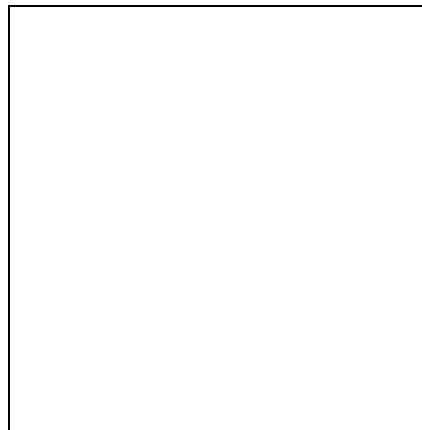


Teachers, before you copy this booklet for your students...

- ↔ Have you read the GPS Overview?
- ↔ Have you taught these students before? If not, please take the time to work with your students to determine their strengths and needs before deciding which tasks will be appropriate..
- ↔ Have you gone through the appropriate start up steps with your students? For example; the basics on putting together their instrument, care and maintenance of their instrument, posture and breathing.
- ↔ If you have taught these students before...go through the entire program task-by-task to confirm that the sequence and challenge level of the tasks, is appropriate.
- ↔ Refer to the Q and A section of the GPS Overview.
- ↔ Do you need to reduce the number of tasks...how will you need to change the evaluation by term?
- ↔ If you have questions, please contact:

Sarah Arcand: sarahwylie@hotmail.com



Name: _____ Homeroom: _____

GPS Task Evaluation Chart
TEACHER REFERENCE
Year One Band

This is assuming that this program starts in late October early November

Tasks (Completion of "X" task number equals "Y" %)	Term 1 (September to February)	Term 2 (February to June)
1	52%	32%(R)
2	55%	35%(R)
3	58%	38%(R)
4	62%	42%(R)
5	65%	45%(R)
6	68%	48%(R)
7	72%	52%
8 (taught to)	75%	55%
9	78%	58%
10	82%	62%
11	88%	65%
12	92%	68%
13	98%	72%
14 (taught to)	100%	75%
15		78%
16		82%
17		88%
18		92%
19		98%
20		100%

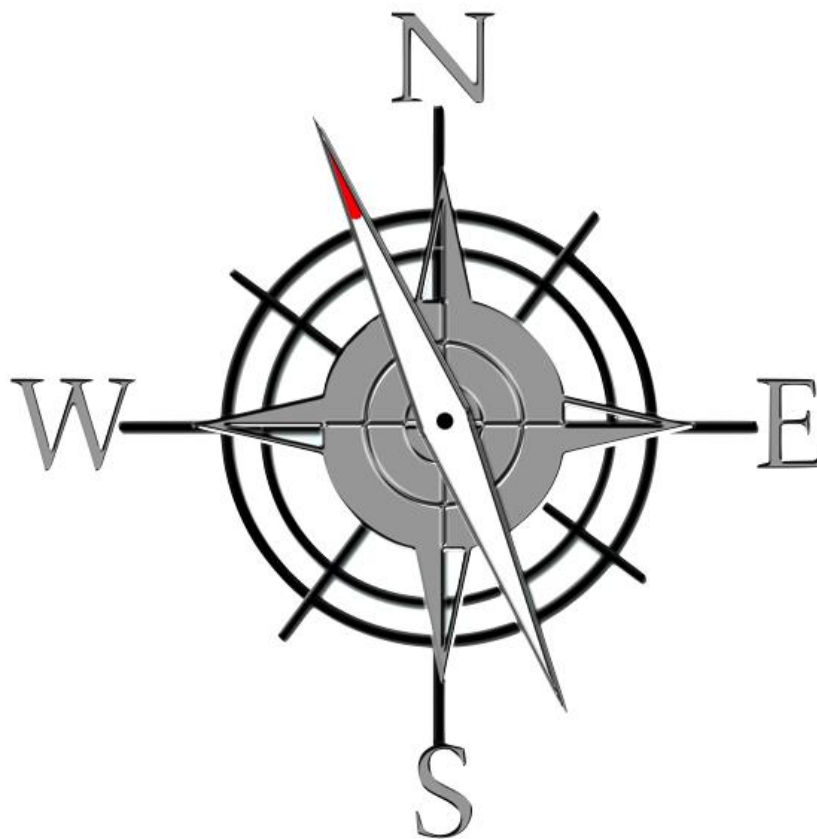
Tasks 15 to 20 serve as extensions and culminating activities which encompass the concepts learned or introduced in Tasks 1 to 14. What you must teach are the 14 tasks by the end of the year.

GPS

(Grade Performance Steps)

The Road to Musical Success!

Intermediate Band Performance Tasks
YEAR ONE



Ontario Music Educators' Association
www.omea.on

GPS Task STUDENT Evaluation Chart
Year One Band

In order to be successful this year, you will need to plan out how many tasks you think you can complete, and the mark you want to receive for performing on your instrument! Below is a summary of the number of tasks per term, and the mark you will receive for the tasks you complete:

Tasks (Completion of "X" task number equals "Y" %)	Term 1 (September to February)	Term 2 (February to June)
1	52%	32%(R)
2	55%	35%(R)
3	58%	38%(R)
4	62%	42%(R)
5	65%	45%(R)
6	68%	48%(R)
7	72%	52%
8	75%	55%
9	78%	58%
10	82%	62%
11	88%	65%
12	92%	68%
13	98%	72%
14	100%	75%
15		78%
16		82%
17		88%
18		92%
19		98%
20		100%

Performance is just one part of your Music evaluation this year. Your teacher will let you know what the other aspects of your program are on your two summative report cards.

Remember that with the GPS tasks:

- we will be learning concepts introduced as a class.
- you will have time in class to practice and receive feedback from your teacher and classmates.
- you will have multiple opportunities to demonstrate these tasks.
- you need to demonstrate at least a Level 3 performance (your teacher will talk with you about what a Level 3 demonstration would sound like).
- in order to be successful, you will need to work independently in class, and outside of class time (recess, lunch, after school and practice at home).

YEAR ONE – INTERMEDIATE BAND
GPS PROGRAM

1. LET’S HEAR YOU!

FOCUS: PITCH
Wind Instruments and Mallets

Winds Task 1

LEARNING GOAL (Wind Instruments): You will play a long tone for 10 seconds (5 for flute and tuba) on your mouthpiece or head joint.

MINDS ON! How long you can conserve your breath? Why do you think that this might be important as a wind player? How much air can your lungs hold? Professional athletes must train to improve their stamina, so must musicians!

ACTION! In order to be successful with this task, you will need to:

- Take in a deep (low) breath.
- Consistently let this air out of your mouth with a correct playing embouchure and posture over 10 seconds (5 for flute and tuba).
- Conserve air and pace yourself...this will require practice.
- Apply this process using your mouthpiece or head joint.

TASK 1 WIND INSTRUMENT MUSIC IS FOUND ON THE NEXT PAGE!

CONSOLIDATION! In order to move on to the next task, you will need to perform you’re long tone for 10 seconds (5 for flute and tuba) on your mouthpiece or head joint.

Percussion Task 1

LEARNING GOAL (Mallets): In [quarter notes](#), you will play the first 5 notes of the B Flat Concert [Scale](#). Four [quarter notes](#) per note, alternating hands.

MINDS ON! Are you striking each [bar](#) with the same amount of power? Close your eyes and play the same note over and over, alternating hands. Is every sound of the same [dynamic](#) level? Most people have a dominant hand; however as a percussionist you should leave your audience guessing as to whether you are left or right handed.

ACTION! In order to be successful with this task, you will need to:

- Balance/hold the Mallets with proper technique.
- Demonstrate proper posture.
- Alternate hands on repeated notes.
- Strike the [bar](#) in the appropriate place.

TASK 1 PERCUSSION MUSIC IS FOUND ON THE NEXT PAGE

CONSOLIDATION! (Percussion) In order to move on to the next task, you will perform the following pattern on the mallets, for your teacher.

Task 1

Wind Instruments

Musical score for Wind Instruments, featuring 13 staves. The instruments listed are: Flute, Oboe, Bassoon, Clarinet in B \flat , Bass Clarinet, Alto Sax., Tenor Sax., Baritone Sax., Trumpet in B \flat , Horn in F, Trombone, Euphonium, and Tuba. The score is in 4/4 time and includes a key signature of two flats (B \flat and E \flat). Each staff contains a whole note chord consisting of the notes G \flat , B \flat , and D \flat , with a fermata above the notes.

Task 1

Percussion (Mallets)

Musical score for Percussion (Mallets), featuring two staves. The score is in 4/4 time and includes a key signature of two flats (B \flat and E \flat). The first staff contains a sequence of quarter notes: G \flat , B \flat , D \flat , G \flat , B \flat , D \flat , G \flat , B \flat , D \flat , G \flat , B \flat , D \flat , G \flat , B \flat , D \flat , G \flat , B \flat , D \flat . The second staff contains a sequence of quarter notes: G \flat , B \flat , D \flat , G \flat , B \flat , D \flat , G \flat , B \flat , D \flat , G \flat , B \flat , D \flat , G \flat , B \flat , D \flat , G \flat , B \flat , D \flat . A measure number '6' is written above the first measure of the second staff.

