

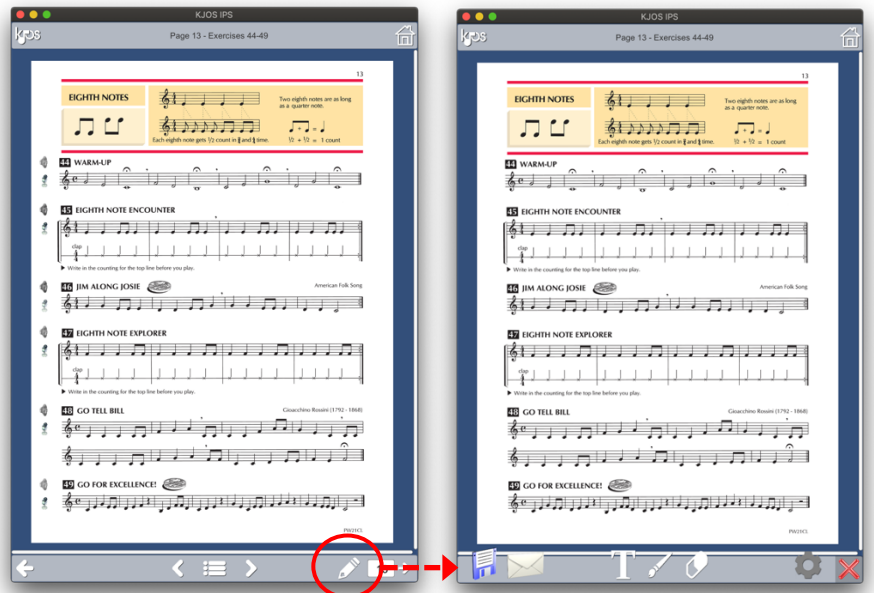
# IPS TOOLS & EXTRAS

## NOTATION








Click [here](#) for a quick overview.

Tapping the pencil icon at the bottom of an ebook page opens the Notation toolbar. From there, you can type and draw directly on your ebook page using either the keyboard or mouse on your computer, or your finger or stylus on a mobile or other touchscreen device. You may also share your notated pages with anyone via email directly from the IPS.



• tap to save your markings so that they will be there when you leave the page and return later


• Paintbrush tool; tap  then begin drawing anywhere on the page.




• tap  then  to customize the color and font size for text; tap  then  to customize the stroke width and color of anything you draw.

• tap to return to the Navigation and Activity Menu toolbar.



• tap to email your notated page along with a message to the recipient

• Text tool; tap , place the cursor or your finger/stylus at the position you want the text, then begin typing

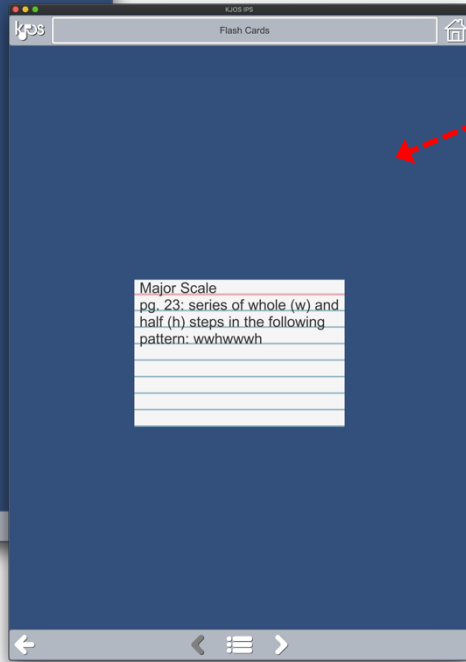
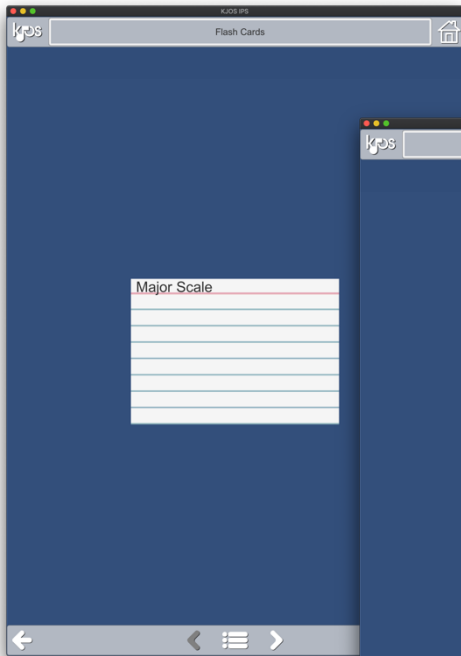
• Eraser tool; to erase text, use your cursor or finger/stylus to select the text box, then tap ; to erase something you've drawn, select  then , then drag your cursor or finger/stylus over the object you wish to erase





# GLOSSARY & FLASHCARDS




The Activity Menu also includes a Glossary and Flash Cards.



