

Name: _____

Instrument: Trumpet / Baritone

Middle School SUMMER MUSIC PACKET



Due: On or Before September 23, 2019

From THE NUTCRACKER SUITE, Op. 71a

Dance of the Sugarplum Fairy

1st B \flat TRUMPET

By Peter Ilyich Tchaikovsky (1840-1893)

Arranged by Robert W. Smith (ASCAP)

and Michael Story (ASCAP)

Lightly

1-4 5-12 13-16

17 18 19 20

mf

21

22 23 24

25 26 27 28

29

30 31 32

34 42

34-41 42-45 46

mf

47 48 49

f



From THE NUTCRACKER SUITE, Op. 71a

Dance of the Sugarplum Fairy

2nd B \flat TRUMPET

By Peter Ilyich Tchaikovsky (1840-1893)
Arranged by Robert W. Smith (ASCAP)
and Michael Story (ASCAP)

Lightly

1-4 5 8 13 4

1-4 5-12 13-16

17 *mf* 18 19 20

21 22 23-24 25

26 27-28 29 30

31 32 33

34 42 45

34-41 42-45

46 *mf* 47 48 49 *f*

From THE NUTCRACKER SUITE, Op. 71a

Dance of the Sugarplum Fairy

B ARITONE Treble Clef

By Peter Ilyich Tchaikovsky (1840-1893)
Arranged by Robert W. Smith (ASCAP)
and Michael Story (ASCAP)

Lightly

5

4

3

1-4 5-7 8 9 10

mp

13

3

11 12 14-16 17

mf

21

18 19 20

29

27 28 30 31

34

3 3

32 33 34-36 37 38

mp

42

3 3

39 40 41 43-45

mf

f











46 47 48 49

Major Scales

The image displays twelve musical staves, each representing a major scale. The scales are numbered 1 through 12, corresponding to the twelve major keys. Each staff begins with a treble clef and a key signature. The scales are written in a standard ascending and descending sequence, with a whole note at the end of each line. The scales are:

- 1. C Major (no sharps or flats)
- 2. D Major (two sharps: F# and C#)
- 3. E Major (three sharps: F#, C#, and G#)
- 4. F Major (one flat: Bb)
- 5. G Major (one sharp: F#)
- 6. A Major (three sharps: F#, C#, and G#)
- 7. B Major (five sharps: F#, C#, G#, D#, and A#)
- 8. C Minor (three flats: Bb, Eb, and Ab)
- 9. D Minor (two flats: Bb and Eb)
- 10. E Minor (three flats: Bb, Eb, and Ab)
- 11. F Minor (four flats: Bb, Eb, Ab, and Db)
- 12. G Minor (two flats: Bb and Eb)

NOTE AND REST DURATION CHART

| NOTES (SOUNDING) | TYPE AND VALUE | RESTS (SILENT) |
|---|-------------------------|---|
|  | Whole (4 Beats) |  |
|  | Half (2 Beats) |  |
|  | Quarter (1 Beat) |  |
|  | Eighth (1/2 Beat) |  |
|  | Sixteenth (1/4 Beat) |  |



RHYTHM WORKOUT 1





RHYTHM WORKOUT 2



RESEARCH STUDIES

THE EFFECT OF ...

ON ...

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RHYTHM STUDIES

The image displays ten staves of handwritten musical notation. Each staff begins with a treble clef and a key signature of one flat (B-flat). The notation is written in a cursive, handwritten style. The first staff contains a series of rhythmic patterns, including quarter notes, eighth notes, and rests, with some notes beamed together. The second staff continues with similar rhythmic patterns, featuring a mix of note values and rests. The third staff shows a more complex rhythmic structure with various note values and rests. The fourth staff includes a measure with a fermata over a note, followed by a rest. The fifth staff features a series of eighth notes and rests. The sixth staff contains a sequence of quarter notes and rests. The seventh staff shows a pattern of eighth notes and rests. The eighth staff includes a measure with a fermata over a note, followed by a rest. The ninth staff features a series of quarter notes and rests. The tenth staff contains a sequence of eighth notes and rests. The notation is dense and fills most of the staves, with some measures containing multiple notes or rests.

