

Piano Karate 2020-2021



Name: _____ Grade: _____ Stripes Earned: _____

#	STRIPE OBJECTIVES	VALUE	STATUS
<i>Stripes Earned During Lessons</i>			
Technique and Sight Reading (white)			
1.	Scales p. 4-5	1	
2.	Arpeggios p. 6	1	
3.	Chords p. 7-8	1	
4.	Sight Reading p. 8	1	
Repertoire (pink) + (purple)			
5.	Memorization p. 9	1	
6.	Musical Eras p. 10	1	
7.	Collaborative Piano p. 11	up to 3	
<i>Stripes Earned on Your Own</i>			
Listening (blue)			
8.	Baroque Listening p. 12-13	1	
9.	Classical Listening p. 14-15	1	
10.	Romantic Listening p. 16-17	1	
11.	Impressionistic Listening p. 18-19	1	
12.	Modern Listening p. 20-21	1	
Music History, Composition, and Theory (green) + (yellow)			
13.	Composer Research p. 22	1	
14.	Piano Research p. 23	1	
15.	Creative Composition p. 24-25	up to 6	
16.	Music Literacy Program p. 26	up to 3	
<i>Stripes Earned Outside of Lessons</i>			
Performance and Music Appreciation (orange) + (white) + (gray)			
17.	Music Artistry Program p. 27	3	
18.	Public Performance p. 28-31	unlimited	
19.	Concert Attendance p. 32-35	up to 6	

Name: _____ **Grade:** _____

Your Goals in Piano for 2020-2021:

Complete the following at the end of the year:

Stripes Earned: _____ Final Belt Rank: _____ Final Award: _____

Your Favorite Piece(s): _____

Your Favorite Event(s): _____

Contact Samantha

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Visit www.samanthayeung.com for:

- Piano Karate Listening Assignments
- Latest Studio Announcements
- 2020-2021 Calendar
- Parent Portal (password: **88**)

Piano Karate

2020-2021



Master the *Belt Ranks* by earning *stripes* for Piano Karate!

You can work on earning stripes in any order. Objectives completed during summer 2020 and the 2020-2021 school year count toward stripe-earning requirements. Piano Passport is due the week of **May 23-28, 2021**.

Belt Rank	Stripes Earned	Award
Black Belt	24+	Gold
Brown Belt	20-23	Silver
Blue Belt	16-19	Bronze
Green Belt	12-15	
Orange Belt	8-12	
Yellow Belt	4-7	
White Belt	0-3	

Step-by-Step, Move-by-Move

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

Try Something New

Don't be afraid to try something new! *Musical Eras*, *Collaborative Piano*, *Creative Composition*, and *Public Performance* 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!

Make a Move

Stripes under *Stripes Earned On Your Own* can be completed any time at home. The only things you need are internet access, your Piano Karate packet, and a pencil. These are meant to be fun and informative, so don't delay in getting started.

1. Scales

STRIPE STATUS

Here you will earn one stripe for meeting your scale goals.

Earn 1 Stripe

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

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

Yes, there are even more scales.

CHURCH MODES	<i>Ionian</i> <i>Formula: WWHWWWH</i> <i>Based on CDEFGABC, the Major Scale</i>	<i>Dorian</i> <i>Formula: WHWWWHW</i> <i>Based on DEFGABCD</i>	<i>Phrygian</i> <i>Formula: HWWWHWW</i> <i>Based on EFGABCDE</i>	<i>Lydian</i> <i>Formula: WWWWHWH</i> <i>Based on FGABCEDEF</i>	<i>Mixolydian</i> <i>Formula: WWHWWHW</i> <i>Based on FABCDEFG</i>	<i>Aeolian</i> <i>Formula: WHWWHWHW</i> <i>Based on ABCDEFGA, the Minor Scale</i>	<i>Locrian</i> <i>Formula: HWWHWWWH</i> <i>Based on BCDEFGAB</i>
C	<i>start here</i>						
G					<i>start here</i>		
D		<i>start here</i>					
A						<i>start here</i>	
E			<i>start here</i>				
B							<i>start here</i>
F#/Gb							
Db/C#							
Ab/G#							
Eb/D#							
Bb							
F				<i>start here</i>			

