

PARENT A GLANCE

Find out what your child is **learning** and how to **help**.

SUBJECT	6th	7th	8th		
Ideas students are learning	Applying note names to fingerings; reading musical notation; Identifying musical form; Breathing exercises	Vertical alignment; Identify musical form; music from different styles and time periods	Vertical alignment; Identify musical form; music from different styles and time periods; skill-level appropriate music		
Skills	Students will memorize various fingerings on the instrument; identify sections of music that are the same or different	Students will learn to play "bopped style" to develop precision attacks and accurate rhythmic changes in music	Students will apply bopped style to band literature; recognize in-tune and out-of-tune playing/make adjustments		
Work and assignments to look for	Mouthpiece buzzing - brass; Headjoint work - flute; Mouthpiece and barrel/neck - clarinet/sax	Long tones; articulation exercises; flexibility exercises; Region etudes & scales; arpeggios and broken thirds	Long tones; articulation exercises; flexibility exercises; Region etudes & scales; arpeggios and broken thirds		
Questions Parents Can Ask	How is music notated? How do sections of music work together to form one piece? What do you need to produce good tone?	How does history affect music? How will knowing if the sections of the music are the same or different help you as a musician?	When you play a note out of tune, how does it affect the sound of the band? What is the importance of cultural music?		
Special Notes	Ensure students play their instruments for you at home with a straight chair and music stand available to allow good posture.	Students play with a staccato attack on each note followed by silence for the duration of the note value when "bopping."	When using bopped style for precision (or any other style), students should not stop each note with their tongue.		