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March 23, 2020

Greetings 8th Grade Band Parents and Students!

I hope this letter finds you well and healthy. The times we are facing as a nation are unprecedented and bring with it much uncertainty. Know that all of us in the Grenada Band family care deeply about your health and the continued pursuit of your child's learning and music making.

It is a challenge to take a performance-based class and adapt it for distance learning. We believe however, that we have found some great opportunities to keep your children progressing and involved in their music education experience. While none of this is ideal, parent support and encouragement of their children continuing their academic and musical studies during this time is paramount. We band directors are here for you every step of the way.

There are a number of items included in this packet. Students will be familiar with much of this material. We ask that any questions or work submissions be sent to their assigned section director. All director email addresses are included in the packet. Band directors will be regularly monitoring their email accounts during the times students would normally attend school.

With challenging times, it is understood that several people may be enduring financial hardship. Amro Music, our primary instrument provider, is asking for you to please call them if you are in need of assistance with instrument payments. Their goal is to do everything possible to work with so that your child continues playing and progressing on their instrument. You can reach the Amro Music finance department at 1-901-302-3315.

Making music is a wonderful way to relieve stress and escape from the troubles that we all are facing. Ask your child to play a song or a scale for you. Have them explore some of the resources included in this packet. Many technology companies are offering free subscriptions for their products. These are very fun and interactive ways to explore their musicianship. The important thing about this time is that they KEEP PLAYING!

In the meantime, please contact any of us if you have questions or concerns. We are committed to helping you in every way possible and are appreciative of your patience during this time.

Musically yours,

Drew Smiley
Director, 8th Grade Band Program

ALL EMAILED ASSIGNMENTS SHOULD INCLUDE THE FOLLOWING:

NAME
INSTRUMENT
GRADE

EMAIL ADDRESSES:

FLUTES AND OBOES – MR. PRESLEY – jpresley@grenadak12.com

CLARINETS – MRS. PRESLEY – kpresley@grenadak12.com

SAXES AND HORNS – MR. SMILEY – asmiley@grenadak12.com

TRUMPETS – MR. SUMRALL – csumrall@grenadak12.com

TROMBONES – MR. WATKINS – dwatkins@grenadak12.com

BARITONES AND TUBAS – MR. WINTERS – jwinters@grenadak12.com

PERCUSSION – MR. CLARK – bclark@grenadak12.com

Online Music Resources (free!)

Sightreadingfactory.com – fun for sight reading practice (contact support@sightreadingfactory.com)

Acapella (app store) – can record multiple people or duets/ensembles with yourself!

YouTube.com – concerts, performances or information about your instrument

Virtual Concerts

MusicTheory.net – explore the nuts and bolts of how music is created

Awesome Screenshot – screen capture tool (and recorder)

Easy Music Lesson – pop music video and music play along

National Music Museum – virtual tours

****smartmusic.com** – We have requested a school account for this service and will update everyone once it is completed.

8th Grade Coursework – 4th Nine Weeks –Tuba

Scales (**REQUIRED!** All are one octave)

Concert G

Concert D

Concert Db

Concert Gb

Chromatic Low E-fourth line F

Technical Exercises (choose **FOUR** from the list)

G Scales in Thirds

D Scales in Thirds

Db Scales in Thirds

Gb Scales in Thirds

G Scale Patterns

D Scale Patterns

Db Scale Patterns

Gb Scale Patterns

G Arpeggios

D Arpeggios

Db Arpeggios

Gb Arpeggios

D Scale Intervals

G Scale Intervals

Db Scale Intervals

Gb Scale Intervals

Festival Solos: St. Anthony Chorale and Rondo

*Rhythm Exercises 9F and G – Winning Rhythms

*Listen to a professional recording of an artist on your instrument

- Write a paragraph of at least 300 words.
- Include the following information
 - o Who was the performer?
 - o What piece did they perform?
 - o Where did you find the recording?
 - o What did you notice about their playing that you would like to include in your study? Please be specific.
 - o What kinds of things could you work on in order to accomplish this?

