






































# Band Packet

## Week of May 25-29, 2020

Concept	SOLS	Objectives	Assignment
<b>Note Reading (Music Literacy)</b>	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"> <li>• "Candy Corn Treble Clef Note Name Challenge" sheet</li> <li>• "I Thought I Was Crazy" bass clef</li> <li>• Treble and Bass Clef Minute Madness note naming worksheet</li> </ul>
<b>Rhythm</b>	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"> <li>• "Give It Your Best Shot" worksheet</li> <li>• Write in the counting for "Unsyncopated Eighth Note Rhythms" then clap/tap each rhythm pattern. Pay attention to the time signature at the beginning of each line.</li> </ul>
<b>Instruments</b>	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"> <li>• None</li> </ul>
<b>Vocabulary</b>	MIB.9	The student will define and apply music terminology found in the music literature being studied.	<ul style="list-style-type: none"> <li>• Music Word Search</li> <li>• Use the vocabulary list provided to complete the Music Vocab crossword puzzle</li> </ul>
<b>Composition</b>	MIB.8, MIB.21	<ul style="list-style-type: none"> <li>-The student will use music composition as a means of expression by composing a four-measure rhythmic-melodic variation.</li> <li>-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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use Lines #9-10 on Rhythm Dictation Sheet to compose an 8 measure rhythm in 4/4 time.</li> </ul>

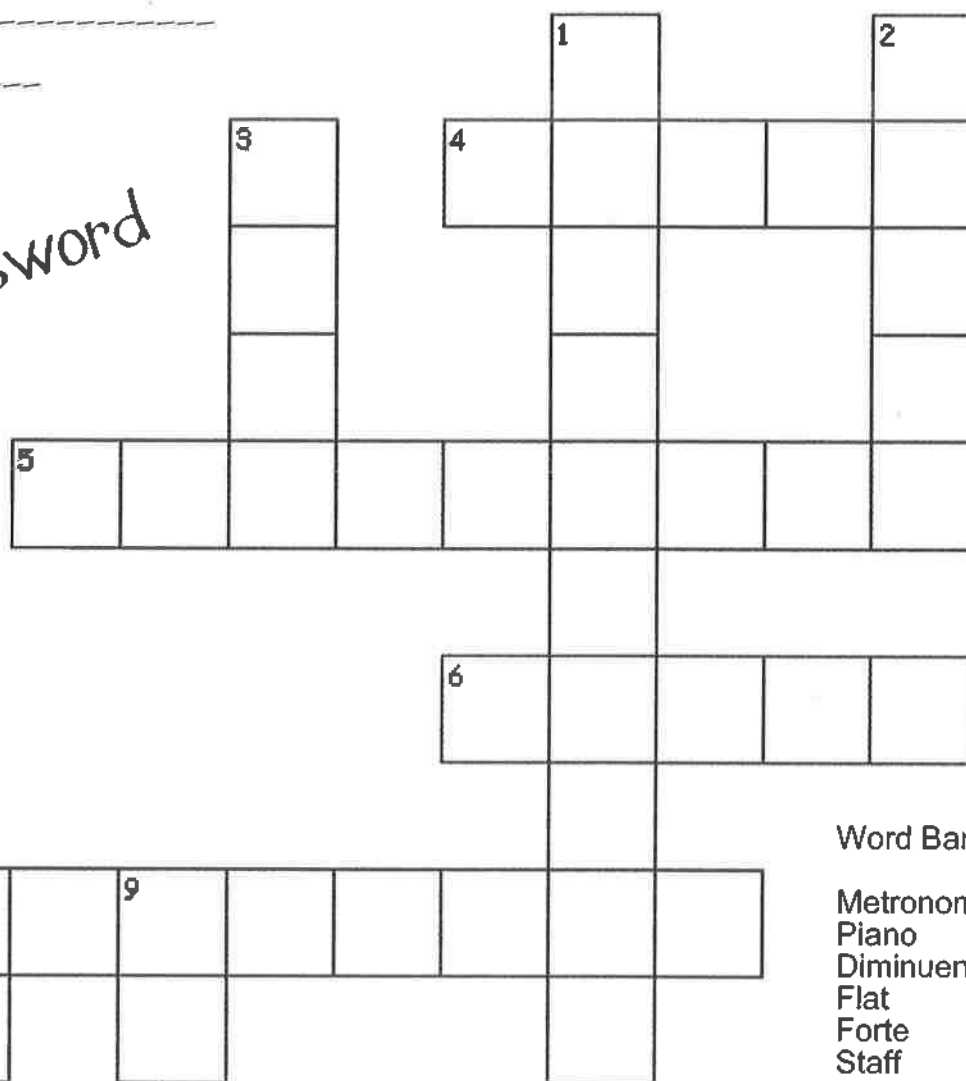
## MIDDLE SCHOOL ADVANCED BAND VOCABULARY LIST

