## Choir- All Classes (Crescendo Choir, Prideful Roar, Vox Anima, Lion Choir) <br> Rachel Fish <br> May 4th-June 5th

## Choice Board Directions:

- This Choir Choice Board consists of 12 Choir/Music Activities. Students should choose ANY 5 and complete one each week. One assignment is "due" on Friday of each week, ending on June 5th.
- Assignments should take approximately 30 minutes each.
- If possible, have your student email a picture, share a google doc, or send a Schoology message of one completed assignment each Friday (rfish@nkcps.k12.va.us).

| Course Standard \& Goal | Resources and Activities |
| :---: | :---: |
| VA Standards of Learning \& Essential Skills \& Knowledge | This packet includes: <br> $\bullet$ Directions and overall choice board |
| - MCB.1.1 |  |
| - MCB.1.3 | • 12 Choral Activities with directions and |
| - MCB.4.4 | corresponding worksheets where |
| - MCB.7.3 | appropriate |

- МСВ.8.1
- МСВ.9.1
- МСВ.9.3
- MCB.2.1
- MCAD.9.3
- MCB. 5
- MCl.1.6

Students will:

- Identify, define, and use basic standard notation for pitch, rhythm, and dynamics
- Sight-sing eight-measure melodic patterns
- Demonstrate expressive phrasing techniques
- Identify the relationship of choral music to other fine arts and fields of knowledge
- Examine career options in music
- Describe works of music using inquiry skills and music terminology
- Propose a definition of music and support that definition
- Identify reasons for preferences among woks of music
- Use proper posture for choral singing
- Identify the value of musical performance to society
- Respond to music with movement by performing choreographed movement
- Identify Key Signatures

May 4th-June 5th, 2020

Directions: Choose one or two activities from the choice board below to complete per week ("due" on Fridays). If none of these items appeal to you, you may continue to work from the previously provided Choice Board- they are BOTH full of great activities! While these activities will not be graded, if you are able, please send a video or photo of each completed item on the choice board below through email or Schoology - I would love to hear from you!

| MCB.1.1. Identifying, defining, and using basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music <br> To earn credit for this square, complete the attached worksheet A. | MCB.1.3. Sight-singing eight-measure melodic patterns, while maintaining a steady beat <br> To earn credit for this square, complete the attached worksheet B. | MCB.4.4 The student will demonstrate expressive phrasing techniques <br> To earn credit for this square, complete the attached worksheet C. | MCB.7.3 The student will identify the relationship of choral music to the other fine arts and other fields of knowledge <br> To earn credit for this square, write 25 sentence paragraphs about how music relates to any other school subject- history, science, math, english, art, theatre, etc! |
| :---: | :---: | :---: | :---: |
| MCB.7.4. The student will examine career options in music <br> To earn credit for this square, complete the attached worksheet D, and check your answers using the answer key! | MCB.8.1 The student will describe works of music using inquiry skills and music terminology <br> To earn credit for this square, write 25 sentence paragraphs describing your favorite song using musical words! Your paragraph should at least include the words dynamics, tempo, rhythm, melody, and phrasing.. | MCB.9.1 The student will propose a definition of music and support that definition <br> To earn credit for this square, have a 5 minute conversation with someone else living in your house about what you think the word "music" means. Ask them what they think. Do you agree or disagree? Then, write down your final definition and justify your answer in a 5 sentence paragraph. | MCB.9.3 The student will identify reasons for preferences among works of music <br> To earn credit for this square, write 25 sentence paragraphs that describe why you like your favorite band/musician. Use objective words to describe their music- include facts about their music, not just your opinions. |
| MCB.2.1 The student will use proper posture for choral singing <br> To earn credit for this square, teach someone else in your house how to stand with proper singing posture, and how to take a choir breath! Then, write a one page how-to guide that anyone could follow! | MCAD.9.3. Identifying the value of musical performance to society. <br> To earn credit for this square, write a one page letter using proper letter writing technique to your family, thanking them for supporting you in your choir classes and performances. Then, deliver this letter! | MCB. 5 The student will respond to music with movement by performing non-choreographed and choreographed movement <br> To earn credit for this square, create choreography for a 30 second clip of a song of your choosing. Either record your performance, or write down your choreography so you can remember it for later! | MCI.1.6 The student will identify key signatures <br> To earn credit for this square, complete the attached worksheet E. <br> *This particular activity may not be possible for semester-long choir students* |