*Watch the video about instrument maintenance. Send a short video of you cleaning your instrument. Name two things in the video that you previously did not know or did not do on a regular basis. If you do not have an instrument at home, write a paragraph about the video and what you previously did not know or did not do. <https://youtu.be/MxUkwz6PwDs>

*Theory worksheets: Take a picture of the completed sheet and email it to your section director.

*Note Speller Exercises (3 Pages) – Lesson 17, 18, 19

*REQUIRED if you do not have an instrument at home. Students who play a school owned instrument will be allowed to check one out at the band hall.

GRADING

Those students who do not have access to an instrument at home will need to submit ALL requirements marked with an asterisk on the previous page. Each assignment will be worth 20 points for 100 points total.

For students with instruments at home, pass-offs will count for 80 points of your final grade. All students will also need to choose one other activity valued at 20 points (Solo, Rhythm Exercises, Written work, Maintenance video, Theory Worksheets, Note Speller Exercises)

Students who complete the pass-off chart will be given extra credit.

ALSO: Please send your section director ANY musical activity you are engaging in. Whether it is using the music resources or playing for family.....we want to see what you are doing!

Reeds and Supplies

If you are in need of supplies, you can contact your section director and we will make every effort to meet and sell supplies out of the supply closet. Considering the importance of social distancing during this time, a list of online resources is provided for your convenience. Even though you may find less expensive options, we ask that you please adhere to the recommended brands if at all possible. We can vouch for their quality and consistency.

Bb CLARINET REEDS – VANDOREN (BLUE BOX) – Strength 3 (or higher if you have been using them)

ALTO/TENOR/BARI SAX REEDS – VANDOREN (BLUE BOX) – Strength 3 (or higher)

OBOE REEDS – LESHER, DUNKLE OR FOX
Strength – 6th-8th grade (medium) 9th-12th grade (medium hard)

Valve Oil – Blue Juice (4oz.) or virtually any brand

Slide Cream – Yamaha (comes in a tube)

You can call Amro Music at 1-901-302-3315 to order any of these supplies. They will ship them to you.

You can also visit www.wbw.com and search under “accessories”.

Required Scales

Tuba

$\text{♩} = 60$

7th Grade Scales

Bb

6

F

11

Eb

16

Ab

21

C

26

8th Grade Scales

G

29

D

32

Db

35

Gb

38

Chrom

41

Scales Full Range

7th Grade Scales

$\text{♩} = 60$

Tuba

Bb

Musical staff for Tuba in Bb, showing a scale starting on Bb and ascending to G.

8

F

Musical staff for Tuba in F, showing a scale starting on F and ascending to D.

15

Eb

Musical staff for Tuba in Eb, showing a scale starting on Eb and ascending to C.

22

Ab

Musical staff for Tuba in Ab, showing a scale starting on Ab and ascending to F.

27

C

Musical staff for Tuba in C, showing a scale starting on C and ascending to A.

34

8th Grade Scales

G

Musical staff for Tuba in G, showing a scale starting on G and ascending to E.

39

D

Musical staff for Tuba in D, showing a scale starting on D and ascending to B.

46

Db

Musical staff for Tuba in Db, showing a scale starting on Db and ascending to Bb.

53

Gb

Musical staff for Tuba in Gb, showing a scale starting on Gb and ascending to F.

58

Chrom

Musical staff for Chromatic scale, showing a scale starting on C and ascending to C.

62

Musical staff for Chromatic scale continuation, showing a scale starting on C and ascending to C.