Accelerando	Gradually increase the tempo	Half Rest	
Accent	 Emphasize the note	Interval	The numerical distance between two notes
Accidentals	Sharps, flats, and naturals found in the music	Key	 Flats or sharps next to the clef that apply to entire piece
Adagio	Slow tempo, slower than Andante	Signature	
Agitato	Agitated	Legato	 Play in a smooth and connected style
Allegretto	A lively tempo	Ledger Lines	 Adds notes outside of the music staff
Allegro	Fast bright tempo	Leggiero	Lightly
Andante	Slow walking tempo	Lento	Very slow tempo
Animato	Animated, lively	Maestoso	Play in a majestic, stately manner
Arpeggio	A sequence of notes (1st-3rd 5th and 8th) from any scale	Major Scale	Series of 8 notes with a definite pattern of whole steps and half steps
Articulation	The way we tongue or slur notes	Marcato	A loud accented note of short duration
Balance	The proper adjustment of volume from all instruments	Marziale	March-like style
Bar Lines	 Divide the music staff into measures	Measure	 A segment of music divided by bar lines
Bass Clef	"F" clef used by trbs., bar., bsn. and tuba	Measure Repeat	 Repeat the previous measure
Breath Mark	 Take a deep breath after playing the note full value	Mezzo Forte	<b>mf</b> Play moderately loud
Caesura	A stop in the music	Mezzo Piano	<b>mp</b> Play moderately soft
Chromatic Scale	Sequence of notes in half-steps	Moderato	Moderate tempo
Coda	 Short ending section	Natural Sign	 Cancels a flat or sharp in the measure
Common Time	<b>C</b> Another way to write	Pianissimo	Play very soft
Crescendo	 Gradually increase in volume	Piano	<b>p</b> Play softly
Cut Time	 Meter in which the half note gets one beat	Quarter Note	
D.C. al Fine	<b>D.C.</b> Da Capo al Fine - Play until the D.C. al Fine. Go back to the beginning and play until Fine	Quarter Rest	
D.S. al Fine	<b>D.S.</b> Del Segno al Fine - Play until D.S. al Fine. Go back to the sign ( ) and play until Fine.	Rallentando	<b>Rall.</b> Gradually slow the tempo
Decrescendo	 Gradually decrease volume	Repeat Sign	 Go back to the beginning and play again
Divisi	Divide the notes between two players	Ritardando	<b>rit.</b> Gradually slow the tempo
Dolce	Sweet, gentle style	Round or Cannon	Musical form where instruments play the same melody entering at different times
Dotted Half Note		Sforzando	<b>sfz</b> play with special emphasis
Dotted Note	The dot adds half the value of the note	Sharp	<b>#</b> Raises the note a half step and remains in effect the entire measure
Dotted Quarter Note		Sight-reading	Playing a musical selection for the first time
Double Bar	 Indicates the end of a piece or section of music	Simile	Continued in the same style
Dynamics	The volume of music	Sixteenth Note	
Eighth Note		Sixteenth Rest	
Eighth Rest		Slur	 A curved line that connects notes of different pitches
Enharmonic	Notes that are written differently but sound the same	Staccato	 Play the notes with separation
Expressivo	Expressively	Staff	 Lines and spaced where notes are placed
Fermata	 Hold the note longer, or until your director tells you to release it.	Syncopation	Accents on the weak beats of the music
First and Second Endings	Play the 1st ending the 1st time through. Then repeat the same music, skip the 1st ending and play the 2nd.	Tempo	The speed of the music
Flat	 Lowers the note by a half step and remains in effect the entire measure	Tenuto	Play notes for their full value
Forte	<b>F</b> Play loudly	Tie	 A curved line that connects notes of the same pitch
Fortissimo	<b>FF</b> Play very loud	Time Signature	$\frac{2}{4}$ Tells how many beats are in each measure and what kind of note gets one beat
Locosso	Lightly, happily	Treble Clef	 "G." Clef used by Fls., Ob., Clar., Sax., and Tpt.
Grace Note	 A small note played on or slightly before the beat	Trill	<b>tr.</b> Rapid alternation between two notes
Graciouso	Gracefully	Triplet	 Group of three notes
Half Note		Unison	All instruments playing the same pitch
		Whole Note	
		Whole Rest	

Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Music Crossword



## Word Bank:

Metronome  
Piano  
Diminuendo  
Flat  
Forte  
Staff

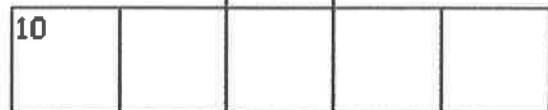
Tempo  
Crescendo  
Sharp  
Ritardando

## ACROSS

4. Italian term used to indicate softness.
5. Device that ticks in a regular pattern to help a musician play a piece at the proper speed.
6. The rate of speed at which a musical composition is played.
7. A gradual increase in loudness.
10. Symbol in written music showing that a note should be played a half step higher.

## DOWN

1. A gradual decrease in loudness.
2. Italian term used to indicate loudness.
3. Symbol in written music showing that a note should be played a half step lower.
8. Gradually get slower.
9. Five horizontal lines and the four spaces that are between the lines on which we can write music.

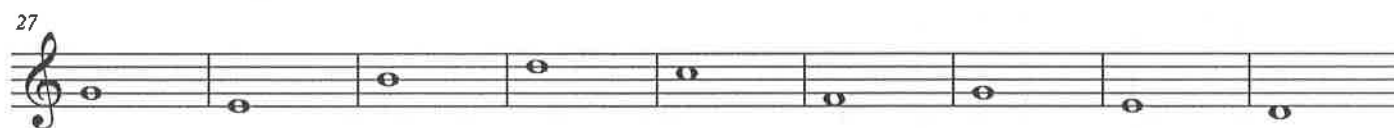
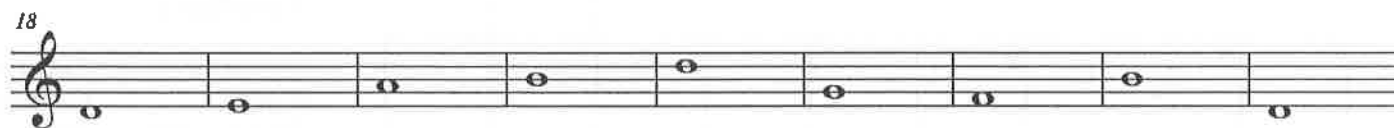
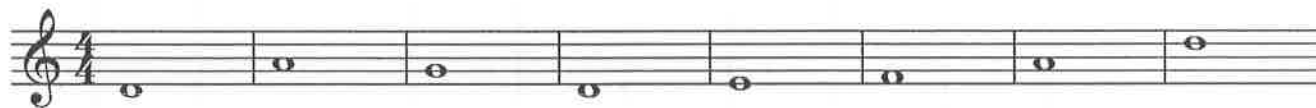


Name: \_\_\_\_\_

Violin 1st Edition

## MINUTE MADNESS

Write note names above each note. Start at measure 1 and do not skip measures. How many can you get correct in one minute?