The Flash Cards include musical terms and definitions used throughout your book. When first viewing a flash card, the musical term will display. Tap on the card to

see the definition of the musical term. Tap  or  in the gray tool bar at the bottom to cycle to the next flash card.

The Glossary presents musical terms used throughout the book in list form. Clicking on a term opens the ebook page where the term is first used.

With both the Flash Cards and Glossary, tap  to return to the ebook body.

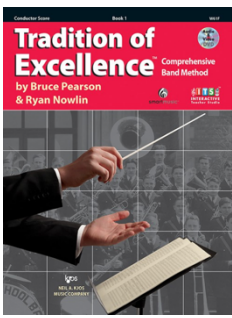
## TEACHER EDITION FEATURES

Teacher Editions in the IPS include instant access to EVERY STUDENT EBOOK right in the same ebook window. Click [here](#) to learn more.

Teacher Editions also include special features to enhance the classroom experience, whether in-person or online, and to make planning and instruction easier for educators in every teaching environment. The ***Tradition of Excellence Comprehensive Band Method Conductor Score*** and ***String Basics: Steps to Success for String Orchestra Teacher's Edition*** demonstrate the possibilities.

For more  
information...





# Tradition of Excellence Comprehensive Band Method Conductor Score IPS features include:

Flexible Lesson Plans with objectives, standards, procedures (activities), evaluation, and enrichment studies.

Teacher Assistants offering exercise-specific reminders from the authors dealing with challenges, objectives, and enrichment opportunities.

Having a tangible record of individual student achievement, growth, development, and improvement is important when contacting parents, conferencing with students, communicating objectives met to administrators, and advocating for your program. Assessments are also imperative for marking student achievement, reflecting on the effectiveness of one's own teaching strategies, and for the planning of future lessons.

To this end, a **TEST** line is provided on most student book pages as a tool for assessing students' performance skill development. There are 22 **TEST** lines in this book. These are cumulative exercises incorporating concepts introduced on preceding lines. For a complete list of **TEST** lines, see the highlighted titles in the [Table of Contents](#).

A Performance Assessment form is provided for each **TEST** line to evaluate and record students' progress. Access this form by clicking on the **TEST** icon next to the title (in this case next to 12. Cuckoo).

For detailed information on assessment strategies, see *Teaching Band with Excellence*, pages 53-62.

**Page 7 Lesson Plan**  
Exercises 7-13 • Score Pages 70-80

**Goal**  
Students will progress in developing comprehensive musicianship through a standards-based curriculum, including engaging performing, reading and notating, listening and analyzing, evaluating, interdisciplinary relationships, and historical and cultural relationships.

**Objectives for Student Learning**

- Identify and perform half notes and half rests.
- Perform Concert D, E, and F with the correct fingering, slide position, posture, hand position, and characteristics: tone quality.
- Apply knowledge of notes, rhythms, and breath marks while sight reading.
- Define **claf** and **breath**.
- Identify **Musica** on the world map on student page 47.
- Woodwinds and brass:** Identify and perform a breath mark in the context of an exercise.
- Percussion:** Perform a notated rhythm without sticking notation.
- Percussion:** Accurately perform a right-handed Parallela in the context of an exercise.

**Procedure (Activities)**

**Warm-up**

- Use 1. **Away We Go**, 2. **Going Up!**, and 4. **Higher Ground** as a daily warm-up while working through this lesson.
- Students should use a full sound and steady air stream.
- Have brass players perform the warm-up on their mouthpieces while woodwind players and percussionists perform on their instruments.

**7. Deep Breaths** — Introduction of breath marks, introduction of suspended symbol (percussion)

- Discuss proper breathing techniques and the importance of a good breath with students. For more ideas see *Teaching Band with Excellence* pages 32-33.
- Without instruments, have students take a deep breath and then "sneeze" (create a non-pitched hissing sound) for the duration of the first note, take a quick, deep breath, and "sneeze" for the rest note. It is important that percussionists and electric bass students participate as well.
- Emphasize that the breath is not allowed to delay the music, so the breath will actually be subtracted from the note preceding the breath. This is why a snaf, deep, and quick breath is so important.

