

Piano Planet 2016-2017

exploring a galaxy of music

Name: _____ Grade: _____

#	MISSION	OVERVIEW	STATUS
Phase One: Missions Completed During Lessons			
Technique			
I	Scales p. 4	Improve speed and dexterity by studying scales.	
II	Arpeggios p. 5	Improve flexibility and accuracy by studying arpeggios.	
III	Chords p. 6-7	Improve strength and harmonization by studying chords.	
Repertoire (pink)			
IV	Memorization p. 8	Secure the ability to play at any moment by committing repertoire to memory.	
V	Music Periods p. 9	Play music from the Baroque, Classical, Romantic, and Contemporary periods.	
VI	Music Styles p. 10	Play music representative of different styles and genres.	
VII	Music Cultures p. 10-11	Play music representative of different places and cultures.	
VIII	Collaborative Piano p. 11	Collaborate with another pianist or instrumentalist on an ensemble piece.	
Phase Two: Missions Completed On Your Own			
Listening (green)			
IX	Baroque Listening p. 12-13	Listen and analyze piano music from the Baroque era.	
X	Classical Listening p. 14-15	Listen and analyze piano music from the Classical era.	
XI	Romantic Listening p. 16-17	Listen and analyze piano music from the Romantic era.	
XII	Impressionistic Listening p. 18-19	Listen and analyze piano music from the Impressionistic era.	
XIII	Modern Listening p. 20-21	Listen and analyze piano music from the Modern era.	
Research and Theory (blue)			
XIV	Composer Research p. 22	Study the life and work of a piano composer of your choice.	
XV	Music Theory p. 23	Demonstrate your knowledge of music theory by passing an exam fit for your level.	
Phase Three: Missions Completed with Parent Assistance			
XVI	Adjudications p. 23	Prepare two piano solos and receive feedback from a piano judge.	
XVII	Community Service p. 24	Serve a school, church, retirement home, or other community venue with your music skills.	
XVIII	Concert Attendance p. 25-26	Attend a concert or recital featuring a professional pianist.	

Piano Planet

2016-2017

Activities completed during summer 2016 and the 2016-2017 school year count towards mission requirements. Phases and missions may be completed concurrently; there is no particular order in which things must be done. Piano Planet will be due **May 19, 2017**.

Stay on Track

Make a good effort to complete each week's assigned scales, arpeggios, chords, and memory assignments. It's much easier to check a few things off each week than to create a huge load at the end of the year.

Try Something New

Don't be afraid to try something new or work on something you wouldn't normally play. The Music Periods, Music Styles, and Music Cultures missions are meant to broaden your repertoire and challenge you to step out of your comfort zone. You may discover something new that you really like!

Don't Delay

Phase Two: *Missions Completed On Your Own* can be completed any time at home. The only exception is the Music Theory Mission; exams will be taken in April or May. The only things you need are internet access, your Piano Planet packet, and a pencil. Phase Two missions are meant to be fun and informative, so don't delay in getting started.

Parents: Plan Ahead

Parents, please plan early for Phase Three: *Missions Completed with Parent Assistance*. Your student will need your help completing the Community Service, Adjudications, and Concert Attendance missions. Community Service opportunities will be offered at least once a month. If you're ready to play, complete it as soon as you can! Registration for Piano Adjudications occurs in early January. Concerts and recitals that are free and local are limited: go to the first one you can. However, if you don't mind trekking to Seattle or paying admission, you'll find a lot more options and opportunities.



Piano Planet

Mission Rating	Missions Completed	Award
Shining in the Stars	16-18	Gold Star
Out of this World	13-15	Silver Star
Breaking the Ozone Layer	10-12	Black Star
Floating on the Clouds	7-9	
The Sky's the Limit	4-6	
Stuck on the Launch Pad	1-3	