Tuba Fingering Chart

Notes on gray background are pedal tones

	A \sharp B \flat	B	C	C \sharp	D \flat	D	D \sharp E \flat	E	F
BB \flat Tuba	Open	* (2 3)	1 2 3 4 \downarrow or 1 2 or 3	1 3 4 or 1	2 3 4 or 2	1 2 4 or 1 4 \downarrow or Open	2 4 or 1 2 3 \downarrow	4 or 1 3 \downarrow	
CC Tuba	1	2	Open	* (2 3)	1 2 3 4 \uparrow or 1 2 \uparrow or 3	1 3 4 \downarrow or 1	2 3 4 or 2	1 2 4 \uparrow or 1 4 \uparrow or Open	
**E \flat Tuba	4 or 1 3	2 3	1 2 or 3	1	2	Open	* (2 3)	1 2 3 4 \uparrow or 1 2 or 3	

	F \sharp	G \flat	G	G \sharp	A \flat	A	A \sharp	B \flat	B	C	C \sharp	D \flat
BB \flat Tuba	2 3	1 2 or 3	1	2	Open	2 4 or 1 2 3 \downarrow	4 or 1 3 \downarrow	2 3				
CC Tuba	2 4 or 1 2 3 \downarrow	4 or 1 3 \downarrow	2 3	1 2 or 3	1	2	Open	2 4 or 1 2 3 \downarrow				
**E \flat Tuba	1 3 4 \downarrow or 1	2 3 4 or 2	1 2 4 \uparrow or 1 4 \uparrow or Open	2 4 or 1 2 3 \downarrow	4 or 1 3 \downarrow	2 3	1 2 or 3	1				

	D	D \sharp	E \flat	E	F	F \sharp	G \flat	G	G \sharp	A \flat	A
BB \flat Tuba	1 2 or 3	1	2	Open or 1 3 \downarrow or 4	2 3	1 2 or 3	1	2			
CC Tuba	4 or 1 3 \downarrow	2 3	1 2 or 3	1	2	Open or 1 3 \downarrow	2 3	1 2 or 3			
**E \flat Tuba	2	Open	2 4 or 1 2 3 \downarrow	4 or 1 3 \downarrow	2 3	1 2 or 3	1	2			

	A \sharp	B \flat	B	C	C \sharp	D \flat	D	D \sharp	E \flat	E	F
BB \flat Tuba	Open or 2 3	1 2 \uparrow or 3 or 2 4	1 \uparrow or 1 3 \downarrow or 4	2 or 2 3	Open or 1 2 \downarrow or 3	1 \downarrow or 1 3 \uparrow	2 or 2 3 \uparrow	Open or 1 2 \uparrow or 3 \uparrow			
CC Tuba	1	2	Open or 2 3	1 2 \uparrow or 3 or 2 4	1 \uparrow or 1 3 \downarrow or 4	2 or 2 3	Open or 1 2 \uparrow or 3	1 \downarrow or 1 3 \uparrow			
**E \flat Tuba	Open or 1 3 \downarrow	2 3	1 2 or 3	1 or 1 2 3	2 or 1 3	Open or 2 3	1 2 or 3	1 or 1 3			

	F \sharp	G \flat	G	G \sharp	A \flat	A	A \sharp	B \flat	B	C	C \sharp	D \flat
BB \flat Tuba	2 3 or 1 \uparrow	1 2 or 3 or 2 \uparrow	1 or Open or 2 3 or 2 4	2 or 1 2 or 1 3	Open or 2 3 \uparrow or 1	1 2 or 3 or 2 4	1 \uparrow or Open or 1 3 or 4 \uparrow	2 or 2 3				
CC Tuba	2 or 2 3 \uparrow	Open or 1 2 \uparrow or 3 \uparrow	2 3 or 1 \uparrow	1 2 or 3 or 2 \uparrow	1 or Open or 2 3 or 2 4	2 or 1 2 or 1 3	Open or 2 3 \uparrow or 1	1 2 or 3 or 2 4				
**E \flat Tuba	2 or 2 3	Open or 1 2 or 3	1 or 1 3	2	Open or 1 2 \uparrow	2 3 or 1 \uparrow	1 2 or 3 or 2 \uparrow	1 or Open or 2 3 or 2 4				

