

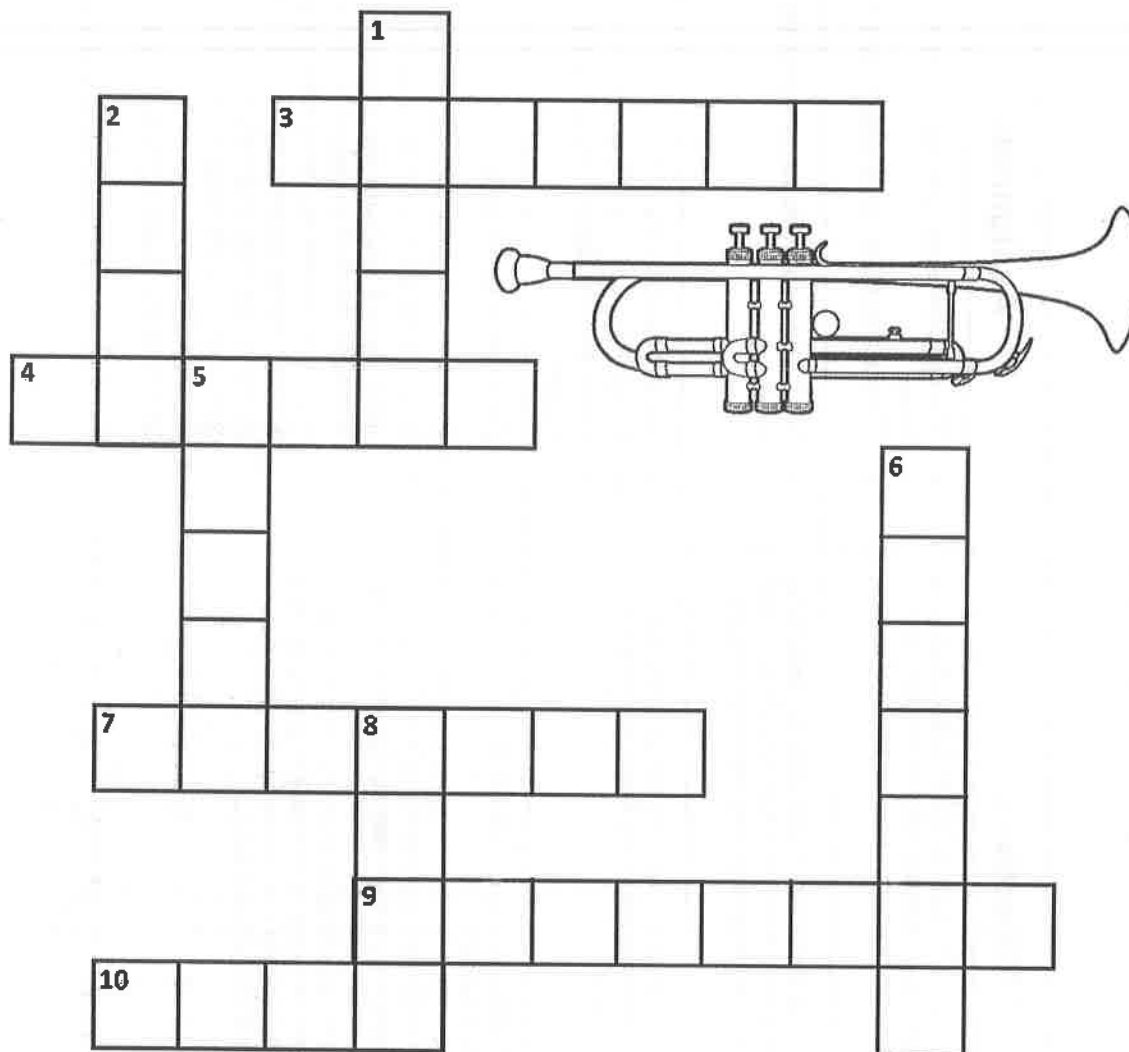
Band Packet

Week of May 11-15, 2020

Concept	SOLS	Objectives	Assignment
Note Reading (Music Literacy)	MIB.1	The student will read and notate music, including identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music	<ul style="list-style-type: none"> "Candy Corn Bass Clef Note Name Challenge" Sheet "Treble Clef Note Identification" sheet
Rhythm	MIB. 1	The student will read and notate music, including identifying, defining, and using basic standard notation for pitch, rhythm, meter, articulation, dynamics, and other elements of music	<ul style="list-style-type: none"> "It All Adds Up" Note value worksheet (Rhythm Addition)
Instruments	MIB.17	The student will demonstrate musicianship and personal engagement by identifying the characteristic sound of the instrument being studied	<ul style="list-style-type: none"> Read "Hey Kids, It's a Trumpet" Read "Hey Kids, It's a Trumpet" Complete the "Brass Family Crossword Puzzle"
Vocabulary	MIB.9	The student will define and apply music terminology found in the music literature being studied.	<ul style="list-style-type: none"> Study your flashcards
