 - 2 minor errors.	All assigned sections are completed ahead of time with 3 - 5 minor errors.	Most of the assigned sections were completed ahead of time, with some errors.	Some of the assigned sections were completed ahead of time, with some errors.	A few of the assigned sections were completed ahead of time with many errors.	Only a couple measures of the assigned section were completed ahead of time with multiple errors.	No parts of the assigned section were completed ahead of time.
	10 pts.	**9 pts.**	**8 pts.**	**7 pts.**	**6 pts.**	**5 pts.**	**4 & below**
Written Note Accuracy	All notes are accurate.	1 - 4 errors.	5 - 8 errors.	9 - 12 errors.	13 - 16 errors.	17 - 20 errors.	More than 20 errors.
Performance Note Accuracy	All notes are accurate.	1 - 4 errors.	5 - 8 errors.	9 - 12 errors.	13 - 16 errors.	17 - 20 errors.	More than 20 errors.
Performance Rhythm Accuracy	All correct rhythms in steady pulse at required tempo.	All correct rhythms with a few slight hesitations at required tempo.	Almost all correct rhythms with a few hesitations at a slightly slower tempo.	Mostly correct rhythms with some hesitations and slightly slower tempo.	Some correct rhythms, many hesitations and slower tempo.	A few correct rhythms, mostly hesitant, and much slower tempo.	Lacking a sense of rhythm, pulse, or tempo.
Written & Performance Phrasing & Dynamics	Phrasing & Dynamics are clearly marked and performed with beauty and ease.	Almost all phrasing & dynamics are marked and performed confidently.	Most phrasing and dynamics are marked and performed, with some hesitation.	Some phrasing and dynamics are marked and performed. Usually sounds mechanical.	A few phrasings and dynamics are written in and attempted, but hard to tell.	One or two phrasings and dynamics are marked and performed.	No attempts are made at written or performance dynamics and phrasing.

Rubrics

Scale Rubric:

	10 pts.	9 pts.	8 pts.	7 pts.	6 pts.	5 pts.	4 & below
Note Accuracy	100% accuracy	100% accuracy. Clarity of articulation in need of improvement.	Performed accurately after starting over.	Performed accurately after 2 re-starts.	Need to keep practicing and try again when more prepared	Need to keep practicing and try again when more prepared	Need to keep practicing and try again when more prepared
Tone	Tone is full, warm, and smooth leading to sustained resonance.	Tone is generally full, warm, and smooth, but affected by range.	Tone is lacking in one area of fullness, warmth, or smoothness. Evalu ate air support or embouchure formation.	Tone is lacking in two areas of fullness, warmth, or smoothness. Evaluate air support or embouchure formation.	Tone is lacking in two areas of fullness, warmth, or smoothness. Evaluate air support and embouchure.	Tone has occasional moments of fullness, warmth, or smoothness. Evaluate air support and embouchure.	Tone is lacking any sense of fullness, warmth, or smoothness. Evaluate air support and embouchure.

Rhythm Rubric:

	10 pts.	9 pts.	8 pts.	7 pts.	6 pts.	5 pts.	4 & below
Written Accuracy	Rhythms are written in before lesson and no mistakes.	Rhythms are written in before lesson and 1-2 mistakes.	Rhythms are almost all written in before lessons and 3-4 mistakes.	Rhythms are mostly written in before lessons and 5 - 6 mistakes.	Some rhythms are written in before lesson and 7-8 mistakes.	A few rhythms are written in before lesson and mostly incorrect.	No rhythms are written in before lesson.
Performance Accuracy	No mistakes or hesitations.	1 - 2 mistakes or hesitations.	3 -4 mistakes or hesitations.	5 -6 mistakes or hesitations.	7 - 8 mistakes or hesitations.	9 - 10 mistakes and very hesitant.	Less than 50% accuracy and lack of pulse.