© 2010 Kjos Music Press. This page authorized for duplication. W517

**8. Rhythm Time** — Introduction of half note, half rest, concert pitch, transcription

Rhythm Time exercises are designed to focus students' attention directly on rhythmic or melodic components of music. Each Rhythm Time exercise is linked to score rhythm studies in the back of the book for further study.

- Use the Rhythm Counting grid to help establish a solid understanding of rhythm relationships and counting systems. Use the opportunity to reinforce your chosen counting system.
- Using the diagram below, illustrate how a half note and a half rest each receive two full counts in 4.

- Have students clap the rhythm of this exercise.
- Have students "sneeze" the exercise. When they reach both of the first measures, they will need to articulate the note without taking a breath. It is common for young players to breathe at this time. Sighting will help prevent this habit. If you choose to address tonguing at this time, consult *Teaching Band with Excellence* for some suggestions for individual instruments.
- Have the students perform together on Concert D. (Note: The correct written note is listed in each student book along with the concert pitch. This is a great opportunity to address transposing instruments and the need for concert pitches. For an introductory lesson, see the student study of the end of this lesson page.)

**9. Half Note Rock** — Introduction of slurs and sustained symbol

- Have students clap the rhythm of this exercise. Many will quickly notice the rhythm of this exercise and the previous exercise is identical.
- Next to the **claf**, write a time signature to indicate common time.
- Repeat students first two notes, separating the half notes with the tongue. They should keep steady air stream, separating the half notes with the tongue.
- Divide the class in half. Have half the class slip **Rhythm Time** while the other half performs **Half Note Rock** on their instruments. Select a volunteer to feedback to the performers, both groups.
- Use drum and suspended symbol as used for the first time in the exercise. After reviewing proper technique, have students perform these new colors on the full band.
- Perform this exercise together.
- Have students listen to the recorded accompaniment for **9. Half Note Rock**.

© 2010 Kjos Music Press. This page authorized for duplication. W517

**Tradition of Excellence Quiz 1**  
Student Pages 6-9

Name \_\_\_\_\_ Score \_\_\_\_\_

1) You are the composer. Write your song according to the directions below:

- Draw your **claf** at the beginning of the staff.
- Next to the **claf**, write a time signature to indicate common time.
- In the first measure, draw two quarter notes and one half note on any lines or spaces.
- In the second measure, draw one half note on any line or space and one half rest.
- In the third measure, draw one whole rest.
- Complete the last measure on your own.
- Suppose you want the performers of your new song to play it twice. Add that marking to the staff.

2) Circle the rhythm performed by your teacher.

3) Write the two measure rhythm performed by your teacher in the staves below.

**EXTRA CREDIT**

Using the information provided by your teacher, answer each question below.

- What is a **claf**?
- What is a traditional song?
- Give one interesting fact about Spain.

© 2010 Kjos Music Press. This page authorized for duplication. W517

**Tradition of Excellence Quiz 1**  
Student Pages 6-9

Name \_\_\_\_\_ Answer Key \_\_\_\_\_ Score \_\_\_\_\_

1) You are the composer. Write your song according to the directions below:

- Draw your **claf** at the beginning of the staff.
- Next to the **claf**, write a time signature to indicate common time.
- In the first measure, draw two quarter notes and one half note on any lines or spaces.
- In the second measure, draw one half note on any line or space and one half rest.
- In the third measure, draw one whole rest.
- Complete the last measure on your own.
- Suppose you want the performers of your new song to play it twice. Add that marking to the staff.

2) Circle the rhythm performed by your teacher. **Choose one segment to perform for students.**

3) Write the two measure rhythm performed by your teacher in the staves below.

**EXTRA CREDIT**

Using the information provided by your teacher, answer each question below.

- What is a **claf**? **song of English origin connected with Christmas; these English songs are often traditional and date back to medieval times.**
- What is a traditional song? **a song with a long history whose composer or origin is not known; it is often passed on by word of mouth.**
- Give one interesting fact about Spain. **Answers will vary. Use the Spain worksheet for reference.**

© 2010 Kjos Music Press. This page authorized for duplication. W517

Printable versions of quizzes that appear throughout the score, plus printable answer keys.

**Tradition of Excellence**  
**TEST Rubric Examples**

A rubric outlining exactly how a student can earn their score should be provided in advance. For more information see *Teaching Band with Excellence* (pages 53-62). The following are examples of how rubrics could be devised for specific evaluation categories.