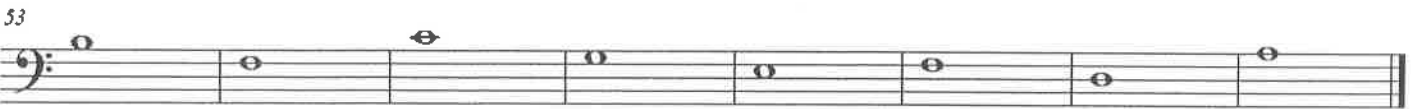
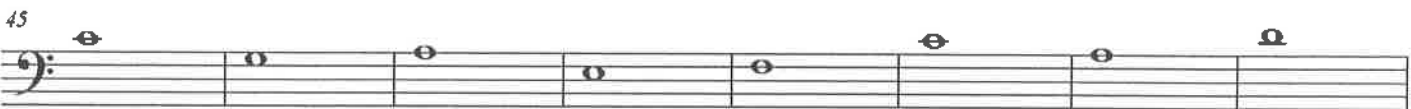
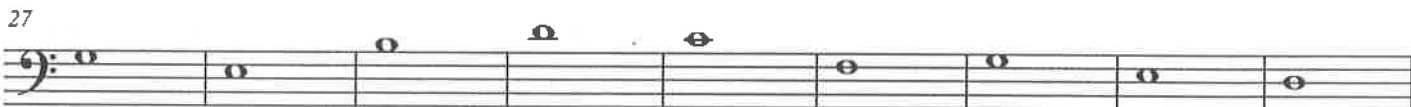


Name: \_\_\_\_\_

Bass 1st Edition

## MINUTE MADNESS

Write note names above each note. Start at measure 1 and do not skip measures. How many can you get correct in one minute?



# Unsyncopated Eighth Note Rhythm

*Write in the counts and circles to these rhythms*



# Music Word Search

Name \_\_\_\_\_ Class \_\_\_\_\_

F	H	N	Z	B	V	Z	U	L	M	P	H	A	M	S	C	O	O	S	O
A	U	G	G	C	I	V	I	R	J	N	E	X	R	X	K	F	Z	N	C
T	Y	G	E	Y	F	C	E	P	P	F	E	T	W	F	D	Y	J	M	P
O	Q	P	O	W	F	N	B	R	C	G	A	T	E	M	R	O	F	F	V
M	U	L	F	I	P	Y	B	B	W	R	E	T	R	A	U	Q	C	X	S
R	S	H	E	Q	X	P	M	A	L	L	E	T	W	W	M	N	B	S	Z
T	I	A	F	O	W	E	R	K	G	D	U	L	H	J	O	A	J	G	F
E	P	N	R	V	L	E	Y	N	V	S	Y	A	A	C	Z	L	D	O	S
I	Y	J	S	O	S	C	A	P	D	R	L	A	R	C	G	V	R	P	Y
B	H	X	D	T	U	I	C	A	I	F	R	P	M	L	S	R	E	U	K
G	T	Y	O	B	R	S	X	R	O	A	D	D	O	G	Q	G	Y	K	T
J	L	L	O	T	O	U	R	T	P	W	N	C	N	D	P	B	G	C	N
H	D	O	O	U	H	M	M	N	E	U	K	O	Y	A	D	M	I	K	T
Q	T	P	D	L	C	P	M	E	O	E	S	S	T	M	B	P	J	N	V
X	Y	H	S	X	X	E	J	R	N	K	N	I	H	E	L	J	G	G	E
Z	E	O	G	H	V	Q	L	S	L	T	L	T	B	B	O	E	U	M	Y
N	O	N	O	I	T	A	P	O	C	N	Y	S	H	B	V	E	U	W	D
F	Y	E	W	A	E	I	F	N	H	H	A	K	D	L	N	V	D	Y	X
L	L	U	C	U	E	R	H	G	R	W	B	U	O	K	U	T	I	K	C
Z	K	C	O	L	B	D	O	O	W	J	G	E	M	C	O	Q	U	F	O