SUMMER LOVIN'

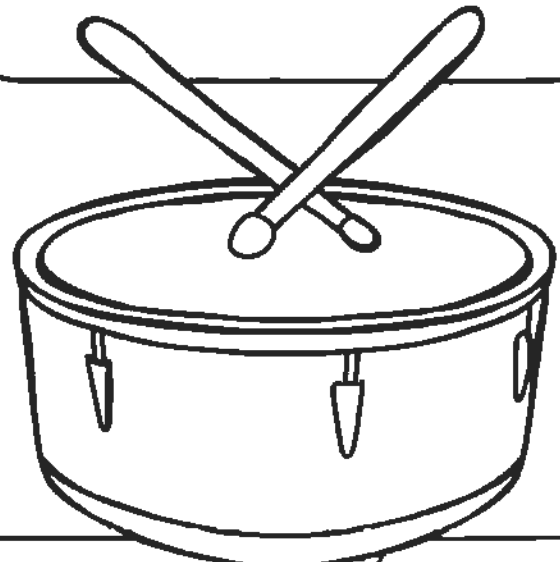
These are three songs that remind me of summer.

1. _____
2. _____
3. _____

This is some information about how I learn best.

This year in music class, I would like to:

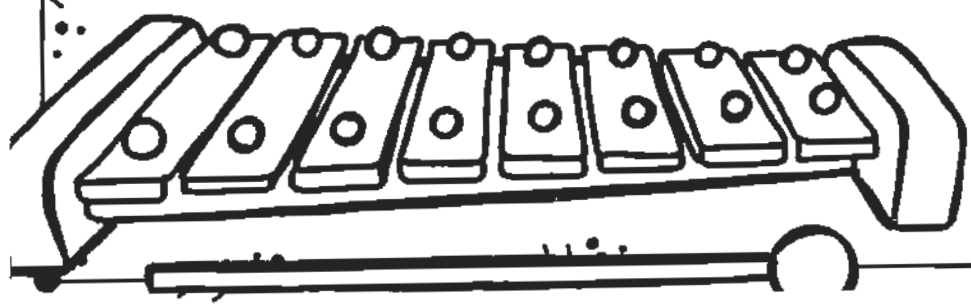
My favorite way to learn is through:



THIS SUMMER I...

Circle "yes" or "no" for each statement.

- 1. Played an instrument..... Yes No
- 2. Sang a song..... Yes No
- 3. Attended a concert..... Yes No
- 4. Saw a movie..... Yes No
- 5. Played a video/computer game... Yes No
- 6. Found a cool music video online.... Yes No
- 7. Heard a brand new song..... Yes No
- 8. Listened to music on an electronic device..... Yes No