**Tone Quality**

5pts.	Characteristic tone quality
4pts.	Above average tone quality
3pts.	Average tone quality
2pts.	Developing tone quality but has some major flaws in basic production
1pts.	Not characteristic for the instrument

**Intonation**

5pts.	Is accurate throughout
4pts.	Is accurate, but student does not adjust on isolated pitches
3pts.	In average and includes several out of tune notes
2pts.	Has a sense of correct intonation but displays significant issues and makes no apparent attempt to correct pitch problems
1pts.	Is not accurate; performance is constantly out of tune

**Note Accuracy**

5pts.	No note errors
4pts.	A few wrong notes, but the performance was unimpeded
3pts.	Some wrong notes that caused the performer to stumble
2pts.	Many wrong notes that caused the performance to stop on multiple occasions
1pts.	Many errors, student was unable to complete the selection

**Roll Technique**

5pts.	Executed all four 9-stroke rolls correctly
4pts.	Executed 2 or 3 rolls correctly
3pts.	Rolls were executed in rhythm, but without proper subdivision
2pts.	Rolls were attempted, but out of tempo
1pts.	Rolls were not attempted, or caused the student to stop each time

Printable, ready-to-use rubrics, forms, and letters—many that may be customized.

**Objectives for Student Learning**

- Identify and perform a traditional song.
- Woodwinds and brass: Identify and perform breath marks.
- Percussion: Identify and perform quarter notes and quarter rests, Single Parallela, accents, and sticking. (Note: Parallela is first introduced on 6. Pivots Lesson.)
- Complete a self-evaluation using the Self Reflection form in the Interactive Performance Studio.

**12. Cuckoo** **TEST**

© 2010 Kjos Music Press. This page authorized for duplication. W517

**Tradition of Excellence**  
**TEST Performance Assessment Score Sheet**  
Woodwind, Brass, and Electric Bass

Student Name: \_\_\_\_\_ Instrument: \_\_\_\_\_  
Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

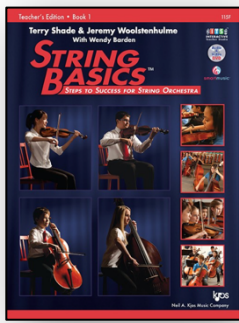
Tone	0:1	0:2	0:3	0:4	0:5	Comments:
Intonation	0:1	0:2	0:3	0:4	0:5	
Articulation	0:1	0:2	0:3	0:4	0:5	
Style	0:1	0:2	0:3	0:4	0:5	
Dynamics	0:1	0:2	0:3	0:4	0:5	
Rhythm	0:1	0:2	0:3	0:4	0:5	
Accuracy	0:1	0:2	0:3	0:4	0:5	
Preparedness	0:1	0:2	0:3	0:4	0:5	
	0:1	0:2	0:3	0:4	0:5	
	0:1	0:2	0:3	0:4	0:5	
Total: _____						
General Comments: _____						

**Tradition of Excellence**  
**TEST Performance Assessment Score Sheet**  
Percussion

Student Name: \_\_\_\_\_ Instrument: \_\_\_\_\_  
Assignment: \_\_\_\_\_ Date: \_\_\_\_\_

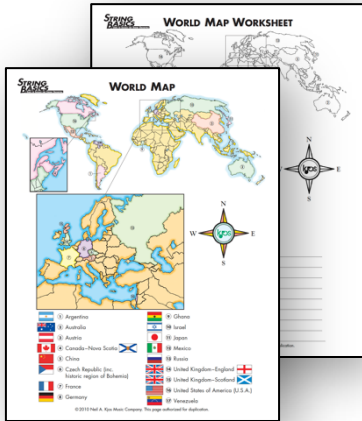
Grip	0:1	0:2	0:3	0:4	0:5	Comments:
Tone/Technique	0:1	0:2	0:3	0:4	0:5	
Roll Technique	0:1	0:2	0:3	0:4	0:5	
Style	0:1	0:2	0:3	0:4	0:5	
Dynamics	0:1	0:2	0:3	0:4	0:5	
Rhythm	0:1	0:2	0:3	0:4	0:5	
Accuracy	0:1	0:2	0:3	0:4	0:5	
Preparedness	0:1	0:2	0:3	0:4	0:5	
	0:1	0:2	0:3	0:4	0:5	
	0:1	0:2	0:3	0:4	0:5	
Total: _____						
General Comments: _____						

...plus all the audio, video, recording, notation, and Activity Menu features included in the student ebooks.