Composition/Creativity	MIB.8, MIB.21	<ul style="list-style-type: none"> -The student will use music composition as a means of expression by composing a four-measure rhythmic-melodic variation. -The student will investigate aesthetic concepts related to music by identifying reasons for preferences among works of music and identifying ways in which music evokes sensory, emotional, and intellectual responses. 	<ul style="list-style-type: none"> Use Line #6 on Rhythm Dictation Sheet to compose a 4 measure rhythm pattern. Compose the rhythm pattern in 4/4 time (4 counts per measure) using whole notes, quarter notes, quarter rests, half rests, eighth notes and half notes. Use a combination of the notes/rests. Each measure must be different Complete the "Making the Band" Assignment

The Brass Family

Name: _____ Class: _____



Across:

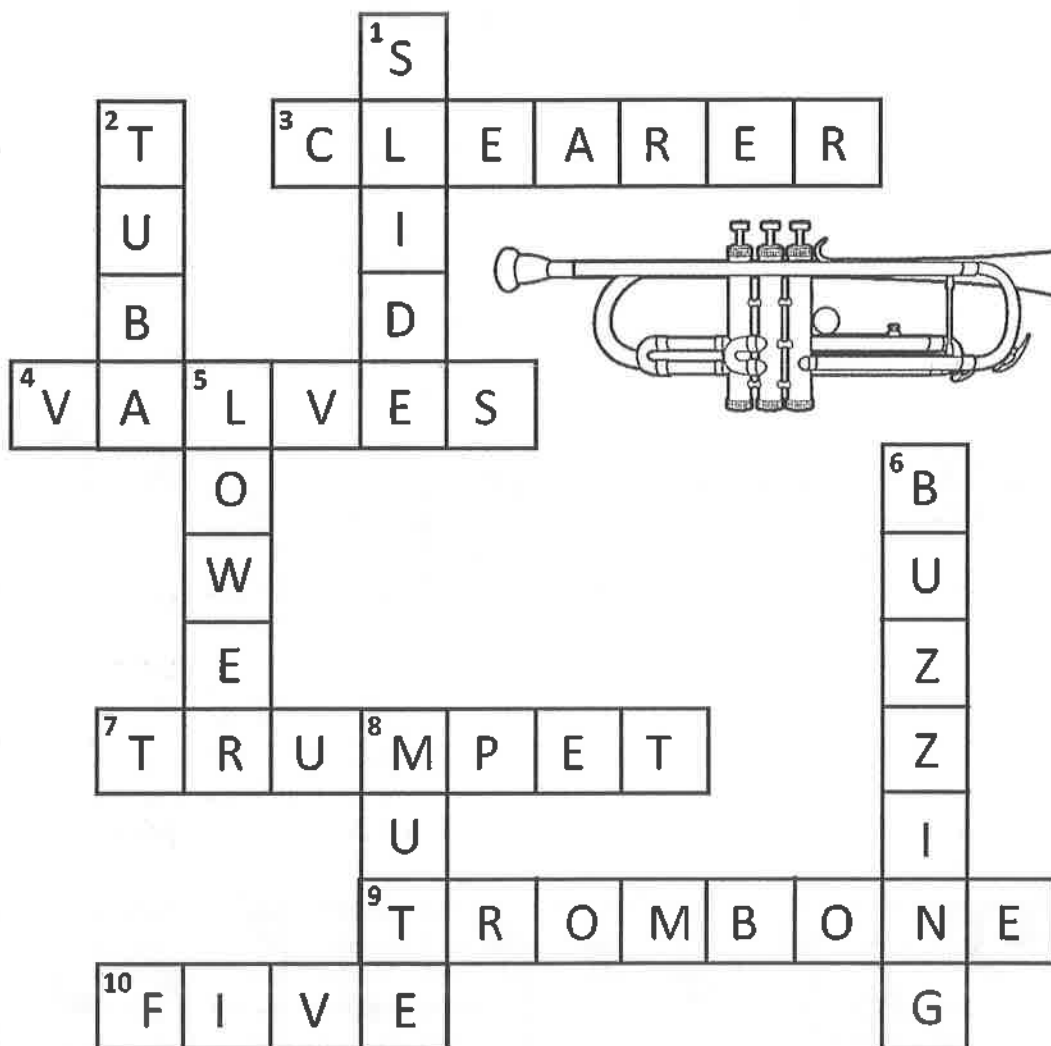
- 3) The mouthpiece of a brass instrument acts as a funnel making the air ____.
- 4) Buttons on brass instruments are called _____.
- 7) What brass instrument plays the highest?
- 9) What brass instrument does not have valves?
- 10) Any fingerings on the trumpet can make at least ____ pitches or notes.