Mission Timeline

Details	Important Dates
Phase One: <i>Missions Completed During Lessons</i>	Best Completed by beginning of May 2017
Mission VIII: Collaborative Piano	Best Completed by December 2016
Phase Two: <i>Missions Completed On Your Own</i> Listening and Research	Best Completed by December 2016
Mission XVI: Community Service Opportunities	Offered Once a Month
Mission XVIII: Concert Attendance Opportunities	Offered Once a Month
Studio Recitals <i>Recitals are a studio requirement and all students are expected to participate.</i>	December 2016 and June 2017
Mission XVII: Piano Adjudications <i>Recommended for students in grades K and up who are serious about their piano study.</i>	February 24-25, 2017 Inglewood Presbyterian Church 7718 NE 141 st St, Kirkland Registration Deadline: January 6, 2017
Mission XV: Music Theory Exams <i>Required for students in grades 2 and up.</i>	April 29, 2017 (for Eastside students) Eastside Bahai Center 16007 NE 8 th St, Bellevue May 13, 2017 (for Southside students) Nativity Lutheran Church 17707 140 th Ave SE, Renton
Piano Planet Final Due Date	May 19, 2017

Mission I

Scales

STATUS

MAJOR Tempo: _____ Key	Pentascale	1 Octave pear	2 Octaves apple	3 Octaves cantaloupe	4 Octaves watermelon	4 Octave banana splits
C						
G						
D						
A						
E						
B						
F#/Gb						
Db						
Ab						
Eb						
Bb						
F						

MINOR Tempo: _____ Key	Natural	Harmonic raise 7 th from natural minor	Melodic ascending raise 6 th , 7 th descending = natural	1 Octave pear	2 Octaves apple	3 Octaves cantaloupe	4 Octaves water melon
A							
E							
B							
F#							
C#							
G#							
D#/Eb							
Bb							
F							
C							
G							
D							

Extra Credit

Play all major scales around the Circle of Fifths, starting with C Major	
Play all major scales in half-steps, starting with C Major	
Play a scale in parallel thirds, 2 or more octaves, hands together	
Play a scale in parallel sixths, 2 or more octaves, hands together	
Play a chromatic scale, 1 or more octaves, hands alone (finger 3 on black keys only)	

Mission II

Arpeggios

STATUS

MAJOR Tempo: _____		Cross Hand Style	1 Octave	2 Octaves	3 Octaves	4 Octaves 4/4 time, accent beat 1	4 Octave banana splits
Key							
C	white						
G	white						
D	w-b-w						
A	w-b-w						
E	w-b-w						
B	w-b-b						
F#/Gb	black						
Db	oreo						
Ab	oreo						
Eb	oreo						
Bb	b-w-w						
F	white						

MINOR Tempo: _____		Cross Hand Style	1 Octave	2 Octaves	3 Octaves	4 Octaves 4/4 time, accent beat 1	4 Octave banana splits
Key							
A	white						
E	white						
B	w-w-b						
F#	oreo						
C#	oreo						
G#	oreo						
D#/Eb	black						
Bb	b-b-w						
F	w-b-w						
C	w-b-w						
G	w-b-w						
D	white						

Extra Credit

Play all Major Arpeggios around the Circle of Fifths, starting with C Major	
Play all Minor Arpeggios around the Circle of Fifths, starting with A Minor	
Play all Major Arpeggios in half-steps, starting on a key of your choice	
Play all Minor Arpeggios in half steps, starting on a key of your choice	

Mission III

Chords

STATUS

Triads

Key	Major	Minor	Diminished	Augmented
C				
G				
D				
A				
E				
B				
F#/Gb				
Db		C#		
Ab		G#		
Eb		Eb/D#		
Bb				
F				

Seventh Chords

Name	Major 7 th "Major" modifies the 7 th	Dominant 7 th	Minor 7 th "Minor" modifies the triad	Half-Diminished 7 th / Minor 7 (b5) Chord alterations follow the 7	(Fully) Diminished 7 th
Structure	Major Triad + major 7 th	Major Triad + minor 7 th	Minor Triad + minor 7 th	Dim Triad + minor 7 th	Dim Triad + Dim 7 th
C	<i>C E G B</i>	<i>C E G Bb</i>	<i>C Eb G Bb</i>	<i>C Eb Gb Bb</i>	<i>C Eb Gb Bbb</i>
G					
D					
A					
E					
B					
F#/Gb					
Db					
Ab					
Eb					
Bb					
F					

Getting Comfortable with Chords

Chord Inversions

Key	Triad Inversions MAJOR <i>Root - 1st - 2nd - Root</i> I-I ₆ -I _{6/4} -I	Triad Inversions MINOR <i>Root - 1st - 2nd - Root</i> I-I ₆ -I _{6/4} -I	Diatonic Chords MAJOR <i>Stay within the key!</i> I-ii-iii-IV-V-vi-vii ^o
C			
G			
D			
A			
E			
B			
F#/Gb			
Db		C#	
Ab		G#	
Eb		Eb/D#	
Bb			
F			