2. FEEL THE BEAT

FOCUS: BEAT
Wind Instruments and Snare Drum

Winds Task 2

LEARNING GOAL (Wind Instruments): Moving your toe *inside your shoe*, perform either the 1st, 3rd or 5th note of B Flat Concert for 16 quarter notes. Wind instruments may breathe as needed. Your teacher will set the **tempo**.

MINDS ON! Why is it important to feel the **beat** while playing your instrument? Does the **beat** change in music or is it the tempo that changes?

ACTION! In order to be successful with this task, you will need to:

- Practice the coordination of playing your instrument while moving just your toe – NOT your entire foot.
- Ask your teacher which note of the three options they would like you to play and what is the **tempo** of this task.
- Be sure to be aware of the steady **beat** and counting to 16.

TASK 2 WIND INSTRUMENT MUSIC IS FOUND ON THE NEXT PAGE

CONSOLIDATION: In order to move to the next task, for your teacher you will need to play the previously decided note for 16 quarter notes while moving your toe inside your shoe.

Percussion Task 2

LEARNING GOAL (Snare Drum): Apply your knowledge of **beat**, **quarter notes** and **eighth notes** to perform the below pattern.

MINDS ON! Why is it important to feel the **beat** while playing your instrument? Does the **beat** change in music or is it the **tempo**?

ACTION! In order to be successful with this task, you will need to:

- Practice the coordination of playing your instrument while moving just your toe – NOT your entire foot.
- Ask your teacher what note they would like you to play and what is the **tempo** of this task.
- Be sure to be aware of the steady **beat** and subdividing the **eighth notes**.

TASK 2 PERCUSSION MUSIC IS FOUND ON THE NEXT PAGE

CONSOLIDATION: In order to move to the next task, for your teacher you will need to play the following pattern while moving your toe inside your shoe.

Task 2

Wind Instruments

	FIRST NOTE	THIRD NOTE	FIFTH NOTE
Flute			
Oboe			
Bassoon			
Clarinet in Bb			
Bass Clarinet			
Alto Sax.			
Tenor Sax.			
Baritone Sax.			
Trumpet in Bb			
Horn in F			
Trombone			
Euphonium			
Tuba			

Task 2

Percussion

Snare Drum

3. START PUTTING IT TOGETHER!

FOCUS: BEAT/RHYTHM
Wind Instruments and Snare Drum

LEARNING GOAL (Winds): In this task you will demonstrate your understanding of whole notes, half notes and quarter notes while playing “Hot Cross Buns”. The following piece of music includes the first three notes of the B Flat Concert Scale.

MINDS ON! When encountering a new song, why is it important to first scan the entire piece before playing? Don't forget to maintain good posture and breathing while moving on to more difficult music.

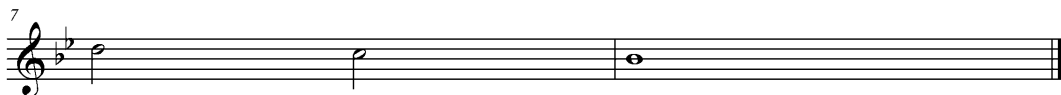
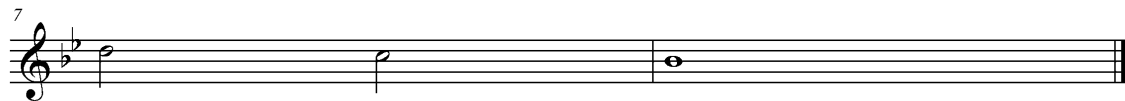
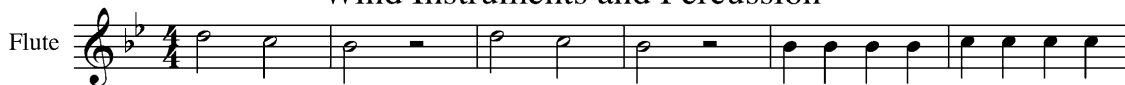
ACTION! In order to be successful with this task, you will need to:

- Scan the music for upcoming **rhythms** and notes, which may need extra practice.
- Scan the music for patterns.
- Demonstrate good posture and breathing.

CONSOLIDATION: In order to move to the next task, you must perform Hot Cross Buns for your teacher.

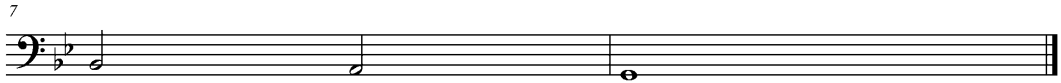
Hot Cross Buns Task 3

Wind Instruments and Percussion

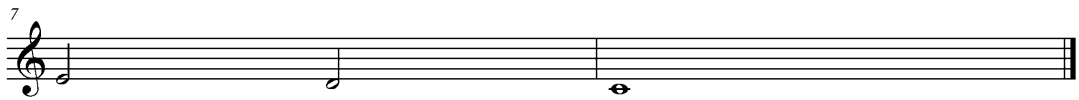


Task 3 Music Continued

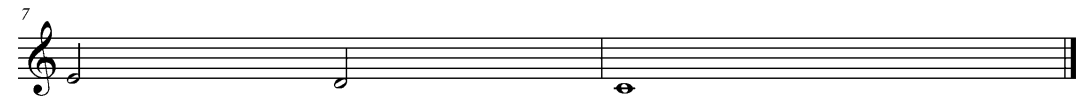
Bassoon  Musical staff for Bassoon, measures 1-6. The staff is in bass clef with a key signature of one flat (B-flat) and a 4/4 time signature. The notes are: G2, A2, B2, C3, D3, E3, F3, G3, A3, B3, C4, D4, E4, F4, G4, A4, B4, C5.

⁷  Musical staff for Bassoon, measure 7. The note is G4.

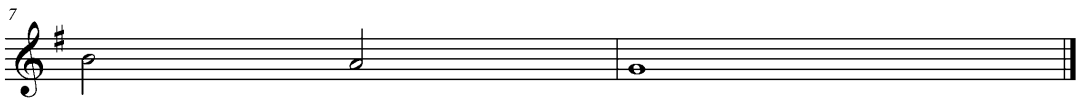
Clarinet  Musical staff for Clarinet, measures 1-6. The staff is in treble clef with a key signature of one flat (B-flat) and a 4/4 time signature. The notes are: G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6, D6, E6, F6, G6, A6, B6, C7.

⁷  Musical staff for Clarinet, measure 7. The note is G6.

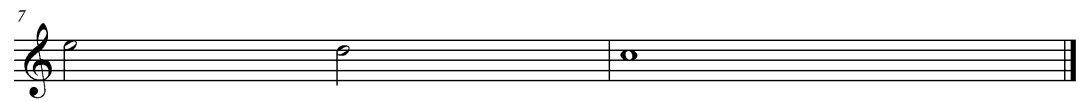
Bass Clarinet  Musical staff for Bass Clarinet, measures 1-6. The staff is in treble clef with a key signature of one flat (B-flat) and a 4/4 time signature. The notes are: G3, A3, B3, C4, D4, E4, F4, G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6.

⁷  Musical staff for Bass Clarinet, measure 7. The note is G5.

Alto Sax  Musical staff for Alto Sax, measures 1-6. The staff is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The notes are: G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6, D6, E6, F6, G6, A6, B6, C7.

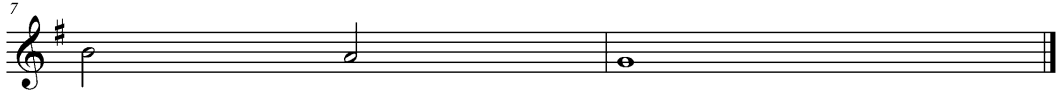
⁷  Musical staff for Alto Sax, measure 7. The note is G6.

Tenor Sax  Musical staff for Tenor Sax, measures 1-6. The staff is in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. The notes are: G4, A4, B4, C5, D5, E5, F5, G5, A5, B5, C6, D6, E6, F6, G6, A6, B6, C7.

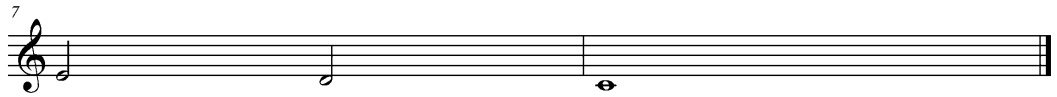
⁷  Musical staff for Tenor Sax, measure 7. The note is G6.

Task 3 Music Continued

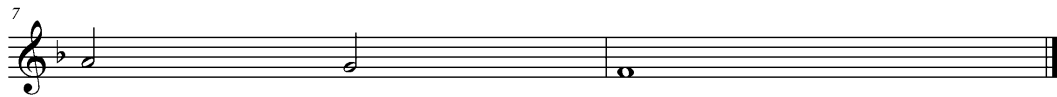
Bari. Sax  Musical notation for Bari. Sax, first staff. Treble clef, key signature of one sharp (F#), 4/4 time signature. The staff contains a sequence of notes: a half note G4, a quarter note A4, a quarter rest, a half note B4, a quarter rest, a quarter note C5, a quarter note D5, a quarter note E5, a quarter note F5, a quarter note G5, a quarter note A5, a quarter note B5, a quarter note C6.