Down:

- 1) The trombone plays different pitches by moving its ____.
- 2) What brass instrument plays the lowest?
- 5) The more tubing a brass instrument has the (lower or higher) it plays.
- 6) Sound on brass instruments is produced by _____ your lips.
- 8) A French horn players hand acts as a _____.

Name: _____ Class: _____

The Brass Family



Across:

- 3) The mouthpiece of a brass instrument acts as a funnel making the air ____.
- 4) Buttons on brass instruments are called _____.
- 7) What brass instrument plays the highest?
- 9) What brass instrument does not have valves?
- 10) Any fingerings on the trumpet can make at least ____ pitches or notes.

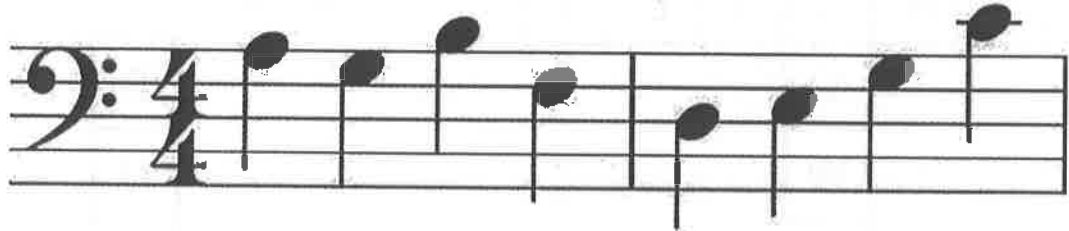
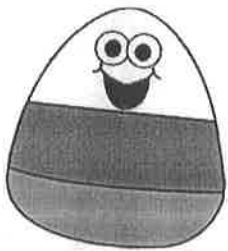
Down:

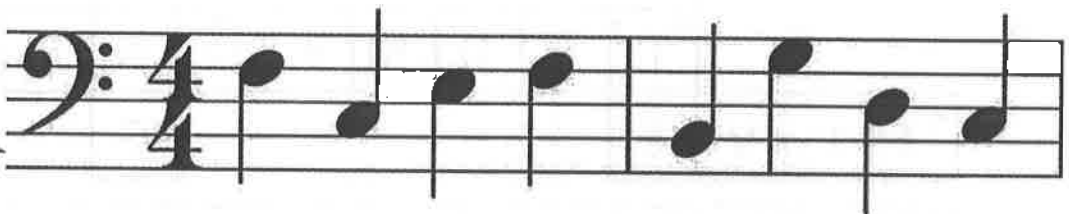
- 1) The trombone plays different pitches by moving its ____.
- 2) What brass instrument plays the lowest?
- 5) The more tubing a brass instrument has the (lower or higher) it plays.
- 6) Sound on brass instruments is produced by _____ your lips.
- 8) A French horn players hand acts as a _____.