**Be sure to read the top of each worksheet page to know which one is which-
Some are 2 pages, and some are 1 page**

## NKMS Choir Choice Board \#2 <br> Worksheet A (page 1 of 2)

MCB.1.1.- Identifying, defining, and using basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music

Part I Directions: Name the notes below


LINES: Write each note's name underneath


The letter names of the spaces spell out the word FACE


## NKMS Choir Choice Board \#2

## Worksheet A (page 2 of 2)

Part 2 Directions: Figure out which rhythm best fits each word, and put a checkmark in the correct column.

|  | $\downarrow$ |  |  | $\int 1$ |
| :---: | :---: | :---: | :---: | :---: |
| (Ex) French Fries (2 syllabes) | $\checkmark$ |  |  |  |
| Hamburger |  |  |  |  |
| Chocolate Milkshake |  |  |  |  |
| Cheeseburger |  |  |  |  |
| Apple Pie |  |  |  |  |
| Milk |  |  |  |  |
| Coffee |  |  |  |  |
| Buttered Noodles |  |  |  |  |
| Chicken Nuggets |  |  |  |  |
| Lunch |  |  |  |  |
| Dinner |  |  |  |  |
| Ice Cream |  |  |  |  |

Part 3 Directions: Write the following dynamics in order of softest to loudest.

- Pianissimo ( $\rho \rho$ )
- Fortissimo (ff)
- Mezzoforte (mf)
- Mezzo Piano (mp)
- Piano ( $\rho$ )
- Forte (f)

Softest $\qquad$ I _I -------------I
 I $\qquad$ Loudest

## NKMS Choir Choice Board \#2

## Worksheet B (page 1 of 1)

MCB.1.3. Sight-singing eight-measure melodic patterns, while maintaining a steady beat
Directions: Write in the solfege for each of the notes below, assuming that the first note on the page is "Do". Then, try to sing the example!

Example \#1(Do is in the bottom space)


Example \#2(Do is on the second line)


Example \#3(Do is on the bottom line)


## NKMS Choir Choice Board \#2 <br> Worksheet C (page 1 of 2)

MCB.4.4 The student will demonstrate expressive phrasing techniques
Directions: Choose dynamics ( $\rho \rho, \rho, m \rho, m f, f, f f$ ) for each section or line of the songs below, and write them directly in the music. Then, add at least one crescendo and decrescendo to each song. Finally, explain why you chose the dynamics you did for each song on the lines below. As an example, I might want to start a lullaby at the dynamic of $m p$, and then decrescendo as the song moves along to $\rho \rho$ so that the baby could fall asleep. Any answers are correct, as long as you provide justification!

## Example \#1:

## Twinkle, Twinkle, Little Star



Reason:
$\qquad$

Example \#2:

## Happy Birthday

www.singing-bell.com


Reason:

## Example \#3:

## The Itsy Bitsy Spider



## Reason:

$\qquad$

Example \#4:

## I'm a little teapot

www.singing-bell.com


Reason:

## NKMS Choir Choice Board \#2 <br> Worksheet D (page 1 of 2)

## MCB.7.4. The student will examine career options in music

Directions: Read the information about each music career listed below, and then answer the related questions.

Performance- When people think about a career in music, the first job they often think about is being a performer. It is the most visible music career.