 Musical notation for Bari. Sax, second staff. Treble clef, key signature of one sharp (F#). The staff contains a sequence of notes: a half note G4, a quarter note A4, a quarter rest, a half note B4, a quarter rest, a quarter note C5, a quarter note D5, a quarter note E5, a quarter note F5, a quarter note G5, a quarter note A5, a quarter note B5, a quarter note C6.

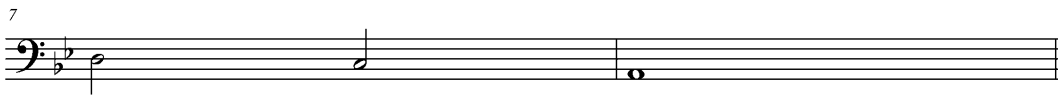
Trumpet  Musical notation for Trumpet, first staff. Treble clef, key signature of one sharp (F#), 4/4 time signature. The staff contains a sequence of notes: a half note G4, a quarter note A4, a quarter rest, a half note B4, a quarter rest, a quarter note C5, a quarter note D5, a quarter note E5, a quarter note F5, a quarter note G5, a quarter note A5, a quarter note B5, a quarter note C6.

 Musical notation for Trumpet, second staff. Treble clef, key signature of one sharp (F#). The staff contains a sequence of notes: a half note G4, a quarter note A4, a quarter rest, a half note B4, a quarter rest, a quarter note C5, a quarter note D5, a quarter note E5, a quarter note F5, a quarter note G5, a quarter note A5, a quarter note B5, a quarter note C6.

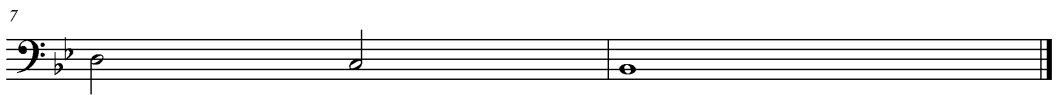
French Horn  Musical notation for French Horn, first staff. Treble clef, key signature of one flat (Bb), 4/4 time signature. The staff contains a sequence of notes: a half note G4, a quarter note A4, a quarter rest, a half note B4, a quarter rest, a quarter note C5, a quarter note D5, a quarter note E5, a quarter note F5, a quarter note G5, a quarter note A5, a quarter note B5, a quarter note C6.

 Musical notation for French Horn, second staff. Treble clef, key signature of one flat (Bb). The staff contains a sequence of notes: a half note G4, a quarter note A4, a quarter rest, a half note B4, a quarter rest, a quarter note C5, a quarter note D5, a quarter note E5, a quarter note F5, a quarter note G5, a quarter note A5, a quarter note B5, a quarter note C6.

Trombone  Musical notation for Trombone, first staff. Bass clef, key signature of one flat (Bb), 4/4 time signature. The staff contains a sequence of notes: a half note G3, a quarter note A3, a quarter rest, a half note B3, a quarter rest, a quarter note C4, a quarter note D4, a quarter note E4, a quarter note F4, a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5.

 Musical notation for Trombone, second staff. Bass clef, key signature of one flat (Bb). The staff contains a sequence of notes: a half note G3, a quarter note A3, a quarter rest, a half note B3, a quarter rest, a quarter note C4, a quarter note D4, a quarter note E4, a quarter note F4, a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5.

Euphonium  Musical notation for Euphonium, first staff. Bass clef, key signature of one flat (Bb), 4/4 time signature. The staff contains a sequence of notes: a half note G3, a quarter note A3, a quarter rest, a half note B3, a quarter rest, a quarter note C4, a quarter note D4, a quarter note E4, a quarter note F4, a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5.

 Musical notation for Euphonium, second staff. Bass clef, key signature of one flat (Bb). The staff contains a sequence of notes: a half note G3, a quarter note A3, a quarter rest, a half note B3, a quarter rest, a quarter note C4, a quarter note D4, a quarter note E4, a quarter note F4, a quarter note G4, a quarter note A4, a quarter note B4, a quarter note C5.

Task 3 Music Continued

Tuba

7

SD

7

4. THE GREAT COMPOSITION BEGINS!

FOCUS: NOTATION
Wind Instruments and Mallets

LEARNING GOAL: You are going to start setting up your own **composition**. This **composition** will be set up in stages throughout this GPS program.

MINDS ON! Where does the **clef** sit on the staff? Where does the **time signature** go? Do you need to insert any **flats** or **sharps** so that your **composition** will be in the **key** of concert B Flat?

ACTION! Before you begin this task you need to:

- Look at other samples of music and determine what symbols are needed to set up a piece of music.
- Practice drawing your appropriate **clef** on the **staff**.
- USE A PENCIL – you may need to move things around when you enter the notes.

In order to move to the next task you need to place the following items on the above task and have it checked by your teacher

THE BLANK STAFF IS FOUND ON THE FOLLOWING PAGE

- A **treble** or **bass clef** (the one that is appropriate for your instrument).
- A 4/4 **time signature**.
- The appropriate **key signature** for your instrument (Concert B Flat).
- Create 8 empty **bars** of music – you will put in the notes and **rhythms** later.
- A **double bar line** at the end of the piece.

CONSOLIDATION: Show this task for your teacher to receive feedback.

5. SKIPPING TO SO-MI (5th note to 3rd note)

FOCUS: PITCH
Wind Instruments and Mallets

LEARNING GOAL: To this point many of your notes have been in **steps**. This task will focus on **skips** between familiar notes.

MINDS ON! Being prepared will be your best asset when completing this task. Always look ahead in your music so that you know what notes, **rhythms** and challenges are coming up. Why is it more difficult to play notes that are **skips** then notes that are in a **step** like pattern?

ACTION! In order to be successful with this task, you will need to:

- Practice having a consistent air flow (winds) between two notes that are not beside each other (a **skip**).
- Have a balance of sound on repeated notes – don't let the notes be different **dynamic** levels.
- Demonstrate good posture, good breathing and proper technique.

CONSOLIDATION: In order to move onto the next tasks, you must perform Rain, Rain Go Away for your teacher – found on the following page.



Name: _____

Homeroom: _____

Rain Rain Go Away

Task 5

Wind and Percussion

The musical score is for a 4/4 time signature and includes parts for the following instruments: Flute, Oboe, Bassoon, Clarinet in Bb, Bass Clarinet, Alto Sax., Tenor Sax., Baritone Sax., Trumpet in Bb, Horn in F, Trombone, Euphonium, Tuba, and Bells. The music consists of a series of quarter notes across four measures.

CONGRATULATIONS! YOU HAVE REACHED YOUR FIRST GPS MARKER – NORTH!

ASK YOUR TEACHER HOW YOUR ARE TO ACKNOWLEDGE THIS ACCOMPLISHMENT ON YOUR GPS TASK TRACKER!

6. THE FIRST 5 NOTES

FOCUS: PITCH/RHYTHM

Wind Instruments and Snare Drum/Bass Drum/Kit

Winds Task 6

LEARNING GOAL (Winds): This task will have you demonstrate your understanding of the first 5 notes of the B Flat [major scale](#).

MINDS ON! Why might you want to clap out the rhythm to yourself before playing through this piece? Make sure that you continue moving your toe inside your shoe while practicing this song.

ACTION! In order to be successful with this task, you will need to:

- Have a consistent air speed for every note performed.
- Demonstrate accurate rhythms and a consistent [tempo](#).
- Demonstrate good posture.

CONSOLIDATION: In order to complete this task you must perform the following Task 6 song for your teacher **AND** complete the following self reflection.

SELF-REFLECTION: What I found challenging about this task was...

Task 6

Wind and Percussion



Task 6 Music Continued

Bari. Sax  Musical notation for Bari. Sax in 4/4 time, measures 1-6. The key signature has one sharp (F#). The melody consists of quarter and eighth notes with rests.

7  Musical notation for Bari. Sax, measures 7-8. Measure 7 starts with a fermata over the first note. The melody continues with quarter and eighth notes.

Trumpet  Musical notation for Trumpet in 4/4 time, measures 1-6. The key signature has one sharp (F#). The melody consists of quarter and eighth notes with rests.

7  Musical notation for Trumpet, measures 7-8. Measure 7 starts with a fermata over the first note. The melody continues with quarter and eighth notes.

French Horn  Musical notation for French Horn in 4/4 time, measures 1-6. The key signature has two flats (Bb, Eb). The melody consists of quarter and eighth notes with rests.

7  Musical notation for French Horn, measures 7-8. Measure 7 starts with a fermata over the first note. The melody continues with quarter and eighth notes.

Trombone  Musical notation for Trombone in 4/4 time, measures 1-6. The key signature has two flats (Bb, Eb). The melody consists of quarter and eighth notes with rests.

7  Musical notation for Trombone, measures 7-8. Measure 7 starts with a fermata over the first note. The melody continues with quarter and eighth notes.

Euphonium  Musical notation for Euphonium in 4/4 time, measures 1-6. The key signature has two flats (Bb, Eb). The melody consists of quarter and eighth notes with rests.

7  Musical notation for Euphonium, measures 7-8. Measure 7 starts with a fermata over the first note. The melody continues with quarter and eighth notes.