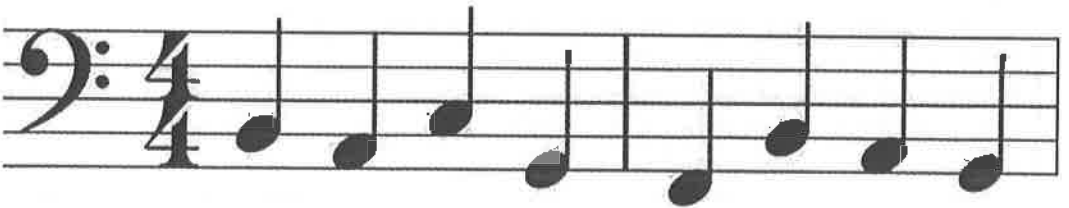
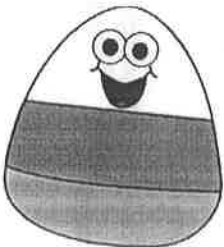
Candy Corn

Bass Clef Note Name Challenge

Identify each note and write the letter name on the line beneath the note.







About This Activity

Drill three basic rhythmic values with this musical math fact worksheet. Provide the answers for the first column of "facts" (Example: ♪ + ♪ = 2). Then try to beat your score with more correct answers, or by racing the clock to complete the second and third columns in record time. This activity is great fun for the music classroom, as kids work together in pairs racing to be the first to complete the worksheet!

Worksheet Two/Half, Quarter and Eighth Notes



It All Adds Up!

$$\begin{array}{l} \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪♪} = \\ \text{♪♪} + \text{♪♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \\ \text{♪} + \text{♪} = \end{array}$$

$$\begin{array}{l} \text{♪} + \text{♪} = \\ \text{♪} + \text{♪♪} = \\ \text{♪♪} + \text{♪♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \end{array}$$

$$\begin{array}{l} \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪♪} + \text{♪} = \\ \text{♪} + \text{♪} = \\ \text{♪} + \text{♪♪} = \end{array}$$

Score: _____ of 10

Score: _____ of 10

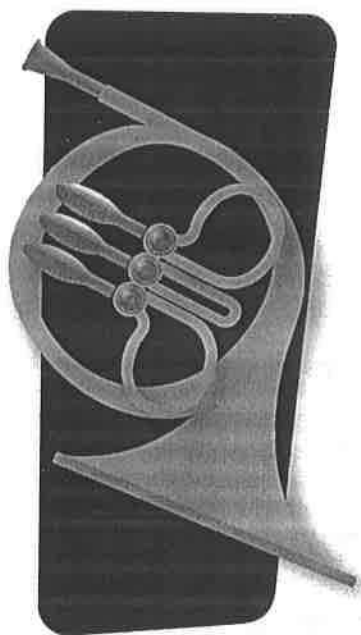
Score: _____ of 10

Bonus Question:

$$\text{♪} + \text{♪} + \text{♪} + \text{♪} + \text{♪♪} + \text{♪} + \text{♪} + \text{♪♪} + \text{♪} + \text{♪} =$$



Hey Kids, It's a French Horn



The French Horn is a member of the brass family. It has a round, velvety tone that can be heard over other instruments without overpowering them. These qualities make it a perfect addition to the woodwind quintet, where it is sometimes seen.

History

The very first horns were made from animal horns. By cutting off the tip of the horn and buzzing their lips, players could sound notes to give directions to hunters. By the Renaissance Era horns were being made of metal tubing wound in a circle. These horns were small instruments, sometimes with just one loop and no valves. Hunting calls - a couple of notes played to a rhythm - were played by hunters while on horseback.

How It's Made

The french horn is made of many pieces of brass tubing, which are soldered together. Rotary valves (the lever thingies) and valve tubing are placed in the middle of the outer circle of tubing. If you were to unwind a french horn, the brass tubing could be up to twelve feet long!