	D	D \sharp	E \flat	E	F	F \sharp	G \flat	G	G \sharp	A \flat	A	A \sharp	B \flat
BB \flat Tuba	Open or 1 2 or 1 2 3 or 3	1 or 1 3	2 or 2 3	Open or 1 2	2 3 or 1	1 2 or 2	1 or Open or 2 3 or 2 4	2 or 1 2 or 1 3	Open or 2 3 or 1				
CC Tuba	1 \uparrow or Open or 1 3 \uparrow or 4 \uparrow	2 or 2 3	Open or 1 2 or 1 2 3 or 3	1 or 1 3	2 or 2 3	Open or 1 2	2 3 or 1	1 2 or 2	1 or Open or 2 3 or 2 4				
**E \flat Tuba	2 or 1 2 or 1 3	Open or 2 3 or 1	1 2 or 3 or 2 4	1 or 1 3 \uparrow or Open	2 or 2 3	1 2 3 or 3 or Open or 1 2	1 or 1 3	2 or 2 3	Open or 1 2				

(When more than one fingering is shown, the first is the most common.)

Tuba

8th Grade Pass-off Exercises

Concert G in Thirds

A musical staff in bass clef, key of G major (one sharp), and 4/4 time signature. It contains a continuous eighth-note pattern in thirds, starting on G2 and ascending to G3.

Concert D in Thirds

A musical staff in bass clef, key of D major (two sharps), and 4/4 time signature. It contains a continuous eighth-note pattern in thirds, starting on D2 and ascending to D3.

Concert Db in Thirds

A musical staff in bass clef, key of D-flat major (two flats), and 4/4 time signature. It contains a continuous eighth-note pattern in thirds, starting on D-flat2 and ascending to D-flat3.

Concert Gb in Thirds

A musical staff in bass clef, key of G-flat major (three flats), and 4/4 time signature. It contains a continuous eighth-note pattern in thirds, starting on G-flat2 and ascending to G-flat3.

Concert G Arpeggios

A musical staff in bass clef, key of G major (one sharp), and 2/4 time signature. It contains a continuous eighth-note arpeggiated pattern starting on G2 and ascending to G3.

A musical staff in bass clef, key of D major (two sharps), and 2/4 time signature. It contains a continuous eighth-note arpeggiated pattern starting on D2 and ascending to D3.

Concert D Arpeggios

A musical staff in bass clef, key of D major (two sharps), and 2/4 time signature. It contains a continuous eighth-note arpeggiated pattern starting on D2 and ascending to D3.

A musical staff in bass clef, key of D-flat major (two flats), and 2/4 time signature. It contains a continuous eighth-note arpeggiated pattern starting on D-flat2 and ascending to D-flat3.

Concert Db Arpeggios

A musical staff in bass clef, key of D-flat major (two flats), and 2/4 time signature. It contains a continuous eighth-note arpeggiated pattern starting on D-flat2 and ascending to D-flat3.

A musical staff in bass clef, key of G-flat major (three flats), and 2/4 time signature. It contains a continuous eighth-note arpeggiated pattern starting on G-flat2 and ascending to G-flat3.

Tuba

8th Grade Pass-off Exercises

Concert Gb Arpeggios

Two staves of musical notation for Concert Gb Arpeggios. The first staff is in bass clef, key of G-flat major (three flats), and 2/4 time. It contains a sequence of eighth-note arpeggios starting from G-flat. The second staff continues the arpeggio pattern, ending with a double bar line.

Concert G Scale Intervals

Staff of musical notation for Concert G Scale Intervals. It is in bass clef, key of G major (one sharp), and 4/4 time. The exercise consists of a series of eighth-note intervals starting from G, moving up and then down the scale.

Concert D Scale Intervals

Staff of musical notation for Concert D Scale Intervals. It is in bass clef, key of D major (two sharps), and 4/4 time. The exercise consists of a series of eighth-note intervals starting from D, moving up and then down the scale.

Concert Db Scale Intervals

Staff of musical notation for Concert Db Scale Intervals. It is in bass clef, key of D-flat major (two flats), and 4/4 time. The exercise consists of a series of eighth-note intervals starting from D-flat, moving up and then down the scale.

Concert Gb Scale Intervals

Staff of musical notation for Concert Gb Scale Intervals. It is in bass clef, key of G-flat major (three flats), and 4/4 time. The exercise consists of a series of eighth-note intervals starting from G-flat, moving up and then down the scale.