Task 6 Music Continued

Tuba

6

Percussion Task 6

LEARNING GOAL (SD/BD/KIT): This task will have you demonstrate your understanding of putting together the snare drum and bass drum on the drum kit. Should you not have a drum set, independently perform the snare drum and bass drum line for your teacher.

MINDS ON! Why might you want to clap out the rhythm to yourself before playing through this piece? Make sure that you continue moving your toe inside your shoe while practicing the snare drum line of this song.

ACTION! In order to be successful with this task, you will need to:

- Demonstrate controlled sticking with accurate placement of the stick(s)/mallet.
- Demonstrate your knowledge of a variety of [rhythms](#).
- Be able to put together the snare drum and bass drum (kit).

CONSOLIDATION: In order to complete this task you must perform the following Task 6 song for your teacher **AND** complete the following self reflection.

SELF-REFLECTION: What I found challenging about this task was...

Task 6

Wind and Percussion

Snare Drum $\frac{4}{4}$

6

Bass Drum $\frac{4}{4}$

8

Drum Set $\frac{4}{4}$

6

7. FEELING THE BLUES

FOCUS: FORM
Wind Instruments and Mallets

LEARNING GOAL: This task will teach you how to perform a **12 bar blues** progression in the **key** of B Flat Major.

MINDS ON! Why are we learning the **12 bar blues** progression? Why are the blues important to the evolution of music? All things have history – think about how the blues fits into the history of music.

ACTION! In order to be successful with this task, you will need to:

- Scan the music for Task 7, found on the next page.
- Understand that the following series of notes creates a **12 bar blues** progression.
- Be able to demonstrate an understanding of the notes and the **rhythms** within the progression.

TASK 7 WIND AND PERCUSSION MUSIC IS FOUND ON THE NEXT PAGE

CONSOLIDATION: In order to complete this task, for year teacher you must perform the **12 bars blues** progression with accurate **rhythm** and **pitch**.

Task 7

Wind and Percussion

Flute

I I I I IV IV I I

9

V IV I I

Oboe

I I I I IV IV I I

9

V IV I I

Bassoon

I I I I IV IV I I

9

V IV I I

Clarinet

I I I I IV IV I I

9

V IV I I

Bass Clarinet

I I I I IV IV I I

9

V IV I I

Task 7 Music Continued

Alto Sax

I I I I IV IV I I

⁹

V IV I I

Tenor Sax

I I I I IV IV I I

⁹

V IV I I

Bari. Sax

I I I I IV IV I I

⁹

V IV I I

Trumpet

I I I I IV IV I I

⁹

V IV I I

French Horn

I I I I IV IV I I

⁹

V IV I I

Name: _____

Homeroom: _____

Task 7 Music Continued

Trombone

I I I I IV IV I I

9

V IV I I

Euphonium

I I I I IV IV I I

9

V IV I I

Tuba

I I I I IV IV I I

9

V IV I I

Bells

I I I I IV IV I I

9

V IV I I



8. THE SLUR AND THE ROLL!

FOCUS: EXPRESSIVE CONTROLS Wind Instruments and Snare Drum

Winds Task 8

LEARNING GOAL: The purpose of this task is to demonstrate your ability to **slur** on a wind instrument with a consistent sound and air flow.

MINDS ON! How do you execute a **slur**? How do you articulate the first note of a **slur**? What does your air and your fingers need to do in order to correctly play a **slur**. **Trombone Players:** How do you play **slurs** differently from all the other wind instruments? Why?

ACTION! In order to be successful with this task, you will need to:

- Demonstrate an understanding of how to perform a **slur** on your instrument.
- Start the note at the beginning of a slur with a clear tonguing sound.
- Connect all the notes in the **slur** with an even airflow and smooth fingers.

CONSOLIDATION: In order to complete this task, you must perform the following song for your teacher, demonstrating your understanding of the **slur**.

Task 8

Wind Instruments

Flute

Oboe

Bassoon

Task 8 Music Continued

Clarinet 

7 

Bass Clarinet 

7 

Alto Sax 

7 

Tenor Sax 

7 

Bari. Sax 

7 

Trumpet 

7 

Task 8 Music Continued

French Horn

Musical notation for French Horn in G major, 2/4 time. The staff contains a sequence of notes: G4, A4, B4, G4, F4, E4, D4, C4, G4, A4, B4, G4, F4, E4, D4, C4.

7

Musical notation for French Horn, measure 7. It features a whole note G4 with a fermata, followed by a whole rest.

Trombone

Musical notation for Trombone in G major, 2/4 time. The staff contains a sequence of notes: G3, A3, B3, G3, F3, E3, D3, C3, G3, A3, B3, G3, F3, E3, D3, C3.

7

Musical notation for Trombone, measure 7. It features a whole note G3 with a fermata, followed by a whole rest.

Euphonium

Musical notation for Euphonium in G major, 2/4 time. The staff contains a sequence of notes: G3, A3, B3, G3, F3, E3, D3, C3, G3, A3, B3, G3, F3, E3, D3, C3.

7

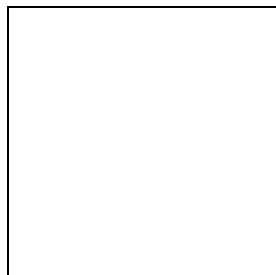
Musical notation for Euphonium, measure 7. It features a whole note G3 with a fermata, followed by a whole rest.

Tuba

Musical notation for Tuba in G major, 2/4 time. The staff contains a sequence of notes: G2, A2, B2, G2, F2, E2, D2, C2, G2, A2, B2, G2, F2, E2, D2, C2.

7

Musical notation for Tuba, measure 7. It features a whole note G2 with a fermata, followed by a whole rest.



Percussion Task 8

LEARNING GOAL: (Snare Drum) The purpose of this task is to demonstrate your understanding of how to play a **roll** on the snare drum.

MINDS ON! How do you play a **roll**? What do your wrists and forearms do? What do your sticks do? What creates the “multiple bounce” of the **roll** – the sticks or your body? Is the strength of your right and left hands even?

ACTION! In order to be successful with this task, you will need to:

- Demonstrate an understanding of how to perform a **slur** on the snare drum.
- Show relaxed arms/wrists and controlled sticks.
- Hear an evenness in strength between your right and left hand.
- Stay in one area on the snare drum!!

CONSOLIDATION: In order to complete this task, you must perform the following song for your teacher, demonstrating your understanding of the **roll**.

Task 8

Percussion

Snare Drum

6

9. “TIE” ING IT TOGETHER

FOCUS: RHYTHM
Wind Instruments and Mallets

LEARNING GOALS: The purpose of this task is to demonstrate an understanding of how a **tie** functions within a piece of music.

MINDS ON! If a **tie** adds the **rhythm** of notes together, why would you not just merge the notes together to be one? Sometimes we add symbols into music for a reason – why do you think the **tie** needs to exist?

ACTION! In order to be successful with this task, you will need to:

- Understand what is the function of a **tie** is and how it affects the music you are performing.
- Demonstrate good posture, accurate **pitch** and **rhythms** throughout the piece of music below.

CONSOLIDATION: In order to complete this task, for your teacher you must perform the following song demonstrating an understanding of how the **tie** is performed within a piece of music.

Task 9

Flute  Musical notation for the Flute part, first system. It consists of a single staff in treble clef with a key signature of two flats and a 4/4 time signature. The melody begins with a quarter note G4, followed by quarter notes A4, Bb4, and C5. A half note D5 is tied to the next measure. The second measure contains a quarter note E5, quarter notes D5 and C5, and a quarter note Bb4. The third measure contains a half note A4 tied to the next measure, and a quarter note G4. The fourth measure contains quarter notes F4, E4, and D4.

 Musical notation for the Flute part, second system. It begins with a measure number '6' above the staff. The first measure contains a half note G4 tied to the next measure, and a quarter note F4. The second measure contains quarter notes E4, D4, and C4. The third measure contains a half note Bb3 tied to the next measure, and a quarter note A3. The fourth measure contains a quarter note G3 and a whole rest.

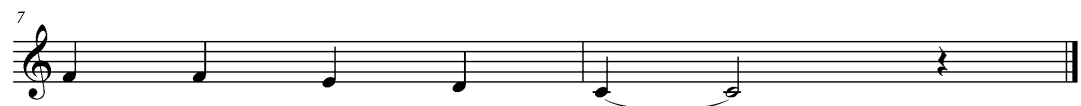
Oboe  Musical notation for the Oboe part, first system. It consists of a single staff in treble clef with a key signature of two flats and a 4/4 time signature. The melody begins with a quarter note G4, followed by quarter notes A4, Bb4, and C5. A half note D5 is tied to the next measure. The second measure contains a quarter note E5, quarter notes D5 and C5, and a quarter note Bb4. The third measure contains a half note A4 tied to the next measure, and a quarter note G4. The fourth measure contains quarter notes F4, E4, and D4.

 Musical notation for the Oboe part, second system. It begins with a measure number '6' above the staff. The first measure contains a half note G4 tied to the next measure, and a quarter note F4. The second measure contains quarter notes E4, D4, and C4. The third measure contains a half note Bb3 tied to the next measure, and a quarter note A3. The fourth measure contains a quarter note G3 and a whole rest.