How It's Played

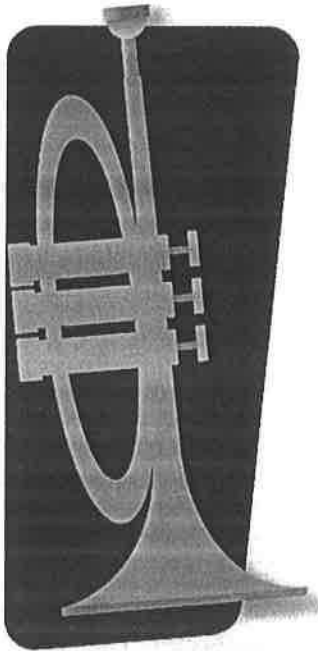
To make a sound on the french horn the player buzzes his/her lips into a cone-shaped mouthpiece. If you were to watch a french hornist play, you would see that they keep the right hand in the bell all the time. This helps the instrument with tuning and tone production, giving it a haunting and distant sound. The french horn player can also place the hand tightly inside the bell for a special effect called "stopped horn". This effect gives the french horn a muffled and tinny, yet highly penetrating tone. At times composers will ask the french horn section for "bells up". This effect, with bells raised high in the air, creates a bright and brilliant tone quality.

Fun Fact

French horns are made of brass, a metal made of copper and zinc. Both of these metals are found in vitamins. This means that during your life you may eat an entire french horn - and it would be good for you!



Hey Kids, It's a Trumpet



The Trumpet is the smallest member of the brass family. Its tone is bright and penetrating.

History

For hundreds of years instrument makers have experimented with different shapes and sizes of trumpets.

Natural Trumpets

Natural trumpets are like bugles, which have no valves to change the pitches. Sometimes you can see them being played in orchestras when the music of Johann Sebastian Bach is being played.

Slide Trumpets

Beginning in the 15th century instrument makers experimented with slides for the trumpet, similar to the trombone slide. The slide allowed the trumpet player to play more notes, though it was awkward to play. This went on for about 400 years.

Valve Trumpets

Finally in 1813, valves (those button thingies) were invented.

How It's Played

To make a sound on the trumpet the player buzzes his/her lips into a cup-shaped mouthpiece. The valves on the trumpet allow the player to quickly switch the length of tubing that the air is going through, to provide a whole new set of notes. All the trumpet player has to do is press down the valve combination that they want ... and presto! ... more notes.

How It's Made

The trumpet has a cylindrical bore, which means that the tubing stays about the same size for most of the length of the instrument until it flairs at the end, forming a



small bell. Trumpets also have a thinner tubing than other members of the brass family, which is another reason for its bright sound.

The Trumpet Family

The trumpet family has many members, from the tiny piccolo trumpet to the gigantic bass trumpet. The most popular trumpets include the Bb trumpet and the C trumpet.

The Bb trumpet is by far the most popular trumpet, being the favorite trumpet of beginning students, jazz musicians, and classical musicians.

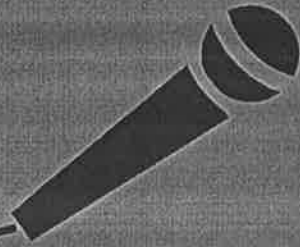
The C trumpet is the trumpet preferred by symphony orchestra musicians, because its slightly smaller size provides a brighter and more lively tone.

Fun Fact

Trumpets are made of brass, a metal made of copper and zinc. Both of these metals are found in vitamins. This means that during your life you may eat an entire trumpet - and it would be good for you!



Making The Band



Making The Band

This project aims to have your students create their own original artist/band. I use this with my middle school students (grade 6-8) and they always enjoy this assignment.

Students submit a band portfolio including a profile about the artist/band members, a concert poster, album cover art, and a jingle. The jingle can be performed using an instrumental track to a piece that they enjoy. Included are some examples of products that they could write a jingle about. This package also includes a rubric. You could further extend this project by creating an art assessment piece for the album cover art and concert poster.