Chord Progressions

Key	I Chord in Root I-VI _{6/4} -I-V _{6/5} -I	I Chord in 1st Inversion I ₆ -VI-I ₆ -V _{4/2} -I	I Chord in 2nd Inversion I _{6/4} -VI-I _{6/4} -V ₇ -I _{6/4}
C			
G			
D			
A			
E			
B			
F#/Gb			
Db			
Ab			
Eb			
Bb			
F			

Mission IV

Memorization

STATUS

Memory Goal: _____ measures

#	Date	Name of Piece	Number of Measures	Running Total of Measures Memorized
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
29				
30				

Mission V

Music Periods

STATUS

Learn and memorize at least one piece from the following historical music periods. Repertoire studied may be cross-listed with pieces from Music Styles and Music Cultures.

Baroque Era (1600-1750)

Famous Baroque composers include Bach, Vivaldi, and Handel. Piano music of the Baroque era was often written with each hand playing its own melody or “voice.” This style of writing is called *polyphonic*. Baroque piano pieces were usually written in *binary* form. Composers frequently wrote pieces with dance titles. One of the most popular dances was the *minuet*.

Baroque Piece:	
Composer:	

Classical Era (1750-1820)

Famous Classical composers include Mozart, Haydn, and Beethoven. Piano music of the Classical era was often written with the right hand playing a melody and the left hand playing an accompaniment. This style of writing is called *homophonic*. Classical piano pieces were usually written in *ternary* form. Although many composers still wrote *minuets* during the Classical period, a new type of piece called *sonatina* became very popular.

Classical Piece:	
Composer:	

Romantic Era (1820-1910)

Famous Romantic composers include Chopin, Mendelssohn, and Schumann. Piano music of the Romantic era was often written with long, beautiful melodies and complicated accompaniments. Romantic piano pieces frequently have descriptive titles and are called *character pieces*. The *waltz* became a popular dance which replaced the *minuet*.

Romantic Piece:	
Composer:	

Contemporary Era (Impressionistic or 20th Century) (1900-2000)

Famous Contemporary composers include Debussy, Bartok, and Shostakovich. Contemporary piano music is written in many different styles. Contemporary composers frequently experimented with unusual harmonies and rhythms to give their music a distinctly different sound than music of the earlier periods.

Contemporary Piece:	
Composer:	

Mission VI

Music Styles

STATUS

Learn and memorize at least one piece in each of following music styles categories. Repertoire studied may be cross-listed with pieces from Music Periods and Music Cultures.

Jazz/ Blues/ Ragtime

Examples: Shave and a Haircut, Maple Leaf Rag, The Entertainer

Piece:	
Composer:	

Singalong/ Sacred/ Pop

Examples: Nursery Rhymes, Happy Birthday Song, Church Music, Pop Music

Piece:	
Composer:	

Slow, Flowing, and Lyrical

Examples: The Singing Mermaid, By the Brook, “Waltz in A Minor” by Chopin

Piece:	
Composer:	

Fast, Exciting, and Intense

Examples: El Zapateado, Argentina, “L’Orage” by Burgmuller

Piece:	
Composer:	

Mission VII

Music Cultures

STATUS

Learn and memorize at least two pieces from different places and cultures. Repertoire studied may be cross-listed with pieces from Music Periods and Music Styles. World Music includes, but is not limited to:

Eastern European Folk
 Western European Folk
 German Dances
 French Waltzes
 Irish/Celtic/Gaelic Music

Japanese Folk
 Chinese Folk
 Korean Folk
 Vietnamese Folk
 Southeast Asian Folk

Spanish Music
 Brazilian Music
 Russian Folk Songs
 American Folk Songs
 Afro-Cuban Music

Cultural Piece #1

Culture Represented / Part of the World the Piece is from:	
Piece:	
Composer:	

Cultural Piece #2

Culture Represented / Part of the World the Piece is from:	
Piece:	
Composer:	

Mission VIII

Collaborative Piano

STATUS

Collaborate with another pianist or instrumentalist on an ensemble piece. Your ensemble partner may be another student, sibling, friend, or parent.