OTHER	<i>Whole Tone</i> <i>Formula: WWWWWW</i>	<i>Chromatic</i> <i>Formula: HHHHHHHHHH</i>	<i>Major Pentatonic</i> <i>5 note scale</i> <i>Formula: (1st-2nd-3rd-5th-6th of a Major Scale)</i> <i>WW W+H W</i>	<i>Minor Pentatonic</i> <i>5 note scale</i> <i>Formula: (1st-3rd-4th-5th-7th of a Minor Scale)</i> <i>W+H WW W+H</i>	<i>Blues</i> <i>Formula: (Minor Pentatonic Scale + Dim 5th from tonic)</i>
C	<i>C-D-E-F#-G#-A#-C</i>	<i>1 octave hands alone</i>	<i>C-D-E-G-A</i>	<i>A A-C-D-E-G</i>	<i>A-C-D-Eb-E-G</i>
D		<i>2 octaves hands alone</i>		<i>E</i>	
E		<i>A1 to C8 hands alone</i>		<i>B</i>	
F		<i>C8 to A1 hands alone</i>	<i>F#</i>	<i>F</i>	
G		<i>4 octaves HT</i>		<i>C</i>	
A		<i>4 octaves HT, splits</i>	<i>Ab</i>	<i>Eb</i>	
B		<i>4 octaves HT, 3rd apart</i>		<i>Bb</i>	

MEMORIZE	
	Order of the Major Circle of Fifths (written/verbal)
	Order of the Minor Circle of Fifths (written/verbal)
	Order of Sharps (F#-C#-G#-D#-A#-E#-B#) <i>Fat Cats Go Down Alleys Eating Bugs</i>
	Order of Flats (Bb-Eb-Ab-Db-Gb-Cb-Fb) <i>BEAD Grandma's Chicken Farm</i>
	Sharp Key Signatures (be able to match name of key signature to number of sharps)
	Flat Key Signatures (be able to match name of key signature to number of flats)
	Order of Church Modes (Ionian, Dorian, Phrygian, Lydian, Mixolydian, Aeolian, Locrian) <i>I Dig Pizza Let's Make a Large</i>
	Order of Scale Degrees (Tonic, Supertonic, Median, Subdominant, Dominant, Submediant, Leading Tone, Tonic)

2. Arpeggios

STRIPE STATUS

Here you will earn one stripe for meeting your arpeggio goals.

Earn 1 Stripe

MAJOR Tempo: _____		Cross Hand Style	1 Octave pear	2 Octaves apple	3 Octaves cantaloupe	4 Octaves watermelon 4/4 time, accent beat 1	4 Octave banana splits 1 st inversion 2 nd inversion			4 Octave Dominant 7 th
Key									root	
C	white								C7	
G	white								G7	
D	w-b-w								D7	
A	w-b-w								A7	
E	w-b-w								E7	
B	w-b-b								B7	
F#/Gb	black								F#7/Gb7	
Db	oreo								Db7	
Ab	oreo								Ab7	
Eb	oreo								Eb7	
Bb	b-w-w								Bb7	
F	white								F7	

MINOR Tempo: _____		Cross Hand Style	1 Octave pear	2 Octaves apple	3 Octaves cantaloupe	4 Octaves watermelon 4/4 time, accent beat 1	4 Octave banana splits 1 st inversion 2 nd inversion		
Key									root
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								

3. Chords

STRIPE STATUS

Here you will earn one stripe for meeting your chord goals.

