

WCSD MIDDLE SCHOOL CHOIR - DISTANCE LEARNING

OFFLINE OPTION

DIRECTIONS: For the days you are supposed to do work for your music class, practice for 15 minutes as directed by your teacher OR choose other items from the table below. Submit assignments following directions on the next page.

On days you practice for 15 minutes, complete this practice log. Use additional paper as needed.

	Practice Date	List 3 things you practiced.
1		
2		
3		
4		
5		
6		
7		
8		

2020		Choose at least one activity per class period per week:				
		Practice	Perform	Analyze	Explore	Create
OFFLINE	Week of April 20 - 24	<p>1. NOTE NAMING: Complete Level 1, Lesson A worksheet. Complete Level 2, Lesson A worksheet for added challenge. (Worksheet, pg. 1)</p>	<p>2. BODY PERCUSSION: Challenge yourself to read through the body percussion labeled as 14. Perform it with a friend or family member. For added challenge, perform it as a canon. (Worksheet, pg. 2)</p>	<p>3. COMPARE/ CONTRAST: Find 2 recordings of the same piece by two different performers. Consider selecting songs you have performed in choir this year. Analyze how they are different and similar. Which one do you prefer, and why? (Worksheet, pg. 2)</p>	<p>4. CONDUCTING: Learn to direct music in 2/4, 3/4 and 4/4 by tracing the patterns provided. Listen to some of your favorite music and determine the time signature by conducting along. (Worksheet, pg. 2)</p>	<p>5. ARRANGING: Using the blank staff paper provided, write a 4-measure rhythm that uses half, quarter, and eighth notes and rests. Write the count underneath. Clap and count aloud. Repeat (two 4-measure rhythms).</p>
	Week of April 27 - May 1	<p>1. NOTE NAMING: Complete Level 1, Lesson B worksheet. Complete Level 2, Lesson B worksheet for added challenge. (Worksheet, pg. 3)</p>	<p>1. RHYTHM: Write the counts underneath the rhythms in 4/4 time. Clap through each line of rhythms while counting aloud. (Worksheet, pg. 4)</p>	<p>3. COMPARE/ CONTRAST: Listen to a Disney song, or popular song, that has a choral arrangement. Listen to both the original and the arrangement and describe the differences. (Worksheet, pg. 4)</p>	<p>4. MUSIC IN LIFE. Interview a friend and/ or family member about how music impacts their life. Submit 10 questions you created and their answers. Create follow-up questions as necessary. Submit on your own paper.</p>	<p>5. COMMERCIAL: Select a song that your choir considered their 'least favorite' from this year. Create a 30-second commercial as if to sell the greatest merits of the music. Submit the script on your own paper.</p>
	Week of May 4 - 8	<p>1. NOTE NAMING: Complete Level 1, Lesson C worksheet. Complete Level 2, Lesson C worksheet for added challenge. (Worksheet, pg. 5)</p>	<p>2. SOLFEGE. Label the notes with the correct solfège. Sing through the piece using solfège and hand signs. (Worksheet, pg. 6)</p>	<p>3. PAST, PRESENT, FUTURE: Read the directions on the worksheet, describing how music plays a role in your past, present, and future. (Worksheet, pg. 7)</p>	<p>4. MUSIC MATH: Complete the math equations. (Worksheet, pg. 6)</p>	<p>5. BE A TEACHER: On your own paper, create a worksheet similar to the Music Math worksheet in the prior box (#4). On a separate piece of paper, provide an answer key.</p>

WCSD MIDDLE SCHOOL CHOIR - DISTANCE LEARNING OFFLINE OPTION - WORKSHEETS

Week of April 20 - 24

Level 1 Lesson A

Write in your clef. Then, write in the note names in each of the spaces.

Three musical staves for Level 1 Lesson A. Each staff has a treble clef and a 4/4 time signature. The first staff contains six quarter notes: G4, A4, B4, C5, B4, A4. The second staff contains eight quarter notes: G4, A4, B4, C5, B4, A4, G4, F4. The third staff contains five quarter notes: G4, A4, B4, C5, B4. Each staff has a dashed line below it for writing the note names.

Level 2 Lesson A

Write in your clef. Then, write in the note names in each of the spaces.

Three musical staves for Level 2 Lesson A. Each staff has a treble clef and a 4/4 time signature. The first staff contains seven quarter notes: G4, A4, B4, C5, B4, A4, G4. The second staff contains eight quarter notes: G4, A4, B4, C5, B4, A4, G4, F4. The third staff contains five quarter notes: G4, A4, B4, C5, B4. Each staff has a dashed line below it for writing the note names.

14

snap

clap

pat

stomp

The image shows four horizontal lines representing different rhythmic patterns. The 'snap' line has a quarter note on the second line, a quarter note on the second space, and a quarter note on the second line. The 'clap' line has a quarter note on the first space, a quarter note on the first space, and a quarter note on the first space. The 'pat' line has a quarter note on the first space, a quarter note on the first space, and a quarter note on the first space. The 'stomp' line is empty.

The image shows a musical score with two staves. The top staff has a quarter note on the second line, a quarter note on the second space, and a quarter note on the second line. The bottom staff has a quarter note on the first space, a quarter note on the first space, and a quarter note on the first space. There is a double bar line in the middle of the piece.