Qualifying Ensemble Combinations:

- Piano Duet
- Piano Trio
- Piano Accompaniment + Other Instrument(s) or Voice

Name of Ensemble Piece:	
Composer:	
Ensemble Partner(s):	

Missions IX-XIII

Missions IX-XIII are listening assignments. Students are only required to listen to **two** pieces in each historical time period; the third piece (if available) is optional, but recommended for students in grades 6 and up. Listen to each piece and complete the listening questionnaire.

YouTube links for each piece are posted on www.samanthayeung.com/pianoplanet. You can also search for the listed pieces on YouTube on your own.

Mission IX Baroque Era Listening

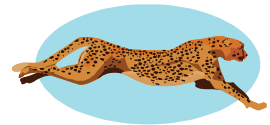
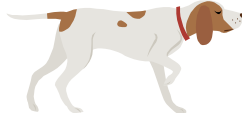
STATUS

Music Links: www.samanthayeung.com/pianoplanet

#1. Title of Piece: *Tocatta and Fugue in D Minor by Johann Sebastian Bach*

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)
Dolce (Sweet)
Furioso (Angry)
Mesto (Sad)

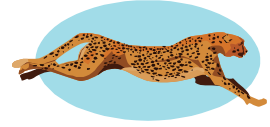
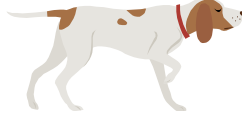
Brilliante (Glittering)
Energico (Energetic)
Giocoso (Merry, Happy)
Scherzando (Playful)

Cantabile (Singing)
Expressivo (Expressive)
Maestoso (Majestic)
Tranquillamente (Calm)

#2. Title of Piece: ***Sonata in D Minor, K. 141 by Domenico Scarlatti***

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Espressivo (Expressive)

Maestoso (Majestic)

Tranquillamente (Calm)

Which piece is your favorite? _____

Mission X

Classical Era Listening

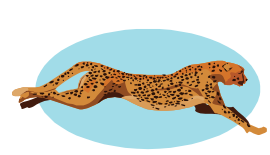
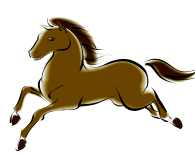
STATUS

Music Links: www.samanthayeung.com/pianoplanet

#1. Title of Piece: *Piano Sonata "Pathetique" Op. 13, No. 2 by Ludwig van Beethoven*

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Expressivo (Expressive)

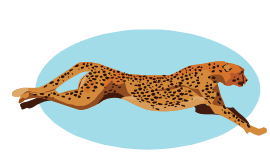
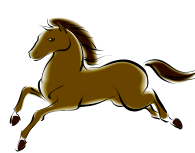
Maestoso (Majestic)

Tranquillamente (Calm)

#2. Title of Piece: *12 Variations "Ah vous dirai-je, Maman" by Wolfgang Amadeus Mozart*

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Brillante (Glittering)

Cantabile (Singing)

Dolce (Sweet)

Energico (Energetic)

Expressivo (Expressive)

Furioso (Angry)

Giocoso (Merry, Happy)

Maestoso (Majestic)

Mesto (Sad)

Scherzando (Playful)

Tranquillamente (Calm)

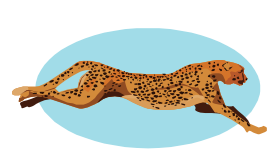
Which piece is your favorite? _____

Optional Listening

#3. Title of Piece: **Intermezzo Op. 118, No. 2 by Johannes Brahms**

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Brillante (Glittering)

Cantabile (Singing)

Dolce (Sweet)

Energico (Energetic)

Expressivo (Expressive)

Furioso (Angry)

Giocoso (Merry, Happy)

Maestoso (Majestic)

Mesto (Sad)

Scherzando (Playful)

Tranquillamente (Calm)

Mission XI

Romantic Era Listening

STATUS

Music Links: www.samanthayeung.com/pianoplanet

#1. Title of Piece: *Un Sospiro by Franz Liszt*

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Expressivo (Expressive)

Maestoso (Majestic)

Tranquillamente (Calm)

#2. Title of Piece: *Nocturne Op. 27 No. 2 in D Flat Major by Frederic Chopin*

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Expressivo (Expressive)

Maestoso (Majestic)

Tranquillamente (Calm)