Brass Word Key

Slide

Five

Valves

Clearer

Tuba

Trombone

Lower

Trumpet

Buzzing

Mute

Woodwind Word Key

Silver

Clarinet

Piccolo

Lower

Vibrate

Keys

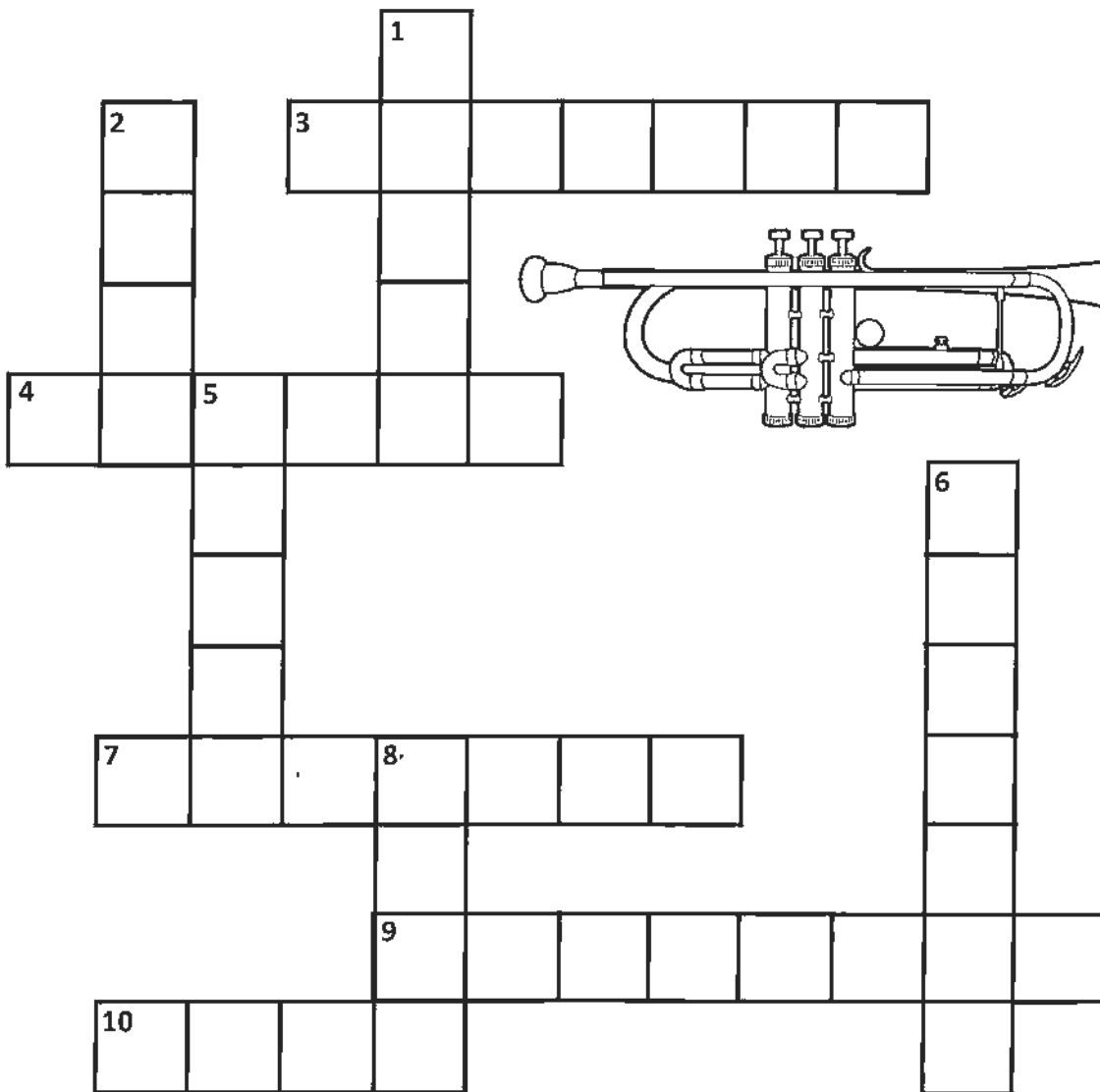
Octave

Flute

Bassoons

Name: _____ Class: _____

The Brass Family



Across:

- 3) The mouthpiece of a brass instrument acts as a funnel making the air _____.
- 4) Buttons on brass instruments are called _____.
- 7) What brass instrument plays the highest?
- 9) What brass instrument does not have valves?
- 10) Any fingerings on the trumpet can make at least _____ pitches or notes.

Down:

- 1) The trombone plays different pitches by moving its _____.
- 2) What brass instrument plays the lowest?
- 5) The more tubing a brass instrument has the (lower or higher) it plays.
- 6) Sound on brass instruments is produced by _____ your lips.
- 8) A French horn players hand acts as a _____.

Name: _____ Class: _____



| | | | | |
|---|---|--|--|--|
| 1 | 2 | | | |
|---|---|--|--|--|

| |
|---|
| 3 |
| |
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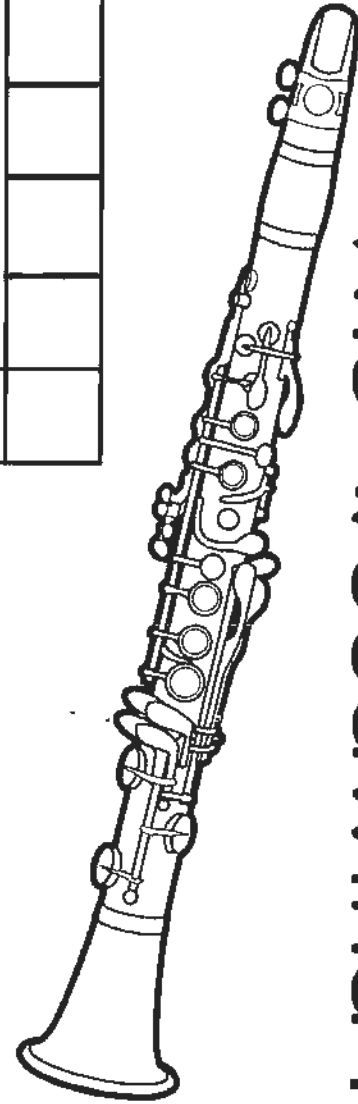
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|---|--|---|--|--|
| 5 | | 6 | | |
|---|--|---|--|--|

| | | | | | | |
|---|--|--|--|--|--|--|
| 7 | | | | | | |
| | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| 8 | | | | | | |
| | | | | | | |
| | | | | | | |

| | | | |
|---|--|--|--|
| 9 | | | |
|---|--|--|--|



The Woodwind Family

Across:

- 1) The more keys pushed down the (higher or lower) the instrument sounds.
- 5) Clarinets and Saxophones make sound when their reeds _____.
- 7) A piccolo is a higher version of what other woodwind?
- 8) What is the highest playing woodwind?
- 9) Buttons on woodwinds are called _____.

Down:

- 2) A piccolo plays how much higher than the flute?
- 3) A flute is normally made of what metal?
- 4) The saxophone and _____ are single reed instruments.
- 6) Oboes and _____ use double reeds.

Goals:

Practice Log

Week of _____

Compliment:



| | What Did I Practice? | Self-Evaluation | | |
|-----------|----------------------|--|---------------------------------------|------------------------------------|
| Monday | | Work in Progress <input type="checkbox"/> | Completed <input type="checkbox"/> | Review <input type="checkbox"/> |
| Tuesday | | Work in Progress <input type="checkbox"/> | Completed <input type="checkbox"/> | Review <input type="checkbox"/> |
| Wednesday | | Work in Progress <input type="checkbox"/> | Completed <input type="checkbox"/> | Review <input type="checkbox"/> |
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| Saturday | | Work in Progress <input type="checkbox"/> | Completed <input type="checkbox"/> | Review <input type="checkbox"/> |
| Sunday | | Work in Progress <input type="checkbox"/> | Completed <input type="checkbox"/> | Review <input type="checkbox"/> |

Goals



Practice Log

Week of _____

Compliment.



Reward sticker



| | What Did I Practice? | Self-Evaluation | | |
|-----------|----------------------|--|---------------------------------------|------------------------------------|
| Monday | | Work in Progress <input type="checkbox"/> | Completed <input type="checkbox"/> | Review <input type="checkbox"/> |
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| Sunday | | Work in Progress <input type="checkbox"/> | Completed <input type="checkbox"/> | Review <input type="checkbox"/> |

Goals:

Large empty rounded rectangular box for writing goals.



Practice Log

Week of _____

Compliment:

A thought bubble shape for writing a compliment.



A small empty rectangular box for a reward sticker.

Reward sticker

| | What Did I Practice? | Self-Evaluation | | |
|-----------|----------------------|--|---------------------------------------|------------------------------------|
| Monday | | Work in Progress <input type="checkbox"/> | Completed <input type="checkbox"/> | Review <input type="checkbox"/> |
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Goals:

Large empty rounded rectangular box for writing goals.



Practice Log

Week of _____

Compliment:

A cloud-shaped thought bubble for writing a compliment.



A rectangular box for a reward sticker.

Reward sticker

| | What Did I Practice? | Self-Evaluation | | |
|-----------|----------------------|--|---------------------------------------|------------------------------------|
| Monday | | Work in Progress <input type="checkbox"/> | Completed <input type="checkbox"/> | Review <input type="checkbox"/> |
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Goals:



Practice Log

Week of _____

Compliment:



Reward sticker



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Goals:

Large empty rounded rectangular box for writing goals.



Practice Log

Week of _____

Compliment:

A thought bubble shape for writing a compliment.

A rectangular box for a reward sticker.

Reward sticker



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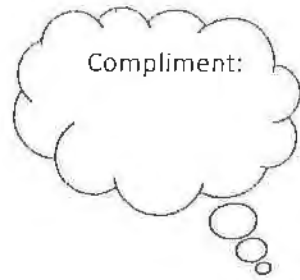
Goals:



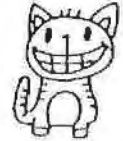
Practice Log

Week of _____

Compliment:



Reward sticker



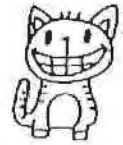
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Practice Log

Compliment:

Week of _____



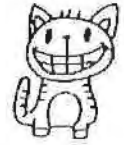
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Goals:

Compliment:

Practice Log

Week of _____



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