Earn 1 Stripe

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 7th	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 7th	Major Triad + minor 7th	Minor Triad + minor 7th	Dim Triad + minor 7th	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	Triad Inversions MINOR	Diatonic Chords MAJOR	
	Root - 1 st - 2 nd - Root I-I ₆ -I _{6/4} -I	Root - 1 st - 2 nd - Root i-i ₆ -i _{6/4} -i	Stay within the key! I-ii-iii-IV-V-vi-vii ^o	
C				<i>with inversions</i>
G				
D				
A				
E				
B				
F#/Gb				
Db		C#		
Ab		G#		
Eb		Eb/D#		
Bb				
F				

Lead Sheets: play ___ piece(s) using lead sheets

#	Date	Title of Piece	Chord Progression
1			
2			
3			

4. Sight Reading

STRIPE STATUS

Here you will earn one stripe for meeting your sight reading goals.

Earn 1 Stripe

Sight Reading: complete ___ lesson day(s) of sight reading

1 <i>level and number</i>	6	11	16	21
2	7	12	17	22
3	8	13	18	23
4	9	14	19	24
5	10	15	20	25

5. Memorization

STRIPE STATUS

Here you will earn one stripe for meeting your memory goal.

Earn 1 Stripe

Memory Goal: _____ measures

#	Date	Title 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				

6. Musical Eras

STRIPE STATUS

Here you will earn one stripe for studying and playing pieces from the four historical music periods.

Earn 1 Stripe

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*. 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. Music from this era is orderly, balanced, and clear.

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*. Music from this era is boundless and free. Much of the music from this era is programmatic—meant to describe something, perhaps a scene in nature, or a feeling.

Romantic Piece:	
Composer:	

Contemporary Era (Impressionistic or Modern/20th Century) (1900-Present)

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:	



Which musical era is your favorite? _____

7. Collaborative Piano

Here you will earn up to three stripes by collaborating with another pianist or instrumentalist on an ensemble piece. Your ensemble partner may be another student, sibling, friend, or parent.

Earn up to 3 Stripes

Ensemble pieces can be performed for Ms. Samantha during lessons or may be video recorded.

Qualifying Ensemble Combinations:

- Piano Duet/Trio, etc.
- Piano Accompaniment + Other Instrument(s) or Voice
- Duets with Ms. Samantha **only qualify if you are in Middle or High School.**

STRIPE STATUS

Title of Ensemble Piece:	
Composer:	
Ensemble Partner(s):	
Instrumentation:	

Title of Ensemble Piece:	
Composer:	
Ensemble Partner(s):	
Instrumentation:	

Title of Ensemble Piece:	
Composer:	
Ensemble Partner(s):	
Instrumentation:	



Listening

Here you will earn one stripe each for listening and analyzing pieces from the following musical periods: Baroque, Classical, Romantic, Impressionistic, and Modern.

Listen carefully to the two assigned pieces for each stripe and answer the listening questions. As you listen, you may draw, doodle, or write your thoughts about each piece in the extra space provided.

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

8. Baroque Era Listening

STRIPE STATUS

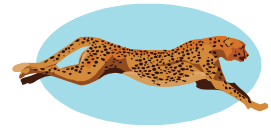
Earn 1 Stripe Listening to Music from the Baroque Era

Music Links: www.samanthayeung.com/pianokarate

#1. Title of Piece: ***Invention No. 4 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 (Bouncy) Legato (Smooth) Tenuto (Pressing Deeply) 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)

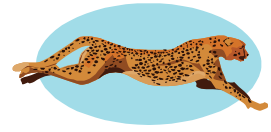
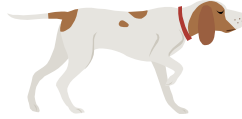
Maestoso (Majestic)

Tranquillamente (Calm)

#2. Title of Piece: Prelude and Fugue in E Major, BWV 854 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 (Bouncy) Legato (Smooth) Tenuto (Pressing Deeply) 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)



ATTENTION!

Don't Forget to Answer the Questions Below!

Which piece is your favorite? **Bach's Invention No. 4 in D Minor** or **Prelude and Fugue in E Major**? Why?

For Middle and High School Students: Bach wrote Inventions and Preludes & Fugues in every single major and minor key signature. What key signature would you prefer to compose in?