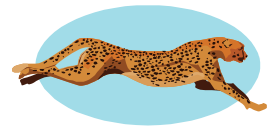
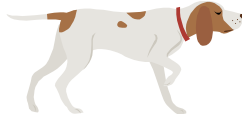
Which piece is your favorite? _____

Optional Listening

#3. Title of Piece: **Widmung by Robert Schumann (transcribed by Liszt)**

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Expressivo (Expressive)

Maestoso (Majestic)

Tranquillamente (Calm)

Mission XII

Impressionistic Listening

STATUS

Music Links: www.samanthayeung.com/pianoplanet

#1. Title of Piece: *L'isle Joyeuse (The Happy Island) by Claude Debussy*

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Espressivo (Expressive)

Maestoso (Majestic)

Tranquillamente (Calm)

#2. Title of Piece: *Jeux d'eau (Water Games) by Maurice Ravel*

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Expressivo (Expressive)

Maestoso (Majestic)

Tranquillamente (Calm)

Which piece is your favorite? _____

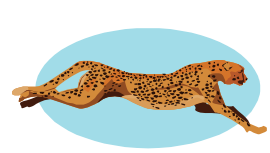
Optional Listening:

TEACHER NOTE: *this one's not exactly impressionist, but was written around the same time period of 1867-1916.*

#3. Title of Piece: El Pelele (The Puppet) by Enrique Granados

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Expressivo (Expressive)

Maestoso (Majestic)

Tranquillamente (Calm)

Mission XIII

Modern Era Listening

STATUS

Music Links: www.samanthayeung.com/pianoplanet

#1. Title of Piece: *Danzas Argentinas Op. 2, No. 3 by Alberto Ginastera*

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Expressivo (Expressive)

Maestoso (Majestic)

Tranquillamente (Calm)

#2. Title of Piece: *Three Preludes by George Gershwin*

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Expressivo (Expressive)

Maestoso (Majestic)

Tranquillamente (Calm)

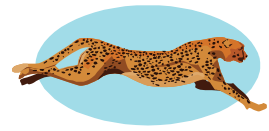
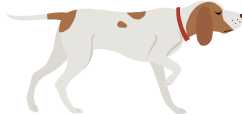
Which piece is your favorite? _____

Optional Listening

#3. Title of Piece: ***Three Fantastic Dances Op. 5 by Dmitri Shostakovich***

How would you describe the **tempo** of this piece?

Largo Larghetto Adagio Andante Moderato Allegretto Allegro Vivace Presto



What **dynamics** do you hear?

pp p mp mf f ff crescendo decrescendo

What **articulations** do you hear?

Staccato Legato Tenuto Marcato (Accented)

What **itches** do you hear?

Very Low Low Middle High Very High

How would you describe the **mood** or **character** of this piece?

Agitato (Agitated)

Dolce (Sweet)

Furioso (Angry)

Mesto (Sad)

Brillante (Glittering)

Energico (Energetic)

Giocoso (Merry, Happy)

Scherzando (Playful)

Cantabile (Singing)

Expressivo (Expressive)

Maestoso (Majestic)

Tranquillamente (Calm)

Mission XIV

Composer Research

STATUS

Pick a piano composer and answer the following questions about his life and work. You may pick a composer not on this list if given approval.

- Students in grades K-1 may omit questions 5-6.
- Students in grades 5 and up must use complete sentences.
- If you've done this before, you must pick a different composer.

Bach	Handel	Purcell	Beethoven	Mozart
Haydn	Grieg	Tchaikovsky	Chopin	Brahms
Schubert	Schumann	Shostakovich	Ginastera	Joplin

1) Composer's Full Name	
2) Composer's Birth and Death	
3) Where did the composer live? Where did the composer work?	
4) What instruments did the composer play?	
5) What instruments or instrument ensembles did the composer compose for? <i>(solo piano, string quartet, wind ensemble, orchestra music, etc.)</i>	
6) List three famous pieces written by the composer:	1. 2. 3.

Mission XV

Music Theory

STATUS

We'll be taking the Washington State Music Teachers Association (WSMTA) Musicianship Exams this year. Students scoring 98% or higher receive a high honors award and have their names published in the *Clarion*, WSMTA's official newsletter.

Students will receive practice exams in the weeks prior to prepare. To complete the Music Theory mission, you must simply take the exam.

