

Alto Sax



March 23, 2020

Greetings 6th 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,

Joe Presley, Director of Bands
Grenada School District

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.

6th Grade Coursework – 4th Nine Weeks – Alto Saxophone

Pass-off sheet (Items listed on next page are all in the Standard of Excellence red book)

*Rhythm Exercises from Standard of Excellence book Page 44: Exercises #31 and #33

*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 what you previously did not know or did not do. <https://youtube.com/watch?v=ySOTzXFGuGY>

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

*Note Speller Exercises (3 Pages) – Lesson 4,5,6

*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. Each assignment will be worth 20 points for 100 points total.

For students with instruments at home, you will need to complete 4 items from your pass-off chart. If you do not know which items you have not yet completed, email your director.

You will also need to choose ONE other activity valued at 20 points (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 2.5 or 3

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

OBOE REEDS – LESHER, DUNKLE OR FOX (medium strength)

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”.

Sixth Grade Saxophones Level System (2018-2019)

- Assemble instrument and name parts of the instrument
- Demonstrate proper posture while using proper hand position on your instrument
- Play a steady Concert F and low Concert Bb for 4 counts each
- Tongue 4 notes in a row with the proper articulation (Tah Tah Tah Tah)
- Note speller homework

STANDARD OF EXCELLENCE (RED BOOK):

- | | | |
|----------------------------------|----------------------------------|------------------------------------------------|
| <input type="checkbox"/> SOE #7 | <input type="checkbox"/> SOE #41 | <input type="checkbox"/> SOE #91 |
| <input type="checkbox"/> SOE #10 | <input type="checkbox"/> SOE #43 | <input type="checkbox"/> SOE #106 |
| <input type="checkbox"/> SOE #14 | <input type="checkbox"/> SOE #49 | <input type="checkbox"/> SOE #111 |
| <input type="checkbox"/> SOE #18 | <input type="checkbox"/> SOE #55 | <input type="checkbox"/> SOE #115 (first half) |
| <input type="checkbox"/> SOE #19 | <input type="checkbox"/> SOE #57 | <input type="checkbox"/> SOE #122 |
| <input type="checkbox"/> SOE #22 | <input type="checkbox"/> SOE #67 | <input type="checkbox"/> SOE #131 |
| <input type="checkbox"/> SOE #29 | <input type="checkbox"/> SOE #76 | <input type="checkbox"/> SOE #141 |
| <input type="checkbox"/> SOE #35 | <input type="checkbox"/> SOE #84 | <input type="checkbox"/> SOE #151 |

STAND. OF EX. (RED BOOK - GREEN PAGES):

- | | | |
|--------------------------------------------|-------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> SOE Page 40 # 120 | <input type="checkbox"/> SOE Page 40 #134 | <input type="checkbox"/> SOE Page 41 # 148 |
|--------------------------------------------|-------------------------------------------|--------------------------------------------|

MAJOR SCALES:

- Concert Bb
- Concert Eb
- Concert Ab
- Concert F
- Concert Eb (2 Octaves)
- Concert F (2 Octaves)
- BASIC Chromatic (G to G)
- EXTENDED Chromatic (Low D to High D)

5 Stars = Level 1 (smile)

10 Stars = Level 2 (high five)

15 Stars = Level 3 (piece of candy)

20 Stars = Level 4 (free valve/slide oil)

25 Stars = Level 5 (Music Bookmark)

30 Stars = Level 6 (Pizza Party)

35 Stars = Level 7 (Instrument Pin)

Complete all 40 exercises = TROPHY and your name on PLAQUE in band hall.

FIRST student in Grades 6, 7, and 8 to complete their chart EACH get a \$50 gift card

Name _____

Date _____

Matching - Dynamic Markings I

Draw a line connecting the dynamic marking or symbol with its definition.

Dynamic Marking

Definition

crescendo

soft

mf

medium loud

p

very very loud

ppp

loud then immediately soft

f

very loud

ff

medium soft

fp

getting louder

mp

very soft

decrescendo

getting softer

pp

loud, strong

fff

very very soft

Name _____

Date _____

Word Search I

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

| | | | |
|----------|---------|--------|------|
| Staff | Lines | Pitch | Beat |
| Dynamics | Tempo | Melody | |
| Spaces | Harmony | Rhythm | |

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

Name _____

Date _____

Matching - Notes and Rests I

Draw a line connecting the note or rest with its definition.