Bassoon  Musical notation for the Bassoon part, first system. It consists of a single staff in bass clef with a key signature of two flats and a 4/4 time signature. The melody begins with a quarter note G3, followed by quarter notes A3, Bb3, and C4. A half note D4 is tied to the next measure. The second measure contains a quarter note E4, quarter notes D4 and C4, and a quarter note Bb3. The third measure contains a half note A3 tied to the next measure, and a quarter note G3. The fourth measure contains quarter notes F3, E3, and D3.

 Musical notation for the Bassoon part, second system. It begins with a measure number '6' above the staff. The first measure contains a half note G3 tied to the next measure, and a quarter note F3. The second measure contains quarter notes E3, D3, and C3. The third measure contains a half note Bb2 tied to the next measure, and a quarter note A2. The fourth measure contains a quarter note G2 and a whole rest.

Clarinet  Musical notation for the Clarinet part, first system. It consists of a single staff in treble clef with a key signature of two flats and a 4/4 time signature. The melody begins with a quarter note G4, followed by quarter notes A4, Bb4, and C5. A half note D5 is tied to the next measure. The second measure contains a quarter note E5, quarter notes D5 and C5, and a quarter note Bb4. The third measure contains a half note A4 tied to the next measure, and a quarter note G4. The fourth measure contains quarter notes F4, E4, and D4.

 Musical notation for the Clarinet part, second system. It begins with a measure number '7' above the staff. The first measure contains a half note G4 tied to the next measure, and a quarter note F4. The second measure contains quarter notes E4, D4, and C4. The third measure contains a half note Bb3 tied to the next measure, and a quarter note A3. The fourth measure contains a quarter note G3 and a whole rest.

Bass Clarinet  Musical notation for the Bass Clarinet part, first system. It consists of a single staff in treble clef with a key signature of two flats and a 4/4 time signature. The melody begins with a quarter note G4, followed by quarter notes A4, Bb4, and C5. A half note D5 is tied to the next measure. The second measure contains a quarter note E5, quarter notes D5 and C5, and a quarter note Bb4. The third measure contains a half note A4 tied to the next measure, and a quarter note G4. The fourth measure contains quarter notes F4, E4, and D4.

 Musical notation for the Bass Clarinet part, second system. It begins with a measure number '6' above the staff. The first measure contains a half note G4 tied to the next measure, and a quarter note F4. The second measure contains quarter notes E4, D4, and C4. The third measure contains a half note Bb3 tied to the next measure, and a quarter note A3. The fourth measure contains a quarter note G3 and a whole rest.

Task 9 Music Continued

Alto Sax 



Tenor Sax 



Bari. Sax 



Trumpet 



French Horn 



Task 9 Music Continued



10. CONTROL IT!!

FOCUS: PITCH/EXPRESSIVE CONTROL Wind Instruments and Snare Drum

Winds Task 10

LEARNING GOAL (Winds): The purpose of this task is to play a long tone on the 5th note of the B flat concert [scale](#) for 15 seconds (10 for flute and tuba).

MINDS ON! How has your stamina improved since task 1? Think about how your posture affects your ability to inhale and demonstrate control of your air stream.

ACTION! In order to be successful with this task, you will need to:

- Take in a deep (low) breath.
- Consistently let this air out of your mouth with correct [embouchure](#) and posture over 15 seconds (10 for flute and tuba).

- Conserve air and pace yourself...this will require practice.
- Apply this while playing the 5th note of the B Flat concert [scale](#).

TASK 10 WIND INSTRUMENT MUSIC IS FOUND ON THE NEXT PAGE

CONSOLIDATION: In order to move on to the next task, you will need to perform you're long tone for 15 seconds (10 for flute and tuba) on your mouthpiece or head joint.

Percussion Task 10

LEARNING GOAL (Snare Drum): The purpose of this task is to demonstrate an understanding of the [flam](#) – using alternating L and R hands.

MINDS ON! Technique is crucial to the success of a percussionist. The more we play, the more we forget to check in our technique. Sometimes “bad habits” are created without awareness. Are you holding your sticks correctly? How's your posture? Why would these two checks be important to your execution of a [flam](#)?

ACTION! In order to be successful with this task, you will need to:

- Place your sticks at two different heights above the snare drum.
- Drop your sticks onto the snare drum at the same time, one stick will make contact with the snare drum first, followed by the stick, which was originally at the higher height – This is the basic idea of a [flam](#).
- Continue practicing the [flam](#) until you can get the 2 sounds as close together as possible, without happening at the same time.
- Be able to play a series of [flams](#) in a row, at a steady beat, with proper technique.

CONSOLIDATION: In order to move on to the next task, you will perform the above flam pattern on the snare drum, for your teacher

Task 10

Percussion



Task 10

Wind Instruments

The image displays a musical score for 13 wind instruments. Each instrument has a single staff with a whole note chord. The instruments and their respective notes are:

- Flute: C4
- Oboe: C4
- Bassoon: C3
- Clarinet in B \flat : C3
- Bass Clarinet: C3
- Alto Sax.: D4
- Tenor Sax.: C4
- Baritone Sax.: C4
- Trumpet in B \flat : C3
- Horn in F: C3
- Trombone: C3
- Euphonium: C3
- Tuba: C3

CONGRATULATIONS! YOU HAVE REACHED THE SECOND GPS MARKER -EAST!

**YOU ARE HALFWAY TO THE FINAL GPS DESTINATION
DON'T FORGET TO FILL IN YOUR TASK TRACKER!**

11. ARTICULATIONS MATTERS!!**FOCUS: EXPRESSIVE CONTROLS**
Wind Instruments and Snare Drum

. - >

LEARNING GOALS: The purpose of this task is to recognize, and on your instrument, perform an entire piece of music with strong tonguing,

MINDS ON! **Articulation** markings in music communicate how to “say” a note. How should notes sound different when marked different?

ACTION! In order to be successful with this task, you will need to:

- Listen to yourself playing each note.
- Think about what your air, support and tongue are doing?
- Use an appropriate sticking pattern (percussion)

CONSOLIDATION: In order to complete this task, for year teacher you must perform this song with strong and consistently even tonguing / sticking for your teacher and receive feedback.

Flute



Bassoon



Clarinet in B \flat

Two staves of musical notation for Clarinet in B \flat . The first staff contains measures 1-5, and the second staff contains measures 6-10. The music is in treble clef with a key signature of one sharp (F#) and a common time signature (C). The melody consists of eighth and quarter notes with some rests.

Bass Clarinet

Two staves of musical notation for Bass Clarinet. The first staff contains measures 1-5, and the second staff contains measures 6-10. The music is in treble clef with a key signature of one sharp (F#) and a common time signature (C). The melody is identical to the Clarinet in B \flat part.

Alto Sax.

Two staves of musical notation for Alto Sax. The first staff contains measures 1-5, and the second staff contains measures 6-10. The music is in treble clef with a key signature of one sharp (F#) and a common time signature (C). The melody is identical to the Clarinet in B \flat part.

Tenor Sax.

Two staves of musical notation for Tenor Sax. The first staff contains measures 1-5, and the second staff contains measures 6-10. The music is in treble clef with a key signature of one sharp (F#) and a common time signature (C). The melody is identical to the Clarinet in B \flat part.

Baritone Sax.

Two staves of musical notation for Baritone Sax. The first staff contains measures 1-5, and the second staff contains measures 6-10. The music is in treble clef with a key signature of one sharp (F#) and a common time signature (C). The melody is identical to the Clarinet in B \flat part.

Name: _____ Homeroom: _____

Horn in F

Musical notation for Horn in F, measures 1-6. The first staff shows measures 1-4, and the second staff shows measures 5-6. The key signature is one flat (Bb) and the time signature is common time (C).

Trumpet in Bb

Musical notation for Trumpet in Bb, measures 1-6. The first staff shows measures 1-4, and the second staff shows measures 5-6. The key signature is one flat (Bb) and the time signature is common time (C).

Trombone

Musical notation for Trombone, measures 1-6. The first staff shows measures 1-4, and the second staff shows measures 5-6. The key signature is one flat (Bb) and the time signature is common time (C).

Euphonium

Musical notation for Euphonium, measures 1-6. The first staff shows measures 1-4, and the second staff shows measures 5-6. The key signature is one flat (Bb) and the time signature is common time (C).



Snare Drum



12. THE GREAT COMPOSITION CONTINUES

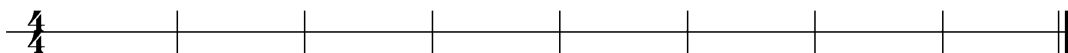
FOCUS: NOTATION
Wind Instruments and Mallets

LEARNING GOAL: The purpose of this task is to create 8 **bars** of a playable **rhythm** in 4/4 time. Use rhythms with which you are comfortable performing on your instrument.

MINDS ON! Why is it important that you are able to play the rhythm that you are writing? Although you may be aware of how to write more difficult **rhythm** patterns, it is important that you think out the execution of these rhythms.

ACTION! In order to be successful with this task, you will need to:

- Decide upon a variety of rhythms that you are able to play on your instrument.
- Create **bars** of rhythm with a 4/4 **time signature** and write it in the space provided.
- Make sure you use a pencil.
- **YOU DO NOT NEED TO ADD PITCH TO THESE RHYTHMS (YET).**



CONSOLIDATION: In order to move on to the next task, you will need to complete 8 bars of rhythm in 4/4 time that you or any of your classmates could play. Once written, give this task to your teacher and receive feedback.