9. Classical Era Listening

STRIPE STATUS

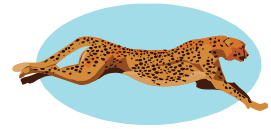
Earn 1 Stripe Listening to Music from the Classical Era

Music Links: www.samanthayeung.com/pianokarate

#1. Title of Piece: Sonata No. 8 in C Minor, Op. 13 "Pathetique" 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 (Bouncy) Legato (Smooth) Tenuto (Pressing Deeply) 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)

DOODLE SPACE

#2. Title of Piece: Twelve Variations on “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 (Bouncy) Legato (Smooth) Tenuto (Pressing Deeply) 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)



ATTENTION!

Don't Forget to Answer the Questions Below!

Which piece is your favorite? **Beethoven's *Pathetique*** or **Mozart's *Twelve Variations***? Why?

DOODLE SPACE

10. Romantic Era Listening

STRIPE STATUS

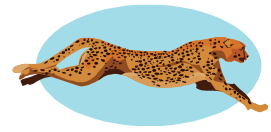
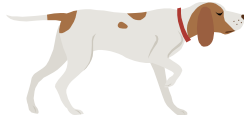
Earn 1 Stripe Listening to Music from the Romantic Era

Music Links: www.samanthayeung.com/pianokarate

#1. Title of Piece: ***Prelude in G Minor, Op. 23, No. 5 by Sergei Rachmaninoff***

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 (Bouncy) Legato (Smooth) Tenuto (Pressing Deeply) 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)

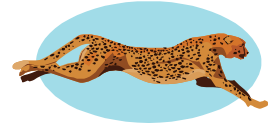
Tranquillamente (Calm)

DOODLE SPACE

#2. Title of Piece: Widmung (Dedication) by Robert Schumann, transcribed for piano 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 (Bouncy) Legato (Smooth) Tenuto (Pressing Deeply) 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)



ATTENTION!

Don't Forget to Answer the Questions Below!

Which piece is your favorite? **Rachmaninoff's Prelude in G Minor** or **Schumann/Liszt's Widmung**? Why?

DOODLE SPACE

11. Impressionistic Era

Listening

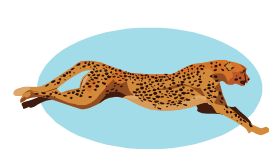
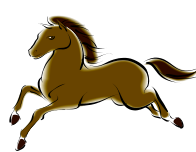
Earn 1 Stripe Listening to Music from the Impressionistic Era

Music Links: www.samanthayeung.com/pianokarate

#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 (Bouncy) Legato (Smooth) Tenuto (Pressing Deeply) 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)

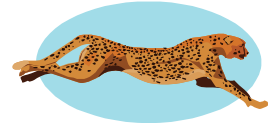
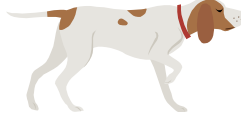
Tranquillamente (Calm)

DOODLE SPACE

#2. Title of Piece: ***Arabesque No.1 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 (Bouncy) Legato (Smooth) Tenuto (Pressing Deeply) 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)



ATTENTION!

Don't Forget to Answer the Questions Below!

Which piece is your favorite? **Debussy's *L'isle Joyeuse*** or **Debussy's *Arabesque No.1***? Why?

DOODLE SPACE

12. Modern Era Listening

STRIPE STATUS

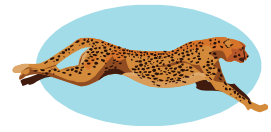
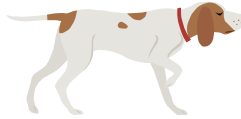
Earn 1 Stripe Listening to Music from the Modern Era

Music Links: www.samanthayeung.com/pianokarate

#1. 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 (Bouncy) Legato (Smooth) Tenuto (Pressing Deeply) 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)

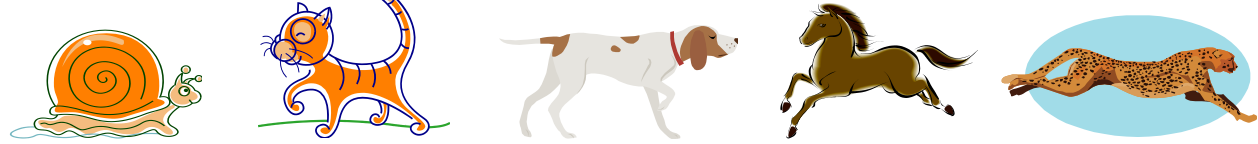
Tranquillamente (Calm)

DOODLE SPACE

#2. Title of Piece: **Three Moods: “Embittered,” “Wistful,” and “Jazzy” by Aaron Copland**

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 (Bouncy) Legato (Smooth) Tenuto (Pressing Deeply) 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)



ATTENTION!

