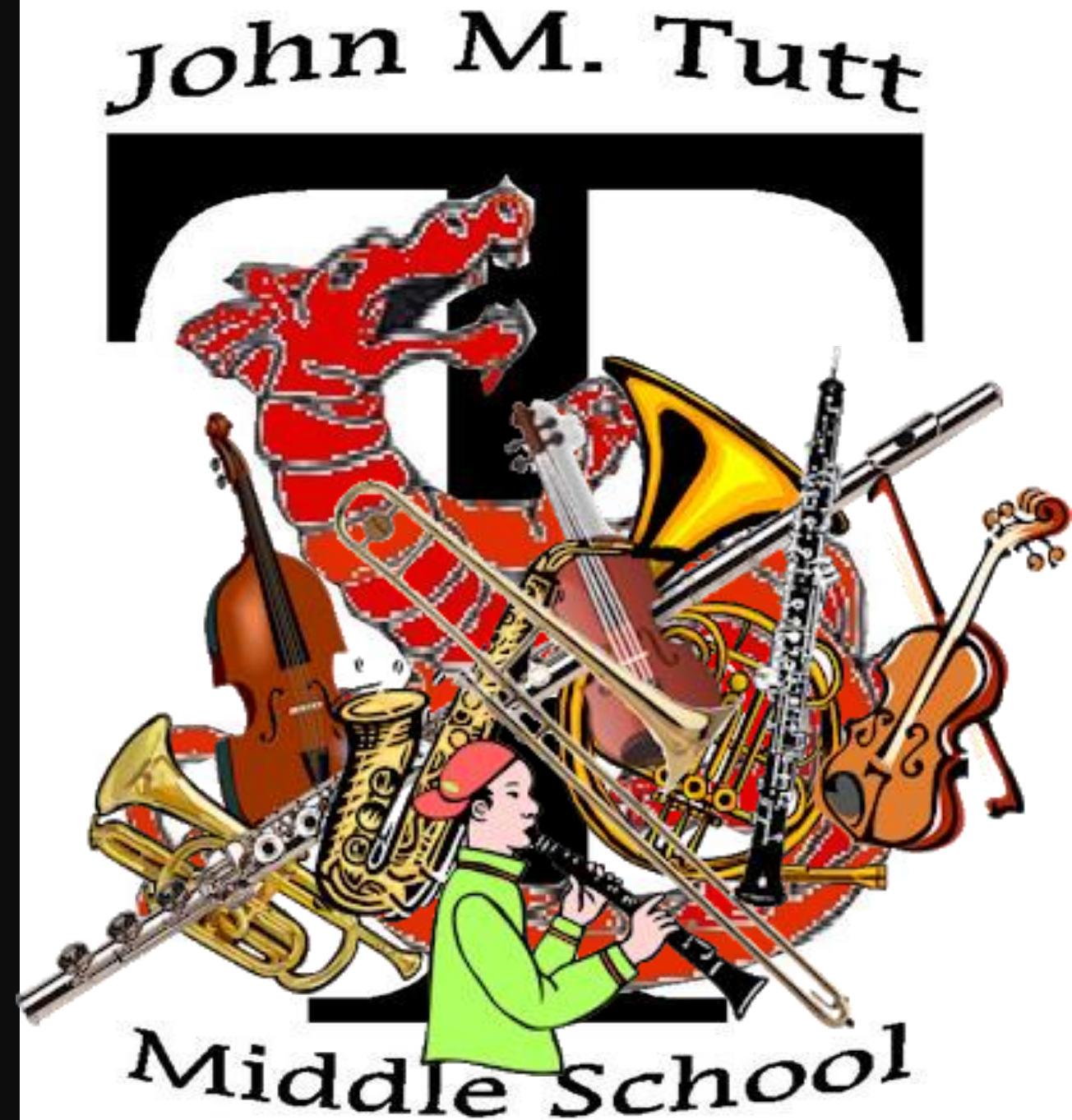


BAND & CHORUS AGENDA

November 9 - November 20 2020

Mr. Chris Kristich, *Director*
kristchl@boe.Richmond.k12.ga.us
706.737.7288 ext 2813
Band Remind Text: @tuttwinds to 81010
Chorus Remind Text: @tuttsinger to 81010





Band Learning Expectations

Times	Framework	Core Instruction
45 minutes	Music Theory	<ul style="list-style-type: none"> • Students are learning to read music –reading rhythms and Music Staff features • Music Vocabulary • Assessment (notice will be given of assessment days)
5 minutes	Stretch/Restroom	Stretch/Restroom
40 minutes	Instruments	<ul style="list-style-type: none"> • Playing through the rhythm chart on mouthpieces- whole notes, half notes, quarter notes, eighth notes, sixteenth notes, and eighth note triplets • First notes on the instruments