13. LOUD VS. SOFT

FOCUS: STACCATO

Wind Instruments and Mallets

LEARNING GOAL: The purpose of this task is to demonstrate your understanding of how to perform a staccato note in a familiar passage.

MINDS ON! How does your posture, breath control and support relate to your ability to control the articulation on your instrument? What do you need to do with your air, diaphragm and tongue to perform a staccato note? If you're a percussionists, how does your mallet strike change?

ACTION! In order to be successful with this task, you will need to:

- Practice performing the difference between staccato notes and unmarked notes.
- Make sure that you have a continued air flow, sticking strength and are demonstrating good posture.
- Listen to yourself.

CONSOLIDATION: In order to move on to the next task, you will need to demonstrate your ability to perform the difference between staccato and an unmarked note.



Bassoon

Two staves of musical notation for Bassoon. The first staff contains measures 1 through 5, and the second staff contains measure 6. The music is in bass clef with a key signature of one flat and a common time signature. The notation includes eighth notes, quarter notes, and rests.

Clarinet in B \flat

Two staves of musical notation for Clarinet in B \flat . The first staff contains measures 1 through 5, and the second staff contains measure 6. The music is in treble clef with a key signature of one sharp and a common time signature. The notation includes eighth notes, quarter notes, and rests.

Bass Clarinet

Two staves of musical notation for Bass Clarinet. The first staff contains measures 1 through 5, and the second staff contains measure 6. The music is in treble clef with a key signature of one sharp and a common time signature. The notation includes eighth notes, quarter notes, and rests.

Alto Sax.

Two staves of musical notation for Alto Saxophone. The first staff contains measures 1 through 5, and the second staff contains measure 6. The music is in treble clef with a key signature of one sharp and a common time signature. The notation includes eighth notes, quarter notes, and rests.

Tenor Sax.

Two staves of musical notation for Tenor Saxophone. The first staff contains measures 1 through 5, and the second staff contains measure 6. The music is in treble clef with a key signature of one sharp and a common time signature. The notation includes eighth notes, quarter notes, and rests.

Baritone Sax.

Musical notation for Baritone Sax. The first staff shows measures 1-5 in treble clef with a key signature of one sharp (F#) and a common time signature (C). The notes are: G4, A4, B4, C5, D5, E5, F#5, G5, A5, B5, C6, D6, E6, F#6, G6, A6, B6, C7. The second staff shows measure 6, starting with a '6' above the staff, with notes: G6, A6, B6, C7, D7, E7, F#7, G7, A7, B7, C8, D8, E8, F#8, G8, A8, B8, C9.

Trumpet in B \flat

Musical notation for Trumpet in B \flat . The first staff shows measures 1-5 in treble clef with a key signature of one sharp (F#) and a common time signature (C). The notes are: G4, A4, B4, C5, D5, E5, F#5, G5, A5, B5, C6, D6, E6, F#6, G6, A6, B6, C7. The second staff shows measure 6, starting with a '6' above the staff, with notes: G6, A6, B6, C7, D7, E7, F#7, G7, A7, B7, C8, D8, E8, F#8, G8, A8, B8, C9.

Horn in F

Musical notation for Horn in F. The first staff shows measures 1-5 in treble clef with a key signature of one sharp (F#) and a common time signature (C). The notes are: G4, A4, B4, C5, D5, E5, F#5, G5, A5, B5, C6, D6, E6, F#6, G6, A6, B6, C7. The second staff shows measure 6, starting with a '6' above the staff, with notes: G6, A6, B6, C7, D7, E7, F#7, G7, A7, B7, C8, D8, E8, F#8, G8, A8, B8, C9.

Euphonium

Musical notation for Euphonium. The first staff shows measures 1-5 in bass clef with a key signature of one sharp (F#) and a common time signature (C). The notes are: G3, A3, B3, C4, D4, E4, F#4, G4, A4, B4, C5, D5, E5, F#5, G5, A5, B5, C6. The second staff shows measure 6, starting with a '6' above the staff, with notes: G5, A5, B5, C6, D6, E6, F#6, G6, A6, B6, C7, D7, E7, F#7, G7, A7, B7, C8.

Trombone

Musical notation for Trombone. The first staff shows measures 1-5 in bass clef with a key signature of one sharp (F#) and a common time signature (C). The notes are: G3, A3, B3, C4, D4, E4, F#4, G4, A4, B4, C5, D5, E5, F#5, G5, A5, B5, C6. The second staff shows measure 6, starting with a '6' above the staff, with notes: G5, A5, B5, C6, D6, E6, F#6, G6, A6, B6, C7, D7, E7, F#7, G7, A7, B7, C8.

Tuba

Mallets

14. LOUD VS. SOFT

FOCUS: DYNAMICS

Wind Instruments and Snare Drum/BD/Kit

LEARNING GOAL: The purpose of this task is to demonstrate your ability to control the volume level of your instrument.

MINDS ON! How does your posture, breath control and support relate to your ability to control the **dynamics** on your instrument? How does the **dynamic** level of your voice help you to communicate your different thoughts? Are you able to communicate a variety of thoughts through **dynamics** on your instrument?

ACTION! In order to be successful with this task, you will need to:

- Practice performing a short, familiar passage at two different dynamic levels (**forte** and **piano**).
- Make sure that you are controlling your air flow, sticking strength and demonstrating good posture.
- Listen to yourself.

CONSOLIDATION: In order to move on to the next task, you will need to demonstrate your ability to perform the **dynamics** as indicated in the following piece of music.

Task 14

Flute

Oboe

Task 14 Music Continued

Bassoon

Clarinet

Bass Clarinet

7

Alto Sax

6

Tenor Sax

6

Task 14 Music Continued

Bari. Sax

6

Trumpet

7

Name: _____ Homeroom: _____

French Horn



f *p*

6




f

Trombone



f *p*

6



f

Euphonium



f *p*

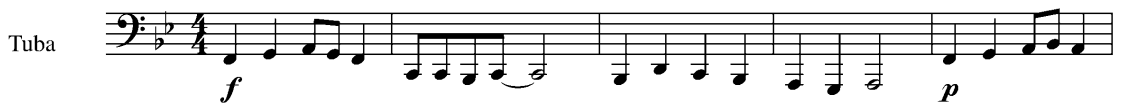
6



f

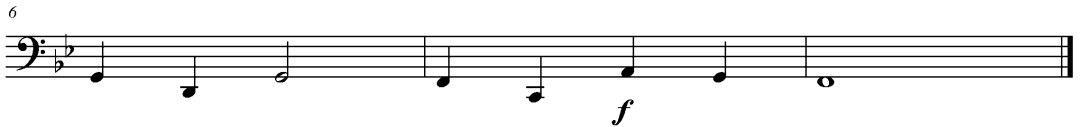
Task 14 Music Continued

Tuba



f *p*

6



f

Snare Drum $\frac{4}{4}$ *f* *p*

7 *f*

Bass Drum $\frac{4}{4}$ *f* *f*

7

Drum Set $\frac{4}{4}$ *f* *p*

6 *f*

15. ADDING THE ACCENT

FOCUS: **ARTICULATION**
Wind Instruments and SD

LEARNING GOAL: The purpose of this task is to take a familiar song and demonstrate the difference between an accented note, a staccato and an unmarked note.

MINDS ON! How do you articulate the difference between an accent, a staccato and an unmarked note? What does it sound like? What does it feel like?

ACTION! In order to be successful with this task, you will need to:

- Perform the below piece while articulating the difference between a staccato, accent and unmarked note.
- Use good air flow and support

- Do not sacrifice tone or rhythmic knowledge

Percussionists

ACTION! In order to be successful with this task, you will need to:

- DRAW in an accent at the start of every beat 1 and 3 in the below piece.
- Accurately perform the piece with the accents and unmarked notes

CONSOLIDATION: In order to move on to the next task, you will need to perform, the following piece while demonstrating accurate articulation.

Flute

6

Bassoon

6

Oboe

6

Clarinet in B \flat

Musical notation for Clarinet in B \flat . The first system contains measures 1 through 5, and the second system contains measures 6 through 10. The music is in treble clef with a key signature of one sharp (F#) and a common time signature (C). The notation includes various note values, rests, and dynamic markings such as accents (>) and breath marks (v).

Bass Clarinet

Musical notation for Bass Clarinet. The first system contains measures 1 through 5, and the second system contains measures 6 through 10. The music is in treble clef with a key signature of one sharp (F#) and a common time signature (C). The notation includes various note values, rests, and dynamic markings such as accents (>) and breath marks (v).

Alto Sax.

Musical notation for Alto Saxophone. The first system contains measures 1 through 5, and the second system contains measures 6 through 10. The music is in treble clef with a key signature of one sharp (F#) and a common time signature (C). The notation includes various note values, rests, and dynamic markings such as accents (>) and breath marks (v).

Tenor Sax.

Musical notation for Tenor Saxophone. The first system contains measures 1 through 5, and the second system contains measures 6 through 10. The music is in treble clef with a key signature of one sharp (F#) and a common time signature (C). The notation includes various note values, rests, and dynamic markings such as accents (>) and breath marks (v).