3. COMPARE/CONTRAST: Find 2 recordings of the same piece by two different performers. Consider selecting songs you have performed in choir this year. Analyze how they are different and similar. Which one do you prefer, and why?

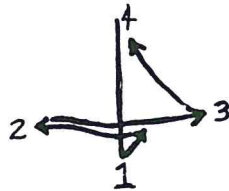
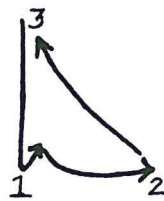
Title of Song: _____

Differences/Similarities: _____

Which do you prefer? _____

Why? _____

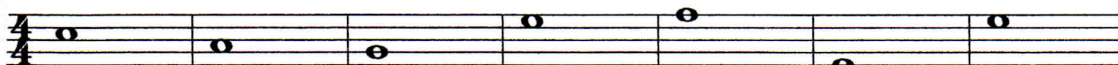
4. CONDUCTING PATTERNS: Practice these patterns and conduct a favorite song. Determine which pattern and key signature fits your song best.



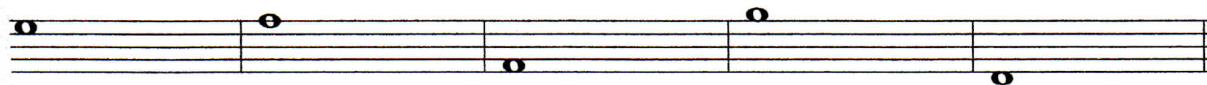
Week of April 27 - May 1

Level 1 Lesson B

Write in your clef. Then, write in the note names in each of the spaces.

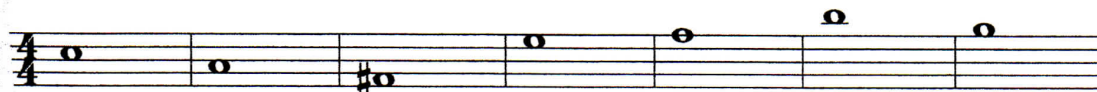


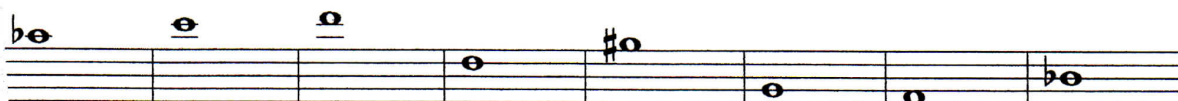




Level 2 Lesson B

Write in your clef. Then, write in the note names in each of the spaces.







2. RHYTHM: Write the counts underneath the following rhythms in 4/4 time. Clap through each line of rhythms while counting aloud. Notice the repeat signs.

1. 

2. 

3. 

4. 

3. COMPARE/CONTRAST: Listen to a Disney song, or popular song, that has a choral arrangement. Listen to both the original and the arrangement and describe the differences.

Title of Song: _____

Differences/Similarities: _____

Week of May 4 - 8

Level 1 Lesson C

Write in your clef. Then, write in the note names in each of the spaces.

Three musical staves for Level 1 Lesson C. Each staff has a treble clef and a 4/4 time signature. The first staff contains a sequence of notes: C4, D4, E4, F4, G4, A4, B4, C5. The second staff contains: C4, D4, E4, F4, G4, A4, B4, C5. The third staff contains: C4, D4, E4, F4, G4, A4, B4, C5. Each staff is followed by a set of blank lines for writing.

Level 2 Lesson C

Write in your clef. Then, write in the note names in each of the spaces.

Three musical staves for Level 2 Lesson C. Each staff has a treble clef and a 4/4 time signature. The first staff contains a sequence of notes: C4, D4, E4, F4, G4, A4, B4, C5. The second staff contains: C4, D4, E4, F4, G4, A4, B4, C5. The third staff contains: C4, D4, E4, F4, G4, A4, B4, C5. Each staff is followed by a set of blank lines for writing.

2. SOLFEGE. Label the notes with the correct solfege. Sing through the piece using solfege and hand signs.

1



2



3











4. MUSIC MATH: Complete the math equations.

1. Add the number of counts. Write the sum under the line, as shown in the first example.

					
+		+		+	
<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>	
3					

2. Subtract the number of counts. Write the sum under the line.

					
-		-		-	
<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>		<hr style="width: 50%; margin: 0 auto;"/>	

3. PAST, PRESENT, FUTURE:

PAST

Where, when, and how did music come into your life when you were younger? In the space below, write down all your musical experiences from your PAST (as a baby, a little child, last year, yesterday). Why was this music in your life? What was the reason for it? What effect did it have (lullaby, parents' favorite music, family sing-alongs, learning an instrument, what else...)?

Music Making in My Past	Experiencing Music in My Past
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PRESENT

In the space below, write down where, when, and how music is in your life in the PRESENT. What kind of music do you care about (at home, at school, in the car, other places where you go, what else...)? Why is this music in your life? What is the reason for it? What effect does it have? (Parents' favorite music, learning an instrument, in the car, relaxing, entertainment, what else...)?

Music Making in My Present	Experiencing Music in My Present
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FUTURE

Where, when, and how do you **imagine** music will come into your life in the future? What are your hopes and dreams for music in your future (in school, in work, in leisure time, what else...)?

Why will this music be in your life? What will be the reason for it? What effect will it have (play or sing, be a star, lullabies to own children, listening for pleasure, what else...)?

Music Making in My Future	Experiencing Music in My Future
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