Chorus



Chorus

Learning Expectations

Times	Framework	Core Instruction
45 minutes	Music Theory	<ul style="list-style-type: none">• Rhythm, Beat, Note Values, Basic Notation, Measure, Meter, Barlines• Sight-Reading: Rhythm Drills
5 minutes	Stretch/Restroom	Stretch/Restroom
40 minutes	Singing	<ul style="list-style-type: none">• Learning to hear pitches and then singing the correct pitches• Applying learned “Sol Feg”- syllables and hand signs• Voice: Posture, Breath, Tone, Five basic vowels (ee, eh, ah, oh, oo), Breath support (diaphragm)• Sight-Reading: Pitch Drills

BAND AND CHORUS STANDARDS

- MSIB.PR.1 Sing alone or with others.
 - a. Sing to recognize fundamentals of tone production. b. Sing to match pitch. c. Sing to reinforce breathing, use of the air stream.
- MSIB.PR.2 Perform on instruments through a varied repertoire of music, alone and with others.
 - a. Demonstrate characteristic tone quality utilizing playing technique (e.g. proper embouchure, playing position, posture, breathing techniques, articulation, appropriate percussion technique). b. Demonstrate proper warm-up techniques (e.g. long tones, lip slurs, chorales, major scales, chromatic scale, technical exercises). c. Demonstrate ensemble skills through performance of musical literature (e.g. dynamic expression, style, blend and balance, steady tempo, rhythmic accuracy, intonation, rehearsal etiquette).d. Respond to the cues of the conductor with appropriate dynamics, phrasing, and interpretation. e. Demonstrate all ensemble skills through sight-reading performance of music literature at the appropriate
- MSIB.PR.3 Read and identify elements of notated music.
 - a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, key signatures. b. Interpret the musical terms incorporated in the literature. c. Demonstrate an understanding of simple and compound meters and rhythmic patterns through a systematic counting procedure.

BAND AND CHORUS STANDARDS

- Performing
- MSBC.PR.1 Analyze, interpret, and select musical works for presentation. a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. c. Notate simple rhythms and melodies from aural examples utilizing a dictation method. d. Read and notate music using available technology.
- MSBC.PR.2 Develop and refine musical techniques and works for presentation.
 - a. Demonstrate appropriate singing posture and breathing techniques. b. Identify basic vocal anatomy. c. Identify aspects of vocal range and tone. d. Identify aspects of vocal change, as reflected in physiological changes affecting range and tone. e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. f. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.
- MSBC.PR.3 Convey meaning through the presentation of musical works.
 - a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music. b. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression, and vocal technique. c. Sing selected music from memory for public performance at least twice per year. d. Exhibit appropriate rehearsal and performance etiquette.

BAND AND CHORUS STANDARDS

- Performing
- MSBC.PR.3 Read and identify elements of notated music.
 - a. Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, expression, key signatures.
 - b. Interpret the musical terms incorporated in the literature.
 - c. Demonstrate an understanding of simple and compound meters and rhythmic patterns through a systematic counting procedure.

ASSIGNMENTS

- **Reviewing Music Theory concepts from class to strengthen music reading abilities. Students will be assessed on these concepts in the coming week, (more information in class)**
- **Need to know Musical Terms on the next slide**

Vocabulary

Staff- A set of lines and spaces on which music is written

Note- A symbol used to represent the duration and pitch of a sound

Clef- A symbol at the beginning of the staff that assigns letter names to the individual lines and spaces of the staff

Treble Clef- Also known as the G Clef, encircles the second line of the staff and names it “G”. Higher pitched instruments play with this Clef

Bass Clef- Also known as the “F” Clef, indicated the fourth line of the staff with a dot and a colon and names it “F”, Low pitched instruments play with this Clef

Whole Note- 4 beats

Half Note- 2 beats

Quarter Note- 1 beat

Eighth Note- $\frac{1}{2}$ beat

Vocabulary

Time Signature- A symbol that appears at the beginning of the staff just after the clef. It is made up of two numbers placed one above the other.

Rhythm- The controlled movement of music in time.

Whole Rests- 4 beats

Half Rests- 2 beats

Quarter Rests- 1 beat



ANNOUNCEMENTS:

All band students should be practicing 30 minutes daily on the material rehearsed in class

THANK YOU

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