April 29, 2017 (for Eastside students)
 Eastside Bahai Center
 16007 NE 8th St, Bellevue
 Drop-in testing from 10 AM-2 PM
 Cost: \$5 per student

May 13, 2017 (for Southside students)
 Nativity Lutheran Church
 17707 140th Ave SE, Renton
 Drop-in testing from 9 AM-3 PM
 Cost: \$5 per student

Musicianship Exam	
Level	
Score	

Mission XVI

Adjudications

STATUS

Adjudications provides an opportunity for students to perform two polished pieces of contrasting styles for an adjudicator and receive constructive feedback.

Adjudications Goals:

- Provide an educational experience which encourages goal setting, persistence, and creativity;
- Provide a performance opportunity for students where an objective evaluation of the student's skill and musicianship is made by an impartial and competent adjudicator;
- Provide an opportunity for teachers to receive feedback from another professional musician.

Students Receive:

- Verbal Feedback
- Written Evaluation
- Certificate of Participation

Piano Adjudications is **February 24-25, 2016** (Registration Deadline is January 6, 2017)
 Inglewood Presbyterian Church: 7718 NE 141st St, Kirkland
 Cost: \$35 per student

Mission XVII

Community Service

STATUS

Serve your school, church, or other community venue with your musical talents.

Students may perform at a wedding, accompany an instrumentalist, play at a retirement home, participate in a school talent show, etc. Samantha will coordinate monthly community service opportunities to perform at local retirement homes. Parents, please check your emails for these opportunities!

Performing at home for a family party or gathering does **not** qualify for community service.

To complete this project, complete the Community Service Report and include a parent signature.

Community Service Report

What did you do for Community Service?	
Date:	
Time:	
Location:	
What did you play?	
How did you feel after sharing your music?	
How did the audience respond to your music?	
Parent Signature:	

Mission XVIII

Concert Attendance

STATUS

To complete this mission:

1. Attend a qualifying concert
2. Complete the Concert Attendance Report
3. **Attach a program** for proof of attendance

Samantha will regularly compile a list of qualifying concerts. Parents, please check your emails for these opportunities!

Qualifying Concerts:

Concerts or Recitals must feature a **solo pianist** playing any style of music.

- President's Piano Series at UW Meany Hall (appropriate for older students, FREE youth tickets (2) with purchase of adult ticket \$40+)
 - <https://meanycenter.org/events-tickets/by-series/2>
 - Location: Meany Hall, 4140 George Washington Ln NE, Seattle 98105
 - November 3, 2016: Pianist Joyce Yang
 - December 20, 2016: Pianist Jonathan Biss
 - January 11, 2017: Pianist Louis Lortie
 - February 14, 2017: Pianist Benjamin Grosvenor
 - April 18, 2017: Pianist Yefim Bronfman
 - May 16, 2017: Pianist Kirill Gerstein
- Seattle Chamber Music Society's Summer and Winter Festival (30 minute recitals appropriate for all ages, FREE; there is a full-length concert after each free recital that you are not required to stay for)
 - www.seattlechambermusic.org
 - Location: Nordstrom Recital Hall at Benaroya, 200 University Street, Seattle 98101
- University of Washington Brechemin Piano Series (60-90 minute recitals appropriate for all ages, \$5; you may exit quietly between works; features college students from the UW piano program)
 - <https://music.washington.edu/events/performances>
 - Location: Brechemin Auditorium, first floor of Music Building, Seattle 98195
- Ten Grands Seattle (highly recommended concert featuring 10 grand pianos and 10 pianists playing a variety of classical, jazz, and popular music; tickets \$42+)
 - <http://www.tengrandsseattle.com>
 - Location: Benaroya Hall, 200 University Street, Seattle 98101

Non-Qualifying Concerts:

- Symphony Orchestra, Band, or Choral Concerts, UNLESS the pianist is featured in a prominent solo position, as in a Piano Concerto, or small chamber ensemble such as piano trio, quartet, or quintet, featuring less than five instruments.
- Pop Concerts: Justin Bieber, Taylor Swift
- Contemporary Music Festivals: Bumbershoot, Northwest Folklife Festival, etc. UNLESS there is an act featuring a solo pianist.
- Musicals and Musical Theater Productions
- Middle or High School Recitals and Concerts

Concert Attendance Report

Name of Concert:	
Concert Date:	
Concert Time:	
Concert Location:	
How many musicians performed at this concert?	
What instruments were played at this concert?	
What was your favorite piece performed at this concert?	