- Soloists- think of the famous singers or instrument performers you know of who travel the world performing for fans
- Full Orchestra/Band/Choir- members in large ensembles
- Freelancers- Play at weddings, give live local concerts, record movie sound tracks, play in pit orchestras in local musicals or on Broadway
*Most high-level musicians who work in performance jobs have at least one college degree, but some do not.
*Yearly income- Full-time orchestra member- \$28,000-\$142,000.
*Yearly income- Freelance Musician (average)- \$54,000
Music Therapy_Music therapists use music to help people improve their minds and bodies. It combines the fields of psychology, medicine, and music. Examples are:
- Work with children with movement problems
- Work with adults with speech problems due to brain injury
- Work with those who have experienced trauma-help them express emotions
- Work with elderly to reduce the effects of dementia
- Work with hospitalized patients to reduce pain.
- Conduct in depth research to improve the field of music therapy
*Requires a college degree in Music Therapy including 1200 hours of clinical training and must be certified through the Certification Board for Music Therapists.
*Yearly income- \$20,000-\$135,000
Composer-Composers write music. They write music for many different projects such as the music you perform at your school, movie soundtracks, classical pieces for bands, orchestras, and choirs, and background music for commercials
*Composers are often experienced musicians who have a degree in composition
*Yearly income-\$20,000-\$100,000

Instrument Repair Technician- These are the specialists who fix broken instruments. THis is a very difficult job that requires a lot of training and knowledge about a wide variety of materials and instruments.

* Those who work in this field often start out as apprentices to highly skilled repairmen since few courses in instrument repair are available.
* Hourly income- \$9-\$55

Music Business-Many people are needed to help all the performers (listed above) be successful. This includes people to help organize and promote performances, hire and manage musicians, record and market recordings, and handle legal issues.

- Business manager (for performers or ensembles)
- Public relations $\&$ marketing
- Recording engineers $\&$ distributors
- Entertainment attorney (lawyer)
*Most postitions require a college degree-sometimes in law or marketing, with music experience being a benefit. There are also specific degrees in "Music Business" that combine the most essential aspects of business with a music degree plan.
*Yearly income (depending on position)- \$20,000-\$100,000+

Music Education-As a music student, you are familiar with the field of music education! Here are some examples of jobs that music educators hold:

- Preschool or elementary school music teacher
- Band, orchestra, or choir director
- University professor (music history, theory, education, conducting, performance)
- Private instructor/lesson teacher
*Music educators who work with individual students may not have a university degree, but to work in a public school a degree in music and education is required.
* Yearly income- \$30,000-\$129,000

Music Store Employees-Music store staff includes

- Managers- in charge of the running and supervision of the store
- "Road" sales reps- visit schools to help with supply and repair needs
- Sales staff- educate customers and sell instruments and music supplies
*These positions do not necessarily require a college degree but do need a high level of knowledge in all things music related. Often a sales person will work another job as well, such as music teacher or performer.
* Yearly income- \$13,000-\$50,000


## Other Careers that Relate to Music

- Instrument manufacturing and sales (from the factory)
- Music supplies manufacturer (making metronomes $\xi$ instrument parts)
- Leader of music organizations (state music education groups, national groups)
- Clinician for music events or speaker for motivational events
- Authors who write about music and musicians


## NKMS Choir Choice Board \#2

## Worksheet D (page 2 of 2)

## What did you learn about careers in music?

Of the careers described in the reading, choose 3 that you have experienced in your life. List them below and explain where you have seen/used/experienced people in those careers.

1) $\qquad$
$\qquad$
2) $\qquad$
$\qquad$
3) $\qquad$
$\qquad$

If you could try any of these jobs for one day, which would you choose and why? (at least 3 complete sentences)
$\qquad$
$\qquad$
$\qquad$
$\qquad$
$\qquad$

If you could invent a job related to music, what would it be? (Give details!)

Which, if any, of these careers had you never heard of before?

## NKMS Choir Choice Board \#2

Worksheet E (page 1 of 1)

## MCI.1.6 The student will identify key signatures

Directions: Walk your way down or up to "Do" and then label it with its letter name (the letter name of the note "do" is the name of the Key). Reminder: the flat (b) farthest to the right is ALWAYS Fa, and the sharp (\#) farthest to the right is ALWAYS Ti. If you C no sharps, and C no flats, the key is C! Don't forget to be careful to alternate your lines and spaces as you walk your way up or down (Quick examples: if Fa is on a line, Mi should be in the space below, Re should be on the next line down, and Do would be in the space below that. If Ti is on a space, Do should be on the line above that)!

## Major Key Signatures

Write down the name of each key signature

$\qquad$

$\qquad$
$\qquad$
$\qquad$