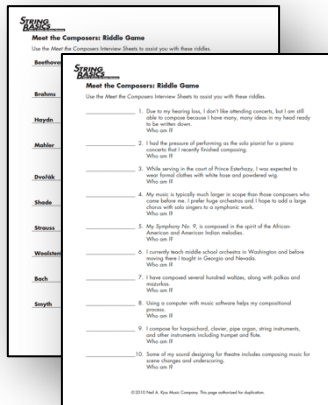


# String Basics: Steps to Success for String Orchestra IPS features include these downloadable and duplicable pages not included in the printed edition:

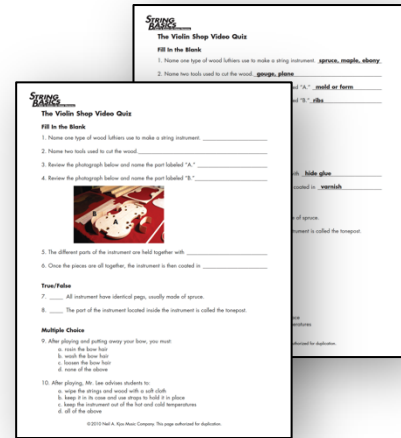
## World Map & Worksheet



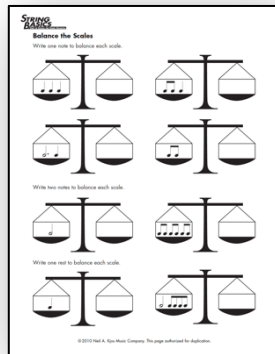
## Meet the Composers: Riddle Game



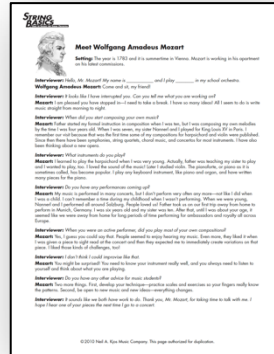
## "The Violin Shop" Video Quiz & Answer Key



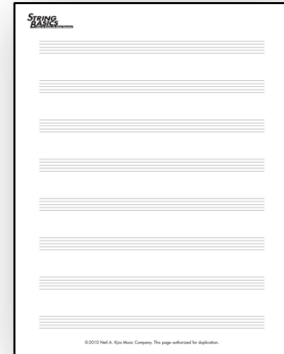
## "Balance the Scales" Rhythm Game



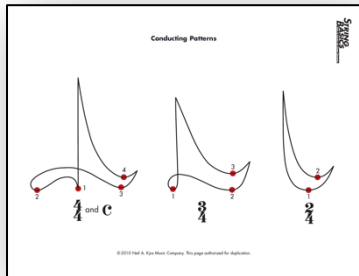
## "Interview" with Wolfgang Amadeus Mozart



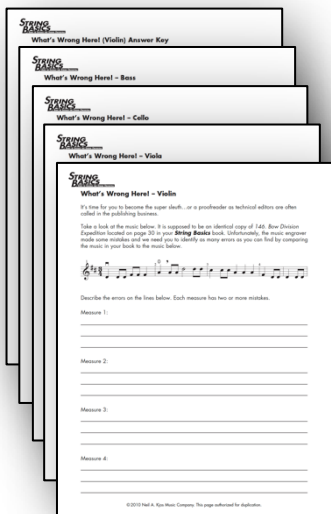
## Blank Staff Paper



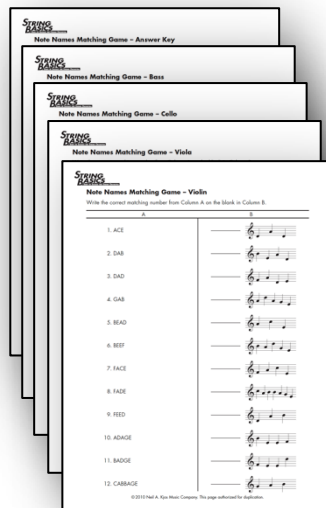
## Conducting Patterns



## "What's Wrong Here!" Theory Game



## "Note Names" Matching Game



## Certificates of Achievement (color and black versions)



...plus the videos "Setting Up Your Orchestra Room," "Starting Your Class: Time-tested Strategies," and "Classroom Tuning Procedures"—all conveniently accessed from page 7 or the **Activity Menu Media List** in the Teacher's Edition ebook. **Scroll to the Activity Menu Media List** the of the Basic Operation page.