Symbol



Definition

eighth note

whole note

half rest

quarter note

quarter rest

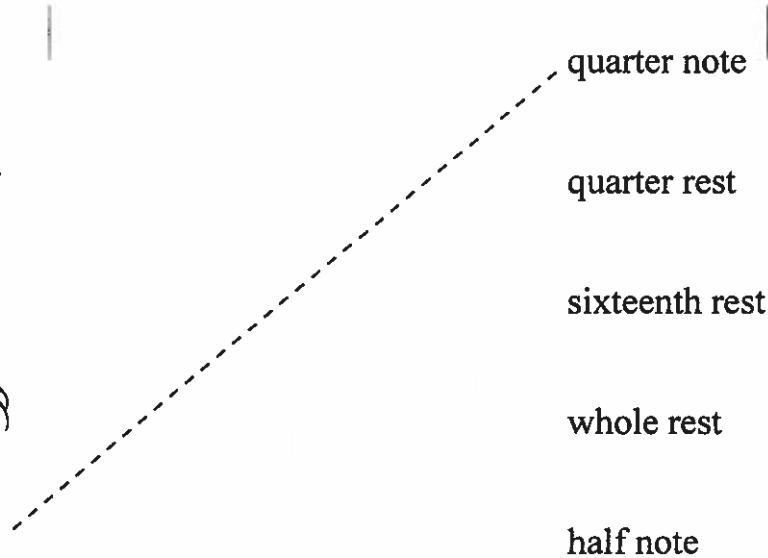
sixteenth rest

whole rest

half note

sixteenth note

eighth rest



LESSON 4

- 1 a - Write notes on the staff as indicated by fingering.
 b - Name the notes.

Two musical staves for exercise 1. Each staff has 14 boxes above it for writing notes. Below each staff is a diagram showing the placement of notes on the five-line staff with a treble clef. The notes are indicated by a stem with a flag and a dot on the line or space. The fingering for each note is shown by a number (1-5) next to the note.

Staff 1 notes (from left to right):
 1. Line 2 (Finger 1)
 2. Space 2 (Finger 3)
 3. Line 3 (Finger 1)
 4. Space 3 (Finger 4)
 5. Line 4 (Finger 2)
 6. Space 4 (Finger 3)
 7. Line 5 (Finger 4)
 8. Space 5 (Finger 4)
 9. Line 1 (Finger 1)
 10. Space 1 (Finger 5)
 11. Line 2 (Finger 2)
 12. Space 2 (Finger 3)
 13. Line 3 (Finger 4)
 14. Space 3 (Finger 4)

Staff 2 notes (from left to right):
 1. Line 2 (Finger 1)
 2. Space 2 (Finger 3)
 3. Line 3 (Finger 1)
 4. Space 3 (Finger 4)
 5. Line 4 (Finger 2)
 6. Space 4 (Finger 3)
 7. Line 5 (Finger 4)
 8. Space 5 (Finger 4)
 9. Line 1 (Finger 1)
 10. Space 1 (Finger 5)
 11. Line 2 (Finger 2)
 12. Space 2 (Finger 3)
 13. Line 3 (Finger 4)
 14. Space 3 (Finger 4)

- 2 a - Put notes on the lines and spaces as called for.
 b - Put names of notes in the boxes.

Two musical staves for exercise 2. Each staff has 14 boxes above it for writing notes. Below each staff is a list of instructions for where to place notes on the staff.

Staff 1 instructions (from left to right):
 2 line, 3 space, 1 line, 4 line, 2 space, 3 space, 4 line, 4 space, 1 space, 5 line, 2 space, 3 line

Staff 2 instructions (from left to right):
 3 space, 5 line, 4 space, 3 space, 1 line, 4 line, 2 line, 2 space, 4 space, 4 line, 5 line, 1 space, 3 space

LESSON 5

- 1 a - Name the notes.
 b - Mark fingerings. (See picture, page 2, for numbers of additional keys when needed.)

*See note

*Note - See picture, page 2, for number of additional keys if necessary.

2 What are the names of notes on the following lines and spaces?

- | | |
|------------------------------------------|-------------------------------------------|
| 1 - 1st line - <input type="checkbox"/> | 11 - 4th line - <input type="checkbox"/> |
| 2 - 2nd space - <input type="checkbox"/> | 12 - 3rd line - <input type="checkbox"/> |
| 3 - 5th line - <input type="checkbox"/> | 13 - 1st line - <input type="checkbox"/> |
| 4 - 4th space - <input type="checkbox"/> | 14 - 1st space - <input type="checkbox"/> |
| 5 - 3rd line - <input type="checkbox"/> | 15 - 5th line - <input type="checkbox"/> |
| 6 - 2nd line - <input type="checkbox"/> | 16 - 1st space - <input type="checkbox"/> |
| 7 - 3rd space - <input type="checkbox"/> | 17 - 2nd space - <input type="checkbox"/> |
| 8 - 5th line - <input type="checkbox"/> | 18 - 2nd line - <input type="checkbox"/> |
| 9 - 4th space - <input type="checkbox"/> | 19 - 3rd line - <input type="checkbox"/> |
| 10 - 2nd line - <input type="checkbox"/> | 20 - 4th space - <input type="checkbox"/> |