Don't Forget to Answer the Questions Below!

Which piece is your favorite? **Gershwin's Three Preludes** or **Copland's Three Moods**? Why?

Copland's Three Moods were “Embittered,” “Wistful,” and “Jazzy.” If you wrote a collection of three moods, what were your moods be?

13. Composer Research

STRIPE STATUS

Here you can earn one stripe studying the life and work of a composer.

Earn 1 Stripe

- Students in grades K-1 may omit questions 5 and 6.
- If you've done this before, you must pick a different composer.
- You may pick a different composer not on the list if approved by Samantha.

Bach	Chopin	Grieg	Mozart	Schumann
Beethoven	Clementi	Handel	Purcell	Scriabin
Brahms	Debussy	Haydn	Rachmaninoff	Shostakovich
Burgmuller	Ginastera	Joplin	Schubert	Tchaikovsky
Women Composers:				
Fanny Mendelssohn	Clara Schumann	Louise Farrenc	Cecile Chaminade	Nadia Boulanger
Francesca Caccini	Amy Beach	Rebecca Clarke	Marianna Martines	Florence Price

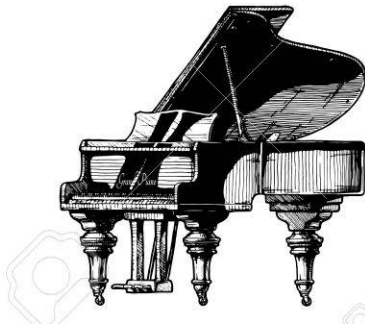
1) Composer's Full Name <i>Example: Ludwig van Beethoven</i>	
2) Composer's Years of Birth and Death <i>Example: 1770-1827</i>	
3) Which era did the composer compose in? <i>Example: Beethoven composed during the Classical Era.</i>	<ul style="list-style-type: none"> • Baroque Era (1600-1750) • Classical Era (1750-1820) • Romantic Era (1820-1910) • Contemporary Era—sometimes divided into Impressionistic & 20th Century/Modern (1900-present)
4) Composer's Nationality <i>Example: German</i>	
<i>Students in K-1 may omit questions 5 and 6.</i>	
5) Composer's Place of Birth and Death <i>Example: Beethoven was born in Bonn, Germany and died in Vienna, Austria.</i>	
6) List two famous pieces written by the composer and include which instrument(s) they were written for: <i>Example:</i> 1. Beethoven wrote Fur Elise for solo piano. 2. Beethoven wrote the Ninth Symphony for orchestra.	1. 2.

14. Piano Research

STRIPE STATUS

Here you will earn one stripe studying the parts of the modern piano. *If you've done this before, see if you can complete it without looking at your piano.*

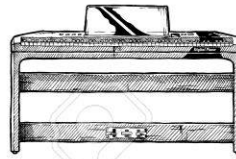
Earn 1 Stripe



Grand Piano



Upright Piano



Digital Piano



Electronic Keyboard

1) Your Piano: What type of piano do you have? Include the manufacturer's name and the model number. *You may need to look inside your piano for the model number!*

Example: Yamaha U3 Upright _____

2) Seeing the Piano Keys: How many keys does a piano have? _____

How many white keys? _____ How many black keys? _____

How many groups of **three black keys** does a piano have? _____

How many groups of **two black keys** does a piano have? _____

3) Hearing the Piano Keys: How many of each pitch does a piano have?