BAND  
CHORUS  
DRUM  
EIGHTH  
FOLKSONG  
FORM  
GLOCKENSPIEL  
HALF  
HARMONY

INSTRUMENT  
MALLETT  
MELODY  
MUSIC  
NOTE  
PARTNER SONG  
PIANO  
QUARTER  
REST


RHYTHM  
ROUND  
SCALE  
SIXTEENTH  
SYNCOPIATION  
TRIANGLE  
WHOLE  
WOODBLOCK  
XYLOPHONE

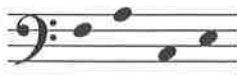
# IT THOUGHT THAT I WAS CRAZY

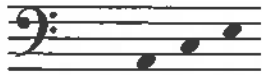


Decode this wacky rhyme and learn your note names at the same time! Write the notes names in the blanks below the notes to solve the puzzle, and then read the rhyme.


I woke up this morning, and jumped up out of ,

I thought that I was crazy, going out of my   
h \_ \_ \_

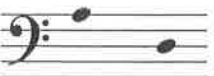
I'd been dreaming of my homework, with a smile on my .  
\_ \_ \_ \_

And doing as I'm asked , and always in my   
pl \_ \_ \_


I loved to please my parents, and  alike.  
t \_ \_ \_ h \_ r s

I loved to pick my toys up,  I ride my bike.  
\_ \_ \_ or \_

The knocking at the door is what startled me from this   
\_ ri \_ ht

And saved me from this dream,   
\_ n \_ most certain plight.

Had my dream continued, I feared there'd come a ,

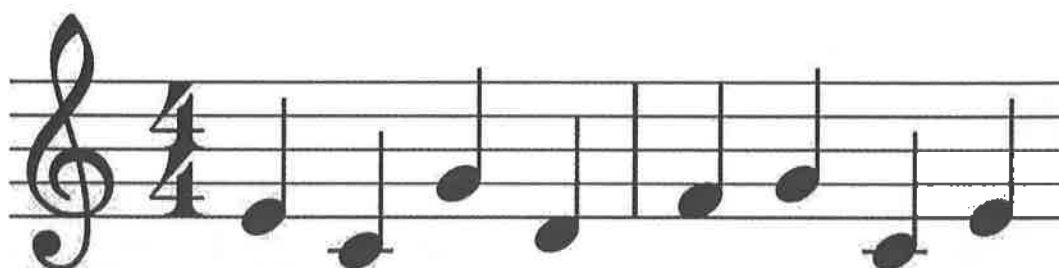
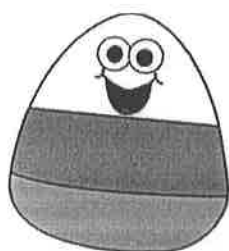
The men in white would come for me, and carry me   
\_ w \_ y



# Candy Corn

## Treble Clef Note Name Challenge

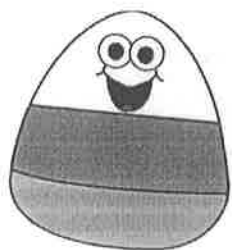
Identify each note and write the letter name on the line beneath the note.