Baritone Sax.

Musical notation for Baritone Sax. The first system contains measures 1 through 5, and the second system contains measures 6 through 10. The key signature is one sharp (F#) and the time signature is common time (C). The notation includes various note values, rests, and dynamic markings such as accents (>) and breath marks (<v>).

Trumpet in B♭

Musical notation for Trumpet in B♭. The first system contains measures 1 through 5, and the second system contains measures 6 through 10. The key signature is one sharp (F#) and the time signature is common time (C). The notation includes various note values, rests, and dynamic markings such as accents (>) and breath marks (<v>).

Horn in F

Musical notation for Horn in F. The first system contains measures 1 through 5, and the second system contains measures 6 through 10. The key signature is one sharp (F#) and the time signature is common time (C). The notation includes various note values, rests, and dynamic markings such as accents (>) and breath marks (<v>).

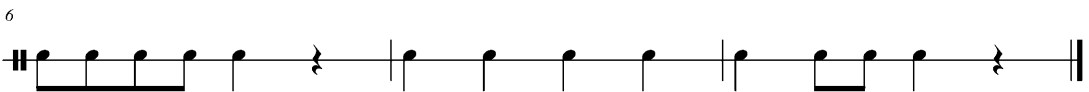
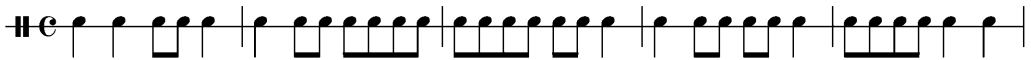
Trombone

Musical notation for Trombone. The first system contains measures 1 through 5, and the second system contains measures 6 through 10. The key signature is one sharp (F#) and the time signature is common time (C). The notation includes various note values, rests, and dynamic markings such as accents (>) and breath marks (<v>).

Euphonium



Snare Drum



CONGRATULATIONS! YOU HAVE REACHED THE THIRD GPS MARKER -SOUTH!

**YOU ARE VERY CLOSE TO THE FINAL GPS DESTINATION
DON'T FORGET TO FILL IN YOUR TASK TRACKER!**

16. BECOMING AN EIGHTH NOTE EXPERT

FOCUS: RHYTHM

Wind Instruments and SD/BD/Kit

LEARNING GOAL: The purpose of this task is to perform a variety of [articulations](#), while concentrating on the counting and accurate placement of [eighth notes](#).

MINDS ON! Thinking through a song before you perform it can be a very important skill – why? Why is picking a [tempo](#) at which you can best perform

eighth notes so important? What is a good way to count when playing **eighth notes**?

ACTION! In order to be successful with this task, you will need to:

- Identify the different **articulation** markings and practice how they each should sound.
- Pick a **tempo** in which you can consistently perform the above rhythm.
- Practice the above pattern, demonstrating your understanding of **eighth notes** and **articulations**.

CONSOLIDATION: In order to move on to the next task, you will need to demonstrate your understanding of **eighth notes** and a variety of **articulations** while performing, “Hey Diddle Diddle” for your teacher.

Task 16 Hey Diddle Diddle

Wind Instrument and Percussion

Flute Musical notation for the Flute part of 'Hey Diddle Diddle'. It consists of a single staff in G major (one flat) and 2/4 time. The melody starts with a quarter note G4, followed by eighth notes A4, B4, C5, D5, E5, F5, G5. The piece ends with a double bar line.

Musical notation for the Percussion part of 'Hey Diddle Diddle'. It consists of a single staff in G major (one flat) and 2/4 time. The rhythm starts with a quarter note G4, followed by eighth notes A4, B4, C5, D5, E5, F5, G5. The piece ends with a double bar line.

Oboe Musical notation for the Oboe part of 'Hey Diddle Diddle'. It consists of a single staff in G major (one flat) and 2/4 time. The melody starts with a quarter note G4, followed by eighth notes A4, B4, C5, D5, E5, F5, G5. The piece ends with a double bar line.

Musical notation for the Percussion part of 'Hey Diddle Diddle'. It consists of a single staff in G major (one flat) and 2/4 time. The rhythm starts with a quarter note G4, followed by eighth notes A4, B4, C5, D5, E5, F5, G5. The piece ends with a double bar line.

Task 16 Music Continued

Bassoon



First staff of music for Bassoon, featuring a melodic line in bass clef with eighth and quarter notes.

6



Second staff of music for Bassoon, starting with a measure rest and continuing with a melodic line.

Clarinet



First staff of music for Clarinet, featuring a melodic line in treble clef with eighth and quarter notes.

6



Second staff of music for Clarinet, starting with a measure rest and continuing with a melodic line.

Bass Clarinet



First staff of music for Bass Clarinet, featuring a melodic line in treble clef with eighth and quarter notes.

6



Second staff of music for Bass Clarinet, starting with a measure rest and continuing with a melodic line.

Alto Sax



First staff of music for Alto Sax, featuring a melodic line in treble clef with eighth and quarter notes.

6



Second staff of music for Alto Sax, starting with a measure rest and continuing with a melodic line.

Tenor Sax



First staff of music for Tenor Sax, featuring a melodic line in treble clef with eighth and quarter notes.

6



Second staff of music for Tenor Sax, starting with a measure rest and continuing with a melodic line.

Bari. Sax



First staff of music for Bari. Sax, featuring a melodic line in treble clef with eighth and quarter notes.

6



Second staff of music for Bari. Sax, starting with a measure rest and continuing with a melodic line.

Task 16 Music Continued

Trumpet  Musical notation for the first staff of the Trumpet part, starting with a treble clef, a common time signature, and a key signature of one flat. The melody consists of eighth and quarter notes.

⁶  Musical notation for the second staff of the Trumpet part, starting with a treble clef, a common time signature, and a key signature of one flat. The melody continues with eighth and quarter notes.

French Horn  Musical notation for the first staff of the French Horn part, starting with a treble clef, a common time signature, and a key signature of one flat. The melody consists of eighth and quarter notes.

⁶  Musical notation for the second staff of the French Horn part, starting with a treble clef, a common time signature, and a key signature of one flat. The melody continues with eighth and quarter notes.

Trombone  Musical notation for the first staff of the Trombone part, starting with a bass clef, a common time signature, and a key signature of one flat. The melody consists of eighth and quarter notes.

⁶  Musical notation for the second staff of the Trombone part, starting with a bass clef, a common time signature, and a key signature of one flat. The melody continues with eighth and quarter notes.

Euphonium  Musical notation for the first staff of the Euphonium part, starting with a bass clef, a common time signature, and a key signature of one flat. The melody consists of eighth and quarter notes.

⁶  Musical notation for the second staff of the Euphonium part, starting with a bass clef, a common time signature, and a key signature of one flat. The melody continues with eighth and quarter notes.

Tuba  Musical notation for the first staff of the Tuba part, starting with a bass clef, a common time signature, and a key signature of one flat. The melody consists of eighth and quarter notes.

⁶  Musical notation for the second staff of the Tuba part, starting with a bass clef, a common time signature, and a key signature of one flat. The melody continues with eighth and quarter notes.

Snare Drum  Musical notation for the first staff of the Snare Drum part, starting with a common time signature. The notation uses eighth and quarter notes with stems to indicate drum hits.

⁶  Musical notation for the second staff of the Snare Drum part, starting with a common time signature. The notation uses eighth and quarter notes with stems to indicate drum hits.

Task 16 Music Continued

The image shows musical notation for two drum parts. The top part is labeled 'Bass Drum' and the bottom part is labeled 'Drum Set'. Both are in common time (C) and consist of two staves. The first staff of each part contains four measures of music, and the second staff contains a continuation of the pattern for six measures. The notation includes quarter notes, eighth notes, and rests.

17. “PICKING – UP” A NEW SKILL

FOCUS: RHYTHM

Wind Instruments and Snare Drum/BD/Kit

LEARNING GOAL: The purpose of this task is to understand and perform a song, which begins with a **pickup note**.

MINDS ON! When a piece of music is in 4/4 time, do some beats get a stronger pulse than others? If so, then how does a **pickup note** affect the “feel” of a piece?

ACTION! In order to be successful with this task, you will need to:

- Figure out on which beat the **pickup note** lies.
- Demonstrate an understanding of how the **pickup note** is performed considering breathing and the different stresses of each **beat**.

TASK 17 MUSIC IS FOUND ON THE NEXT PAGE

CONSOLIDATION: Perform the following task for your teacher to receive feedback.

Task 17

Wind Instruments and Percussion

Flute

Oboe

Bassoon

Clarinet

Bass Clarinet

Detailed description: The image shows musical notation for five wind instruments: Flute, Oboe, Bassoon, Clarinet, and Bass Clarinet. Each instrument part consists of two staves of music. The first staff for each instrument contains measures 1 through 5, and the second staff contains measure 6. The music is written in a key signature of two flats (B-flat and E-flat) and a 4/4 time signature. The dynamics are marked as *mf* (mezzo-forte) at the beginning of each staff, *< f* (crescendo to forte) in the middle, and *mf* at the end. The notation includes various note values, rests, and slurs.