A _____ B _____ C _____ D _____ E _____ F _____ G _____

A#/Bb _____ C#/Db _____ D#/Eb _____ F#/Gb _____ G#/Ab _____

What is the lowest key on the piano? _____ What is the highest key? _____

4) Piano Key ID: The keys on a piano are identified by pitch name and octave number. For example, middle C is **C4** because it's the 4th C going from low to high. Identify the following keys:

Middle C: _____ Lowest Note: _____ Highest Note: _____

A above Middle C: _____ E below Middle C: _____

15. Creative Composition

Here you can earn up to six stripes for writing your own composition and entering it in your school's PTSA Reflections Program or the WSM TA Young Composers Project.

Earn up to 6 Stripes

- Earn **3 stripes** by writing your own composition.
- Earn an **additional 3 stripes** by entering your composition into your school's PTSA Reflections Program (if offered this year) and/or the WSM TA Young Composers Project. You already finished a composition, so why not?

Composition Guidelines

- Compositions must be substantial, insightful, and well-thought-out.
 - Elementary: minimum 16 measures
 - Middle/High School: minimum 32 measures
- Expect to spend at least 4-8 weeks on your composition. It's okay if it takes even longer.
- Compositions must be fully scored using music notation software. Here are some free online tools:
 - www.noteflight.com
 - www.flat.io
 - www.musescore.com
- Samantha is happy to assist you with scoring but will NOT score your music for you. Scoring your music is part of the learning experience.
- Ideally, you will be able to play your composition.

PTSA Reflections 2020

- The 2020-2021 Reflections Theme is *"I Matter Because..."*
- You are responsible for checking your school's Reflections Program deadlines (entries are typically due in the fall)

WSM TA Young Composers Project 2021

- Entries are due February 16, 2021
- Entry Fees: Primary (Grades K-2) & Elementary (Grades 3-6) - \$25, Junior (grades 7-9) - \$30, Senior (Grades 10-12) - \$35
- 1st, 2nd, and 3rd place awards are given to each grade level (primary grades are combined into one grade). 1st place winners receive cash prizes and an invitation to perform at the WSM TA State Conference.
- ALL participants receive written feedback on their submitted compositions.

STRIPE STATUS

Getting Started

Your composition can be silly, serious, or anywhere in between.

- Describe something that you like to do (jump on a trampoline, watercolor painting, playing video games)
- Describe something that you like to see (the weekly garbage truck pickup, a beautiful sunset, the sights and sounds at Disneyland)
- Expand on techniques that sound cool to you (glissandos, rising octaves, chromatic scales)

You can create one big piece or a suite of little pieces.

A Day in Paris

or

A Very French Suite

- I. The Tall Eiffel Tower
- II. Parisian Sidewalks
- III. The Crunchy Baguette

Title of Your Composition <i>(you can change this anytime!)</i>	
What's your composition about?	

16. Music Literacy Program (MLP)

Here you can earn up to three stripes by completing the WSMTA Music Literacy Program (MLP).

Earn up to 3 Stripes

- Earn **1 stripe** by taking the exam.
- Earn **2 stripes** by scoring 94% or higher.
- Earn **3 stripes** by scoring 98% or higher.

STRIPE STATUS

There are ten levels of testing. Samantha will place you in the correct level. You'll receive practice tests in the weeks prior to prepare.

Saturday, April 24, 2021 (for Eastside Students)

Eastside Bahai Center

16007 NE 8th St, Bellevue

Drop-in testing from 10:00 am to 4:00 pm

Saturday, May 1, 2021 (for Southside Students)

Nativity Lutheran Church

17707 140th Ave SE, Renton

Drop-in testing from 9:00 am to 3:00 pm

MLP Level	
Your Score	

17. Music Artistry Program (MAP)

STRIPE STATUS

Here you can earn three stripes by participating in the WSMTA Music Artistry Program (MAP).

Earn 3 Stripes

The Music Artistry Program provides an opportunity for students to perform two polished pieces of contrasting styles for a visiting artist teacher and receive constructive feedback.

MAP is a requirement for students in 2nd grade and up with 1+ years of experience (younger students may also participate with instructor permission).