Middle school students typically take approximately 5-10 classes to complete this assignment, from introducing it to completing the final jingle performances, depending on how fast your students work. I get my students to complete a rough copy of their work before submitting their good copy to ensure their best quality work is submitted. Review the package with your students and ensure they understand the details of the assignment. It is important to review each component of the assignment to ensure that students understand what is being asked of them. It is helpful to look at album cover art and concert posters before having students create their own. I also show a few jingles and discuss what makes a good jingle. The page that follows offers suggestions of items that can help inspire students to write jingles about. I have my students come up with products that they would like to write a jingle about but I always have a list for those that get stuck!

What Is Included

- Possible Jingle Ideas
- Making the Band Assignment Outline
- Band/Artist Profile Template
- Concert Poster Template
- Album Cover Art Template
- Jingle Template
- Rubric

Items to Create a Jingle About

Shoes
Jerseys
Toys
Personal care products (toothpaste, soap, makeup, baby products, natural products, etc.)
Food products
Sports Equipment
Special Events
Concerts
Shows
Clothing
Clothing brands
Electronics
Games
Internet items
Shopping malls
New developments
Books
Movies
Comics
Items for the Home
Furniture
Cars
Trucks
Seasonal items
Animals and items for animals
Entertainment (including entertainment systems)
New inventions
Special exhibits at museums
School Events
Special performances
Holidays
Holiday items
Vacations

Making The Band

Name: _____

Class: _____

Goal: To create a portfolio for your original artist/ band.

Your portfolio will include:

1. A profile about the artist/ band members,

Your profile will tell your audience the following information about your artist/band:

- who you are (how many people, etc.)
- your background (hometown(s), birthday, hobbies, interests, etc.)
- who influences you (who has influenced your musical interests and your own music you create?)
- any additional information to sell your artist/band to the world (What makes them special? Do they support any causes? How did they gain popularity? etc.)
- What does your artist look like? What is their style?

2. A concert poster - You will need to have the name of the artist/band and the date of the show. Everything else will be up to you.

3. An album cover - Name of artist and name of album are required. Anything else is up to you! Make sure the album cover helps sell your album.

4. A Jingle - Your band/artist has been asked to write a jingle for a new product. Your job is to select the product and write a short verse to sell that product. Think about all of the commercials that you see on a daily basis. You can use this for inspiration. Find an instrumental track of a song and write your lyrics to go to this music.

All elements of this project will be submitted together when complete.

Band/Artist Profile

Your profile will tell your audience the following information about your artist/ band:

- who you are (how many people, etc.)
- your background (hometown(s), birthday, hobbies, interests, etc.)
- who influences you (who has influenced your musical interests and your own music you create?)
- any additional information to sell your artist/band to the world (What makes them special? Do they support any causes? How did they gain popularity? etc.)
- What does your artist look like? What is their style?



Concert Poster

Your poster should include:

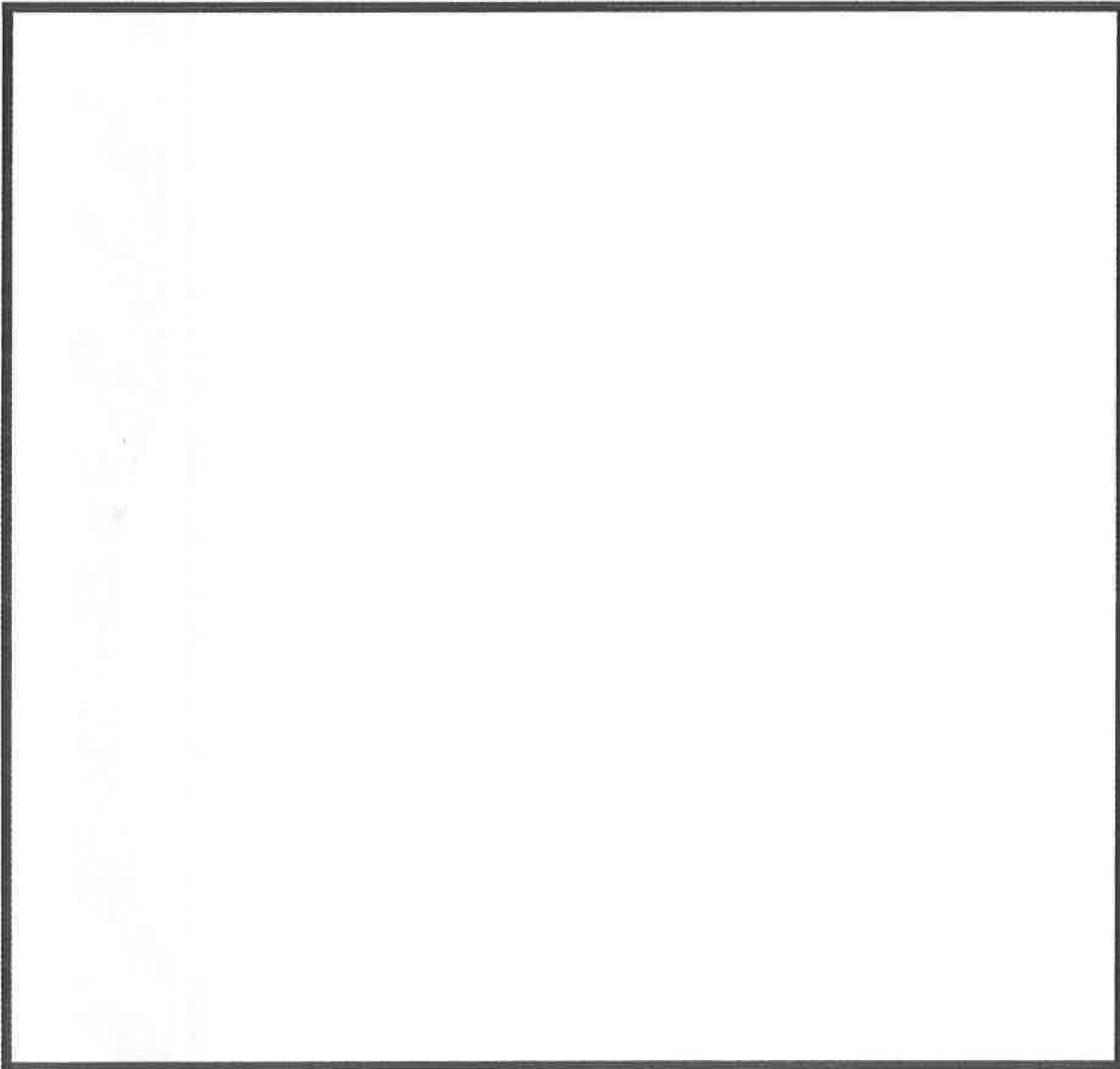
The name of your artist

The date and time of when the concert will take place

A design, logo or illustration

The cost of your concert

Venue





Album Cover Art

Your album cover art should include:

The name of your artist and name of album. Anything else is up to you!

[illegible]

.....

.....

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Rubric For Making The Band

Name: _____ Class: _____

	Level 3 Description	Level
<u>Knowledge</u> Have you included all of the specified information?	-has written the band profile in the appropriate procedural form with considerable effectiveness	1 2 3 4
<u>Thinking</u> How in depth is your project and how creative is it?	-has created a believable artist/band with considerable effectiveness	1 2 3 4
<u>Application</u> Media-has used media to promote your band/ artist (cover art and concert poster)	-has effectively represented their band/ artist through media	1 2 3 4
<u>Communication</u> How well does your jingle advertise your product?	-has effectively described and advertise the product given	1 2 3 4
<u>Effort</u> How well have you used your class time to complete your work and how much effort have you put into your work?	-has used class time effectively to complete work and has demonstrated an appropriate amount of effort in their work	1 2 3 4
Overall		1 2 3 4
Comments:		

The original person who downloaded this document is granted permission to reproduce the pages needed for the quantities needed in their classroom only. Minor editing is allowed but the document remains under copyright even when edited.

Do not post this document, in whole or part, on any website without permission.

Duplication for other classes or by other teachers for or for use in wide distribution as within a school district or on the Internet in any form is strictly forbidden. Violations are subject to the penalties of the Digital Millennium Copyright Act.



Be sure to follow me for updates and freebies.

Please visit my store at:

<https://www.teacherspayteachers.com/Store/Msnerdwood>

Thank you and please contact me if you have any questions.
Enjoy!

Name _____

Identify the following notes by name