Concert G Scale Pattern

Staff of musical notation for Concert G Scale Pattern. It is in bass clef, key of G major (one sharp), and 4/4 time. The exercise consists of a series of eighth-note patterns starting from G, moving up and then down the scale.

Concert D Scale Pattern

Staff of musical notation for Concert D Scale Pattern. It is in bass clef, key of D major (two sharps), and 4/4 time. The exercise consists of a series of eighth-note patterns starting from D, moving up and then down the scale.

Concert Db Scale Pattern

Staff of musical notation for Concert Db Scale Pattern. It is in bass clef, key of D-flat major (two flats), and 4/4 time. The exercise consists of a series of eighth-note patterns starting from D-flat, moving up and then down the scale.

Concert Gb Scale Pattern

Staff of musical notation for Concert Gb Scale Pattern. It is in bass clef, key of G-flat major (three flats), and 4/4 time. The exercise consists of a series of eighth-note patterns starting from G-flat, moving up and then down the scale.

ST. ANTHONY CHORALE AND RONDO

Franz Joseph Haydn (1732-1809)

2 - Tuning Note

27 - Solo with accompaniment

28 - Accompaniment only

Chorale Andante (♩ = 96)

1-4 4 5 6 7 9 8

mp

9 10 11 12 13 14

mf

15 16 17 18 19

mp *p*

20 21 22 23 24 25 26

mf

Rondo
Allegretto (♩ = 116)

27 28 29 30 31 32 33-36 4

f

37 38 39 40 41 42

mf *p* *mf*

43 44 45 46 47 48

p

49 50 51 52 53 54

mf *p* *mf*

55 56 57 58 59 60 61

f *p*

9.

Those who count together, play together!

A. $\frac{4}{4}$

B. $\frac{4}{4}$

C. $\frac{4}{4}$

D. $\frac{4}{4}$

E. $\frac{4}{4}$

✓ F. $\frac{4}{4}$

✓ G. $\frac{4}{4}$

H. $\frac{4}{4}$

I. $\frac{4}{4}$

J. $\frac{4}{4}$

K. $\frac{2}{4}$

L. $\frac{2}{4}$

M. $\frac{2}{4}$

N. $\frac{2}{4}$

Name _____

Date _____

Matching I

Draw a line connecting the musical term or symbol with its definition.

Definition



p



mp



sharp

treble clef

mezzo forte

quarter rest

eighth note

slur

accent

staccato

piano

crescendo

mezzo piano

forte

bass clef

tie

quarter note

eighth rest

flat

decrescendo



f



mf



Name _____

Date _____

Intervals I

In music, an **interval** is the distance between two notes.

A **melodic interval** is the distance between two notes which are played one at a time.

A **harmonic interval** is the distance between two notes which are played at the same time.

Melodic Intervals

Harmonic Intervals

The interval between two identical notes is called a **unison**.

The interval of an eighth is called an **octave**.