MAP 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 visiting artist teacher;
- Provide an opportunity for teachers to receive feedback from another professional musician.

Students Receive:

- Verbal Feedback
- Written Evaluation
- Certificate of Participation

Thursday-Sunday, February 18-21, 2021

Location To Be Announced

MAP Time Slot	
What did you perform at MAP? List titles and composers.	1. 2.
Who was the visiting artist teacher?	

18. Public Performance

Here you can earn an unlimited number of stripes by performing in Zoom Performance Classes and Recitals (and at school, church, retirement homes, or other public venues when they reopen).

Collect Unlimited Passport Stamps

Qualifying Public Performances:

- Zoom Performance Classes and Recitals

When Reopened:

- School: school-wide talent show, class *Talent Fridays* and *Musical Cafés* (or similar), accompanying for another class (such as choir or dance)
- Church: must be part of a program or event, such as chapel or mass
- Retirement Homes and Communities
- Neighborhood Block Parties
- Weddings
- Farmers Markets
- Studio Recitals
- Piano Competitions (competitions qualify for three passport stamps)

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

To receive credit for your public performance, be sure to complete a Public Performance Report for each performance you complete.

You may earn an unlimited number of stripes for each qualifying public performance. If you need extra report forms, please ask!

STRIPE STATUS

Public Performance Report

Location:	
Date and Time:	
What did you play?	
What event or purpose did your public performance serve?	<p><i>EXAMPLE:</i></p> <ul style="list-style-type: none"> • <i>Zoom Recital</i> • <i>Performance Class</i> • <i>Talent Show</i> • <i>Bach in the Subways</i>

Location:	
Date and Time:	
What did you play?	
What event or purpose did your public performance serve?	

Location:	
Date and Time:	
What did you play?	
What event or purpose did your public performance serve?	

Public Performance Report

Location:	
Date and Time:	
What did you play?	
What event or purpose did your public performance serve?	

Location:	
Date and Time:	
What did you play?	
What event or purpose did your public performance serve?	

Location:	
Date and Time:	
What did you play?	
What event or purpose did your public performance serve?	

Public Performance Report

Location:	
Date and Time:	
What did you play?	
What event or purpose did your public performance serve?	

Location:	
Date and Time:	
What did you play?	
What event or purpose did your public performance serve?	

Location:	
Date and Time:	
What did you play?	
What event or purpose did your public performance serve?	

19. Concert Attendance

Here you can earn up to six stripes by attending concerts and recitals featuring student musicians and/or professional musicians.

Earn up to 6 Stripes

Qualifying Concerts:

- Studio Zoom Recitals
- School Band/Orchestra/Choir Concerts
- Livestream Concerts from the Seattle Symphony, etc.

When Reopened:

- President's Piano Series at UW Meany Hall: appropriate for 12 years+, FREE youth tickets (2) with purchase of an adult ticket \$40+ (www.meanycenter.org)
- Seattle Chamber Music Society 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)
- Ten Grands Seattle: concert featuring 10 grand pianos and 10 pianists playing a variety of classical, jazz, and popular music; tickets \$42+ (www.tengrandsseattle.com)
- Seattle Symphony (www.seattlesymphony.org)

Non-Qualifying Concerts:

- 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

STRIPE STATUS

Concert Attendance Report # _____

What concert did you attend?	
Concert Date:	
Concert Time:	
Concert Location:	EXAMPLE: Zoom, YouTube Live, etc.
How many musicians performed at this concert?	
What instruments were played at this concert?	
What was your favorite piece performed at this concert?	

Concert Attendance Report # _____

What concert did you attend?	
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?	

Concert Attendance Report # _____

What concert did you attend?	
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?	

Concert Attendance Report # _____

What concert did you attend?	
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?	

Concert Attendance Report # _____

What concert did you attend?	
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?	

Concert Attendance Report # _____

What concert did you attend?	
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?	

Attach Recital Programs, Concert Programs, MAP Evaluations, Compositions, and other mementos from the year to this page and the back of your packet.