Task 17 Music Continued

The image displays a musical score for five instruments: Alto Sax, Tenor Sax, Bari. Sax, Trumpet, and French Horn. Each instrument part is written in 4/4 time and consists of two staves. The first staff of each part contains a melodic line with dynamic markings of *mf* and *f*. The second staff, starting with a measure rest (6), contains a harmonic line with a *mf* dynamic marking. The Alto Sax and Bari. Sax parts are in the key of D major, while the Tenor Sax, Trumpet, and French Horn parts are in the key of B major. The French Horn part is written in the bass clef.

Alto Sax
mf *f*

6 *mf*

Tenor Sax
mf *f*

6 *mf*

Bari. Sax
mf *f*

6 *mf*

Trumpet
mf *f*

6 *mf*

French Horn
mf *f*

6 *mf*

Task 17 Music Continued

Trombone

mf *< f*

6

mf

Euphonium

mf *< f*

6

mf

Tuba

mf *< f*

6

mf

Snare Drum

mf *< f*

6

mf

Bass Drum

mf *< f*

6

mf

Task 17 Music Continued

Drum Kit

18. THE FINISHING TOUCHES

FOCUS: NOTATION Wind Instruments and Mallets

LEARNING GOAL: The purpose of this task is to add [pitch](#)es and the finishing touches ([dynamics](#), [articulation](#), [key signature](#)) to your rhythmic composition created in two previous tasks.

MINDS ON! What are the common things you see when looking at printed music? What do you notice about the [stem](#) directions, the [bar lines](#), the beginning and the end of the song etc.? Have you included all of these elements in your composition?

ACTION! In order to be successful with this task, you will need to:

- Use a PENCIL.
- Draw your instrument's appropriate clef at the beginning of the provided staff.
- Pick the key in which you want to work – B Flat Concert would be a good choice but is not mandatory.
- Place the rhythm that you created in task 12 on staff – **CAUTION:** remember to use notes that you can play and a pattern that sounds like a melody. Don't just put in random notes. **HINT:** Starting and ending on the first note of the [scale](#) will nicely frame the piece.
- Make sure that you can play what you have written. It's not about difficulty; it's about accuracy.
- Give your composition a title.

5

Name: _____

Homeroom: _____

CONSOLIDATION: In order to move on to the next task you must, add the finishing touches and **pitch** to complete your composition. Once complete, have a classmate peer edit your composition with you. When the peer edit is complete, have your classmate sign the below statement:

I _____ have peer edited my classmate's
(classmate's name)
composition and to the best of my ability, explained and corrected WITH MY CLASSMATE, their composition.

(classmate's signature)

19. ALMOST THERE...

FOCUS: EXPRESSIVE CONTROLS **Wind Instruments and Mallets**

LEARNING GOAL: The purpose of this task is to perform your composition for your teacher.

MINDS ON! Think of the 3 musical "P's" when preparing for your performance: POSTURE, **PHRASING** and PRACTICE!

ACTION! In order to be successful with this task, you will need to:

- Practice and prepare your composition to perform for your teacher.
- Don't forget to apply all of your knowledge of the elements of music and performance while preparing for completion of this task.

CONSOLIDATION: Perform your composition for your teacher and receive feedback. Make any appropriate changes before performing it again in task 20.

20. FINALE!

FOCUS: CULMINATING TASK **Wind Instruments and Mallets**

LEARNING GOAL: The purpose of this task is to perform your composition for a small group or class as organized and supervised by your teacher.

MINDS ON! How are you going to apply the skills that you have developed up to this point? How will your confidence level, preparation and body posture affect your final performance?

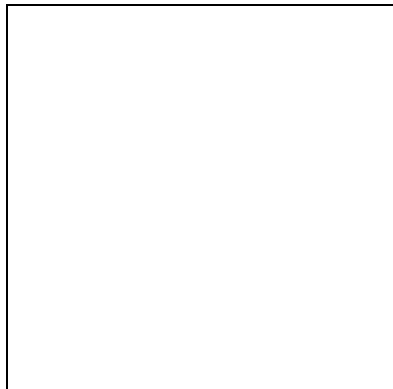
ACTION! In order to be successful with this task, you will need to:

- Consider the feedback that you received in tasks 19 and 20 – apply this feedback to your performance.
- With your teacher, organize the time and group for which you will be performing.
- Practice all aspects of your performance: the introduction of your piece, your name, how you will sit or stand and the music.

CONSOLIDATION: Perform your composition for the assigned group or class while supervised by your teacher.

***CONGRATULATIONS! YOU HAVE REACHED
YOUR DESTINATION!
THE FINAL WEST GPS MARKER.***

***DON'T FORGET TO FILL IN YOUR TASK TRACKER AND
CELEBRATE YOUR ACCOMPLISHMENTS!***



Task # 3

Task # 4:
Name: _____

Task # 5

Task # 6:
Home Room: _____

Task # 7

Task # 8

Task # 2

TASK TRACKER

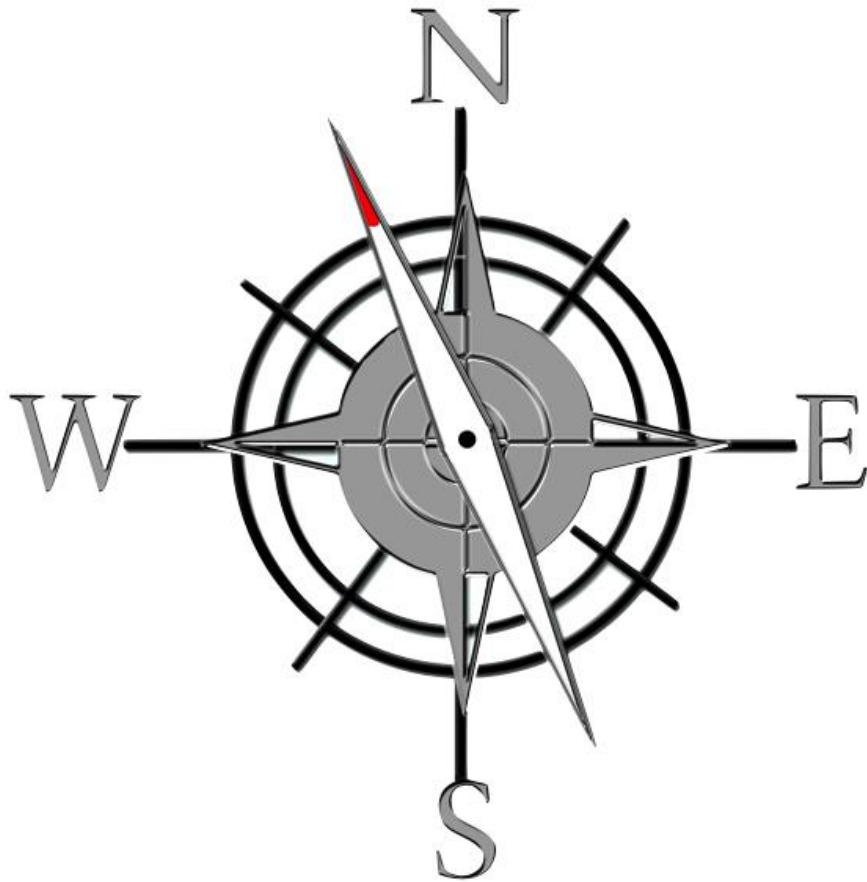
Task # 9

North

East

Task # 1

Task # 10



Task # 20

Task # 11

Task # 19

West

South

Task # 12

Task # 18

Task # 17

Task # 16

Task # 15

Task # 14

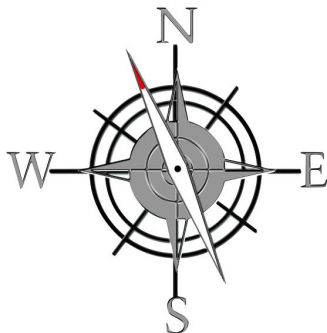
Task # 13

Congratulations!

_____ has
reached the North GPS
Marker in the 1st Year
Band Program.

Teacher Signature

Principal Signature



Name: _____

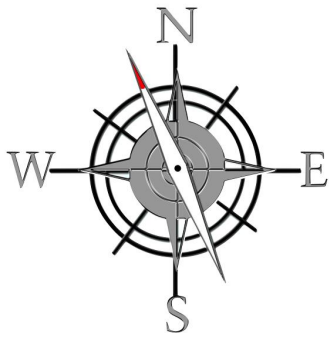
Homeroom: _____

Congratulations!

_____ has
reached the **East GPS**
Marker in the 1st Year
Band Program.

Teacher Signature

Principal Signature

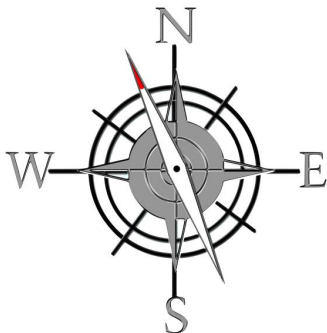


Congratulations!

_____ has
reached the South GPS
Marker in the 1st Year
Band Program.

Teacher Signature

Principal Signature



Name: _____ Homeroom: _____

Congratulations!

_____ has
reached the **FINAL**
(West) GPS Marker in the
1st Year Band Program.

You're Done!!

Teacher Signature

Principal Signature

