

Trombone



March 23, 2020

Greetings 6<sup>th</sup> 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](mailto:jpresley@grenadak12.com)

CLARINETS – MRS. PRESLEY – [kpresley@grenadak12.com](mailto:kpresley@grenadak12.com)

SAXES AND HORNS – MR. SMILEY – [asmiley@grenadak12.com](mailto:asmiley@grenadak12.com)

TRUMPETS – MR. SUMRALL – [csumrall@grenadak12.com](mailto:csumrall@grenadak12.com)

TROMBONES – MR. WATKINS – [dwatkins@grenadak12.com](mailto:dwatkins@grenadak12.com)

BARITONES AND TUBAS – MR. WINTERS – [jwinters@grenadak12.com](mailto:jwinters@grenadak12.com)

PERCUSSION – MR. CLARK – [bclark@grenadak12.com](mailto:bclark@grenadak12.com)

**Online Music Resources (free!)**

[Sightreadingfactory.com](http://Sightreadingfactory.com) – fun for sight reading practice (contact [support@sightreadingfactory.com](mailto:support@sightreadingfactory.com))

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

[YouTube.com](http://YouTube.com) – concerts, performances or information about your instrument

Virtual Concerts

[MusicTheory.net](http://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.

## 6<sup>th</sup> Grade Coursework – 4<sup>th</sup> Nine Weeks – Trombone

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://www.youtube.com/watch?v=dcArZE8BQQg>

\*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.

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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 – LESHAR, 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.wwbw.com](http://www.wwbw.com) and search under "accessories".

## Sixth Grade Low Brass Level System

- 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 (first half) | <input type="checkbox"/> SOE #122              |
| <input type="checkbox"/> SOE #22 | <input type="checkbox"/> SOE #67 (no repeat)  | <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 # 97A | <input type="checkbox"/> SOE Page 40 #108 | <input type="checkbox"/> SOE Page 41 # 143 |
|--|---|--|

### RHYTHM EXERCISES (WILL BE GIVEN IN THE SPRING SEMESTER):

- Rhythm Exercise A
- Rhythm Exercise B

### MAJOR SCALES:

- Concert Bb
- Concert Eb
- Concert Ab
- Concert F
- BASIC Chromatic (Low Bb to High Bb)
- EXTENDED Chromatic (Low E to High Bb)

3 Stars = Level 1 (smile)

8 Stars = Level 2 (high five)

13 Stars = Level 3 (piece of candy)

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

23 Stars = Level 5 (Music Bookmark)

28 Stars = Level 6 (instrument pin)

33 Stars = Level 7 (pizza Party)

38 Stars = Level 8 (free tuner)

**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

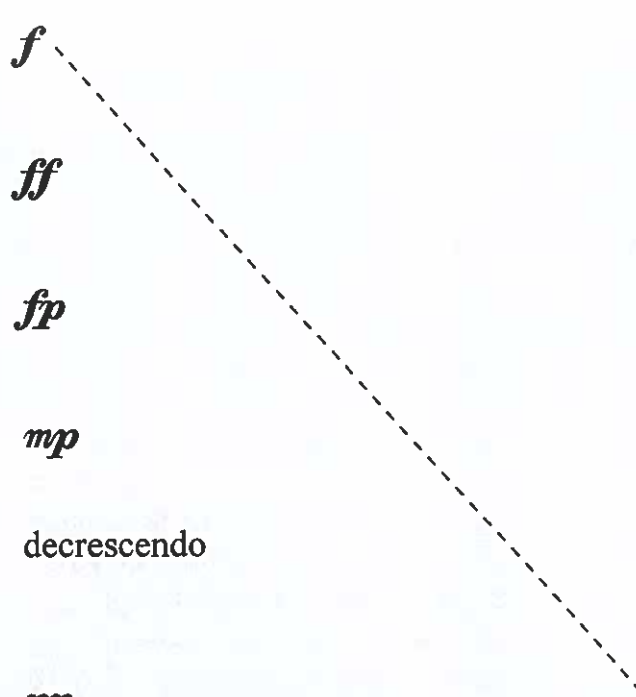
getting softer

*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

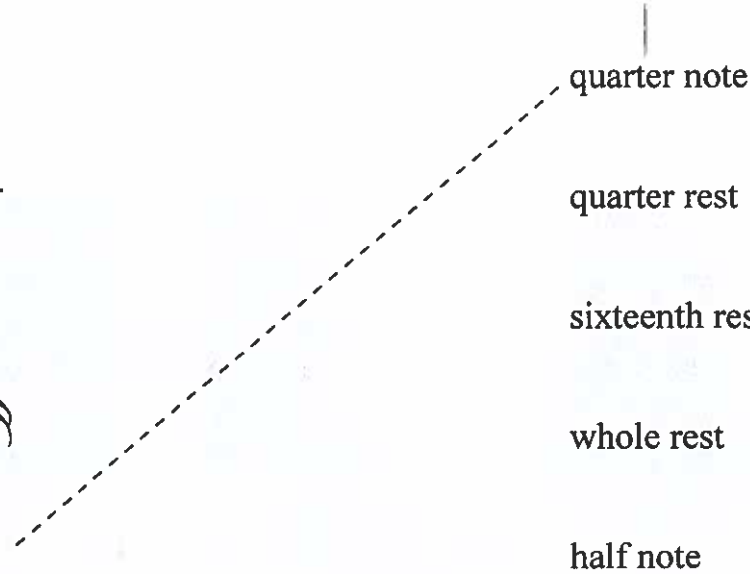
sixteenth rest

whole rest

half note

sixteenth note

eighth rest





# LESSON 4

- 1 a - Write different notes for the fingerings indicated.  
b - Give names of all notes.

□                      □                      □                      □                      □

①                      ①                      ①                      ③                      ③

□                      □                      □                      □

④                      ④                      ②                      ②

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

□   □   □   □   □   □   □   □   □   □   □   □

2    3    1    4    2    3    4    4    1    5    2    3  
line space line line space space line space line space line

□   □   □   □   □   □   □   □   □   □   □   □

3    5    4    3    1    4    2    2    4    4    5    1    3  
space line space space line line line space space line line space space

# LESSON 5

- a - Put names of notes in squares.  
 b - Put number of position in circles.

A musical staff with 11 notes. Above the staff are 11 empty squares for note names. Below the staff are 11 empty circles for positions. The notes are: G4 (square), F4 (circle), E4 (square), D4 (circle), C4 (square), B3 (circle), A3 (square), G3 (circle), F3 (square), E3 (circle), D3 (square).

A musical staff with 12 notes. Above the staff are 12 empty squares for note names. Below the staff are 12 empty circles for positions. The notes are: D3 (square), C3 (circle), B2 (square), A2 (circle), G2 (square), F2 (circle), E2 (square), D2 (circle), C2 (square), B1 (circle), A1 (square), G1 (circle).

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

1 - 1st line -  E

11 - 4th line -

2 - 2nd space -

12 - 3rd line -

3 - 5th line -

13 - 1st line -

4 - 4th space -

14 - 1st space -

5 - 3rd line -

15 - 5th line -

6 - 2nd line -

16 - 1st space -

7 - 3rd space -

17 - 2nd space -

8 - 5th line -

18 - 2nd line -

9 - 4th space -

19 - 3rd line -

10 - 2nd line -

20 - 4th space -



