

*In the event of an absence or missed lesson you must schedule a makeup lesson  
within one week of the original lesson.*

*Notes & Assessments*

Lesson #1: September 10 - 14	<input type="checkbox"/> Instrument Fundamentals <input type="checkbox"/> Instrument Supply & Maintenance Check <input type="checkbox"/> Scale Project, Steps #3 & 4 (Chromatic) <input type="checkbox"/> Transcription Project, Introduction <input type="checkbox"/> <i>Smart Music Homework</i>	
		/20
Lesson #2: September 17 - 21	<input type="checkbox"/> Instrument Fundamentals <input type="checkbox"/> Rhythmic Foundations 1A - 1F <input type="checkbox"/> Scale Project, Review & C Major <input type="checkbox"/> Transcription Project, ½ Complete <input type="checkbox"/> <i>Smart Music Homework</i>	/10
		/20
		/10
Lesson #3: September 24 - 28	<input type="checkbox"/> Instrument Fundamentals <input type="checkbox"/> Rhythmic Foundations 1G - 1L <input type="checkbox"/> Scale Project, Review & B Major <input type="checkbox"/> Transcription Project, Full Performance <input type="checkbox"/> <i>Smart Music Homework</i>	/10
		/10
		/40
Lesson #4: October 1 - 5	<input type="checkbox"/> Instrument Fundamentals <input type="checkbox"/> Rhythmic Foundations 2A - 2F <input type="checkbox"/> Scale Project, Review & Gb Major <input type="checkbox"/> <i>Of Dark Lords &amp; Ancient Kings</i> <input type="checkbox"/> <i>Smart Music Homework</i>	/10
		/10
		/100
Lesson #5: October 8 - 12	<input type="checkbox"/> Instrument Fundamentals <input type="checkbox"/> Rhythmic Foundations 2G - 2L <input type="checkbox"/> Scale Project, F & Bb Major <input type="checkbox"/> <i>Letters from Liadov</i> <input type="checkbox"/> <i>Smart Music Homework</i>	/10
		/10 each
		/100
Lesson #6: October 15 - 19	<input type="checkbox"/> Instrument Fundamentals <input type="checkbox"/> Rhythmic Foundations 5A - 5F <input type="checkbox"/> Scale Project, Eb & Ab Major <input type="checkbox"/> <i>Review all Concert Music</i>	/10
		/10 each
		<i>Can improve grade here!</i>
LOCK-IN - Friday 10.19 (4pm) - Sat. 10.20 (8am)		
Lesson #7: October 22 - 26	<input type="checkbox"/> Instrument Supply & Maintenance Check <input type="checkbox"/> <i>Select Solo &amp; Plan Goal #1</i>	
CONCERT - Monday 10.22.18		/100
Lesson #8: October 29- Nov. 2	<input type="checkbox"/> Rhythmic Foundation 5G - 5L <input type="checkbox"/> Scale Project, Db Major <input type="checkbox"/> Solo Goal #1, Plan future goals	/10
		/10
		/10

# Rubrics

## Scale Rubric:

	10 pts.	9 pts.	8 pts.	7 pts.	6 pts.	5 pts.	4 & below
<b>Note Accuracy</b>	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
<b>Tone</b>	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. Evaluate 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
<b>Written Accuracy</b>	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.
<b>Performance Accuracy</b>	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.

# September 2018

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
2	3 NO SCHOOL <i>Labor Day</i>	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27 Homecoming Parade	28 Homecoming Football Game	29 Homecoming Dance (Grade 9-12)
CHUMS Jazz Auditions this week						

# October 2018

30	1	2	3	4	5	6
7	8	9	10	11 Early Release Day (1:45pm)	12	13
14	15	16	17 <i>Sun Prairie Honors Band - Audition Recordings Due</i>	18	19 9th Grade & Wind Symphony Lock-In	20
21	22 CHUMS Band Concert: 7pm & 8pm	23 U.S. Marine Band @ SPHS, 7:30pm	24	25	26	27
28	29	30	31	Nov. 1	Nov. 2	Nov. 3

# 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	Reflection & 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		