1. Identify the following intervals as melodic (M) or harmonic (H).

H _ _ _ _ _ _ _

2. Name these melodic intervals.

5th unison _ _ _ _ _ _

3. Name these harmonic intervals.

_ _ _ _ _ _ _ _

4. Write the indicated harmonic interval above the given note.

5th 3rd unison octave 2nd 4th 5th 7th

5. Write the indicated harmonic interval above the given note.

3rd 5th 4th 6th unison 7th octave 4th

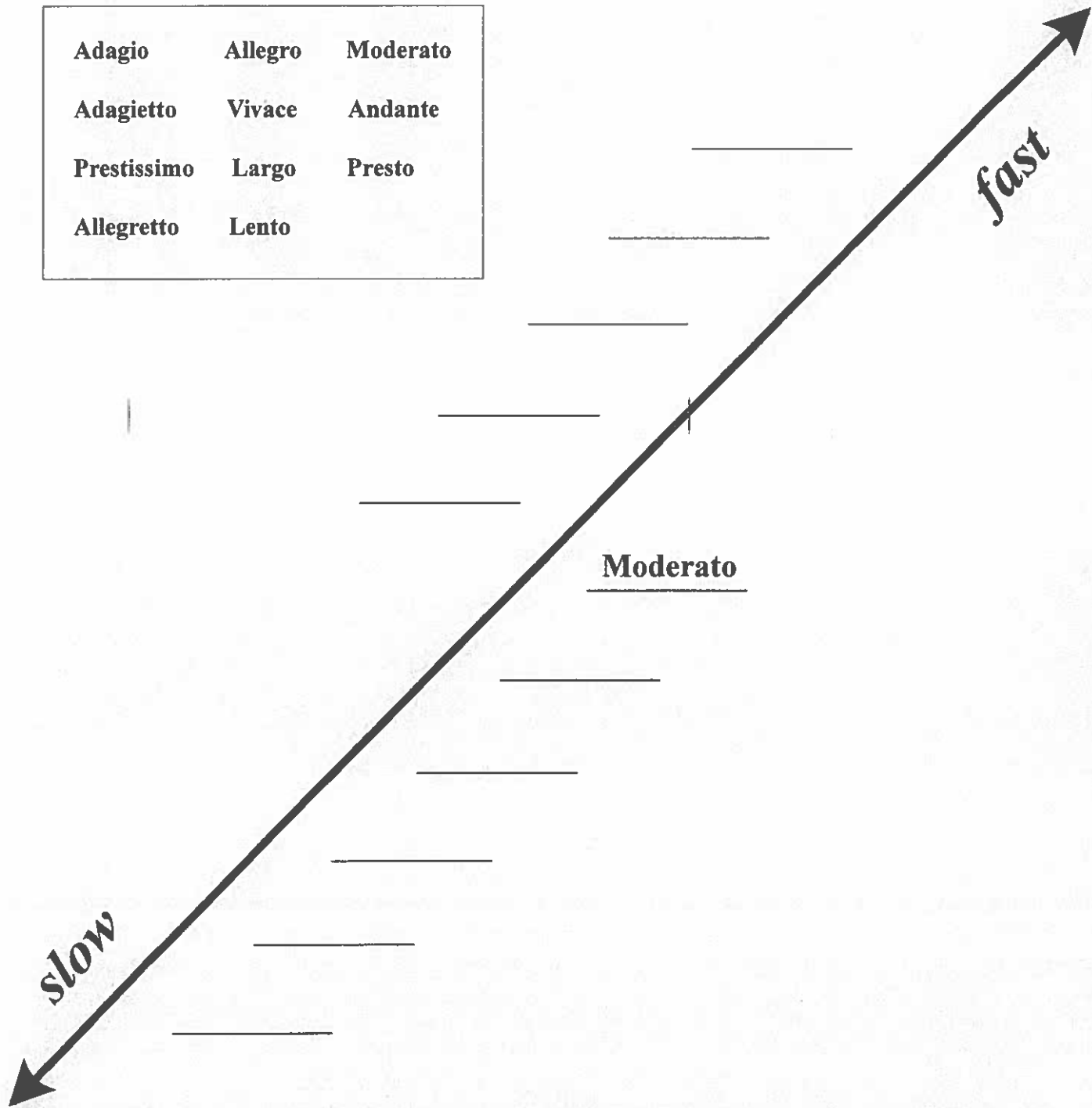
Name _____

Date _____

Tempos - Slow to Fast

Organize the tempo markings along the line in order from slowest to fastest.

Adagio	Allegro	Moderato
Adagietto	Vivace	Andante
Prestissimo	Largo	Presto
Allegretto	Lento	



Name _____

Date _____

Word Search III

Find and circle these words in the puzzle below.
Words may appear horizontally, vertically or diagonally.