— — — — —



— — — — —



— — — — —

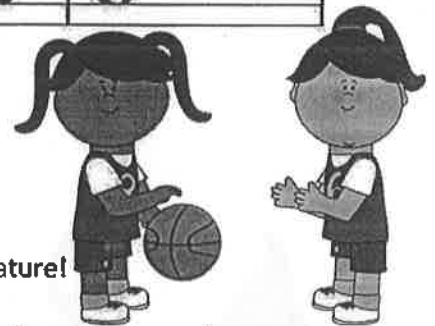


# Give It Your Best Shot!

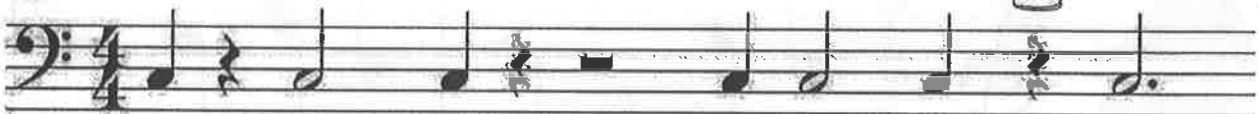
How many points can you score in 2 minutes? Complete the worksheet below and get 1 point for each correct answer. Max points = 17.



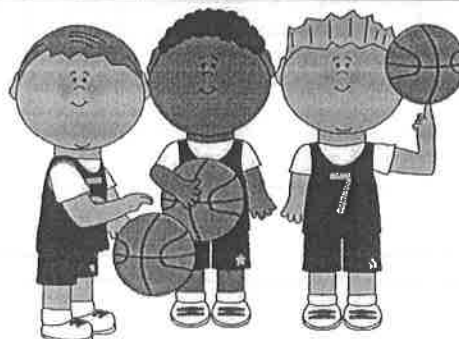
1. Write the counts beneath each measure



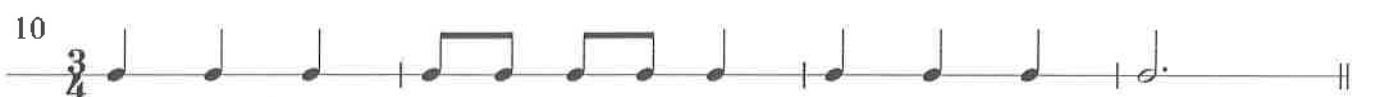
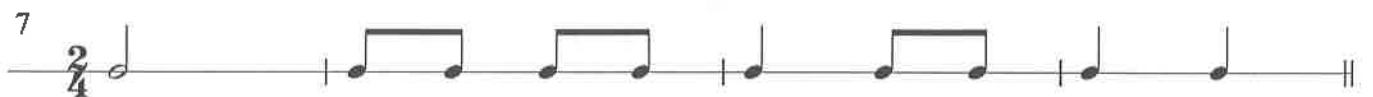
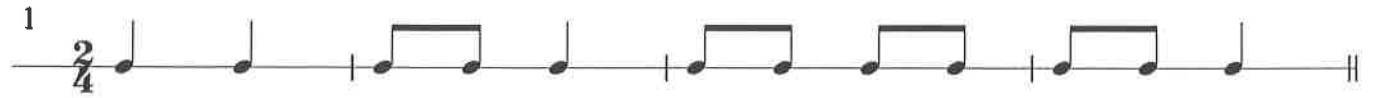
2. Draw bar lines where needed. Remember to look at the time signature!



3. Draw bar lines where needed. Remember to look at the time signature!



# Count Rhythms with Notes I



2

11  $\frac{3}{4}$

12  $\frac{3}{4}$

13  $\frac{2}{4}$

14  $\frac{2}{4}$

15  $\frac{2}{4}$

16  $\frac{3}{4}$

17  $\frac{3}{4}$

18  $\frac{3}{4}$

19  $\frac{2}{4}$

20  $\frac{2}{4}$

2

11  $\frac{3}{4}$

12  $\frac{3}{4}$

13  $\frac{2}{4}$

14  $\frac{2}{4}$

15  $\frac{2}{4}$

16  $\frac{3}{4}$

17  $\frac{3}{4}$

18  $\frac{3}{4}$

19  $\frac{2}{4}$

20  $\frac{2}{4}$

