Middle School General Music NTI

Day 1

Element of Music: Rhythm

Exercise – Write four 4 measure variations of rhythms in 4/4 time similar to our song "It's Not Long" (Hand drum song). Use notebook paper and the percussion staff (single line) to notate your rhythms. Be sure to write the time signature at the beginning (4/4), and divide each measure with a bar line.

Day 2

Element of Music: Rhythm

On a sheet of notebook paper, design your own rhythm tree. On one side, draw note lengths, and on the other, draw rest lengths. The note or rest with the largest value should be at the top, and you should divide each note into two as you proceed downward. E.g. – A whole note is first divided into two half notes, then each half note is divided into two quarter notes, etc.

Day 3

Element of Music: Pitch

On YouTube, find 2 contrasting examples of pitch in a piece of music or a song. For example, a high pitch example could be a flute solo in an orchestra, and a low pitch example could be a bass line from a rock song. Pick specific examples, and name the following: the title of the song or piece of music, the performers involved (individual(s) or group), and specific comments on why the example demonstrates high and/or low pitch.

Day 4

Pick a famous American singer, songwriter, or composer from any era (e.g. Stephen Foster or Bob Dylan, or anything in between!). Discuss the individual you pick with an adult in your household. Do they know the artist? Examples of their music? If so, did the individual have an impact on their life? After your research/discussion, write 2 paragraphs summarizing your conversation and talking about the individual's songs/pieces and their place in American music.

Day 5

On your iPad, go to a website of a symphony orchestra – nyphilkids.org is a good one, and there are many others – just search on Google! Take a virtual tour of the concert hall and view other resources on the site: interviews with musicians, conductors, activities, tours of the instrument types. Then, write a 2 – 3 sentence ad advocating for visiting this website (why you liked it and why others should visit).

Day 6

Go to musictheory.net – Click on the "Exercises" tab, and under "Staff Identification" complete 30 minutes of "Note Identification" exercises.

Day 7

Composer report – Search online for a famous composer. Consult "Best Composer" lists and other "Top 10" style compilations of composers. Select a composer, and then write 2 – 3 paragraphs (10 – 15 sentences) containing the following information: Name, life span (year born – year died, or present), country of origin, brief biography, what is special or unique about them, major compositions, how their work was influenced by composers before them, and how their work has influenced composers after them.

Day 8

Instrument report – Pick an instrument from one of the 4 families of orchestral instruments: string, woodwind, brass, and percussion. Detail the following on a ½ sheet of notebook paper: Instrument name, materials it is made of, "anatomy" (what parts make it up), brief history of the instrument, including how it has evolved over the years, and famous musicians who play that instrument.

Day 9

Instrument report – Pick a different instrument from one of the 4 families of orchestral instruments: string, woodwind, brass, and percussion. Detail the following on a ½ sheet of notebook paper: Instrument name, materials it is made of, "anatomy" (what parts make it up), brief history of the instrument, including how it has evolved over the years, and famous musicians who play that instrument.

Day 10

On a sheet of paper, draw a diagram of a symphony orchestra. Label each section of instruments as it would be organized on a stage. Be as detailed and neat as you can.