Staccato	Interval	Tenuto	Allegro
Adagio	Slur	Time Signature	Key Signature
Mezzo piano	Barline	Measure	Mezzo forte

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

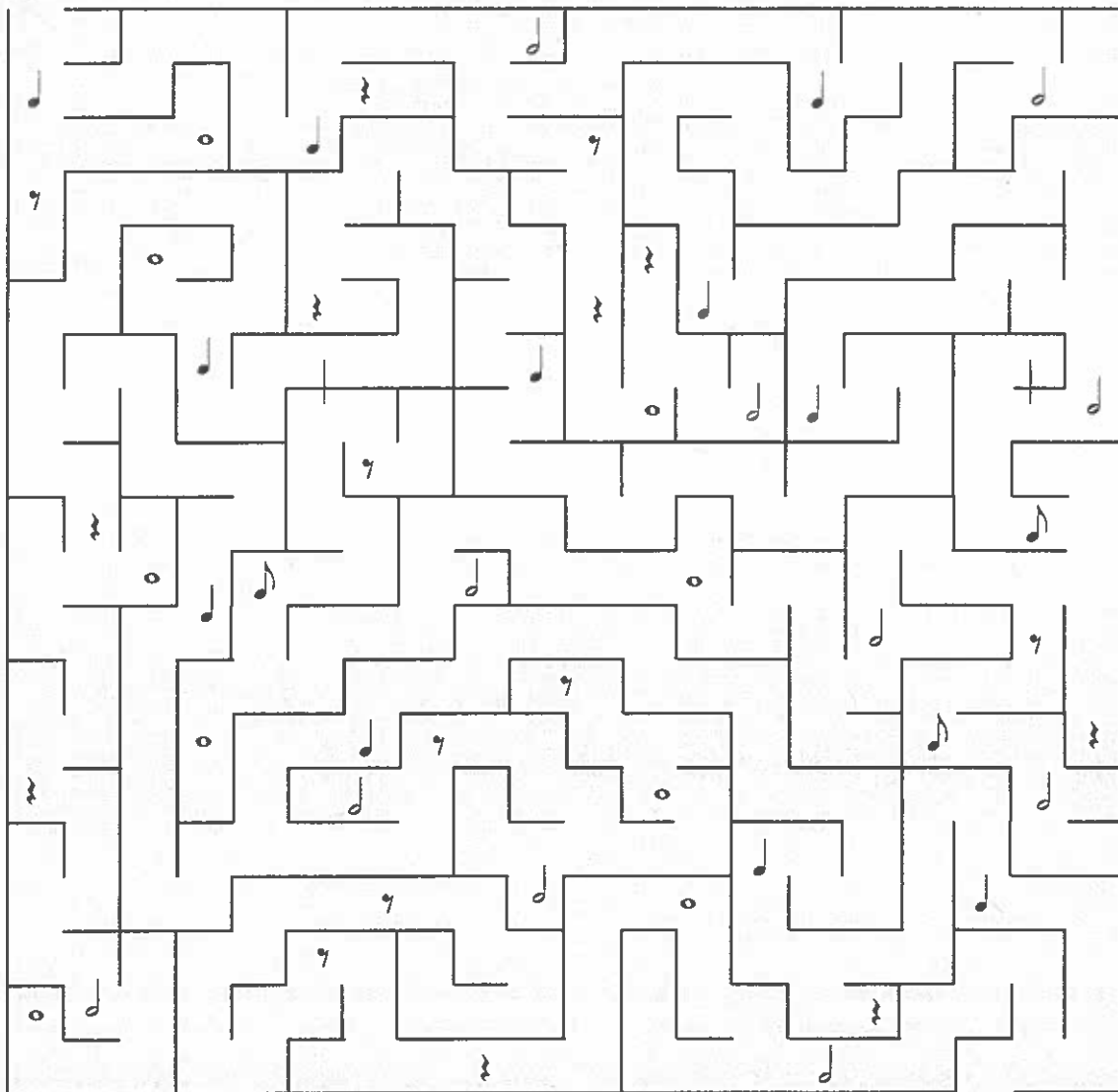
Name _____

Date _____

Musical Maze

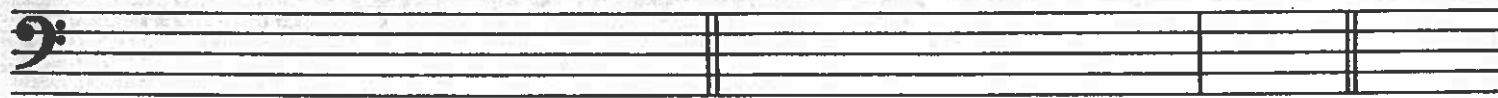
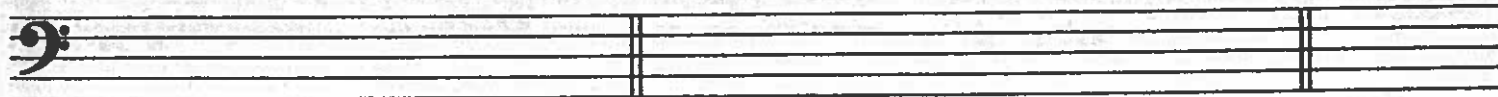
Michael has lost his trumpet.
Help Michael find his trumpet by following the quarter notes through the maze.

Start

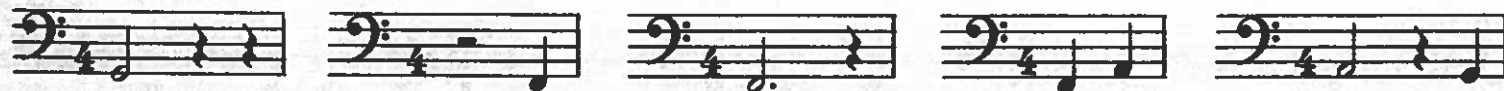


LESSON 17

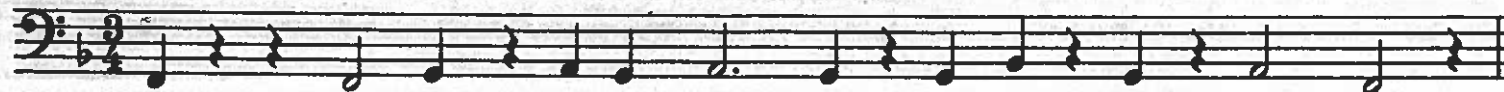
- 1 a - Write different notes for the fingerings given.
- b - Name the notes you have written.



- 2 Complete the Time Signatures.



- 3 Put in Bar lines and write counting under each measure.



LESSON 18

1 Add the time of the notes and rests in 4/4 time.

$$\text{d} + \text{r} + \text{r} = \square$$

$$\text{r} + \text{d} + \text{r} = \square$$

$$\text{d} + \text{d} + \text{r} = \square$$

$$\text{o} + \text{d} + \text{r} = \square$$

$$\text{d} + \text{r} + \text{r} = \square$$

$$\text{d} + \text{d} + \text{r} = \square$$

$$\text{r} + \text{r} + \text{o} = \square$$

$$\text{d} + \text{r} + \text{d} = \square$$

$$\text{d} + \text{r} + \text{d} = \square$$

$$\text{o} + \text{r} + \text{d} = \square$$

2 Answer Yes or No to the questions below.



Is the last note like the 1st note? ___



Is the last note like the 2nd note? ___



Is the last note like the 3rd note? ___



Is the last note like the 1st note? ___



Is the last note like the 1st note? ___



Is the last note like the 1st note? ___



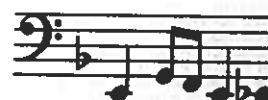
Is the last note like the 1st note? ___



Is the last note like the 1st note? ___



Is the last note like the 1st note? ___



Is the last note like the 1st note? ___

3 a - Put in Bar lines. (Note Time Signatures).

b - Write T under all notes that should be tongued and S under those that are not tongued.





LESSON 19

- 1 a - Name the notes.
- b - Mark fingerings.

□ □ □ □ □ □ □ □ □ □ □ □ □

Eb Bass ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○
 Eb Bass ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○

□ □ □ □ □ □ □ □ □ □ □ □ □

○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○ ○○○

- 2 Circle the notes affected by the key signatures. When we have 3 flats in the key signature they are always Bb, Eb & Ab.

When we have one flat in the key signature it is always Bb.

- 3 On what counts do the following examples start?