



R.D. PARKER COLLEGIATE MUSIC DEPARTMENT



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Thompson, MB.
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Band: (204) 677-6222

Choir: (204) 677-6316

Fax: (204) 778-5050

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Dear Senior Band Students and Families,

Please find attached your homework for the extended school suspension weeks of school (April 27th – May 8th). These assignments are also available on Parent and Student Connect, and will be on our website, www.rdparkermusic.com.

A practice log and instructions are included in the attachment. As the time since our last rehearsal grows, it seems appropriate to scale back the practice time expectations for students, so please take note of the adjusted practice time expectations on this log.

Due on Friday, May 1st, is the assignment *What is a Fugue* video and worksheet, which is attached.

Due the following week, on Friday, May 8th, is the digital lesson and worksheet *Music as a Language*. The lesson is available on our website and online at <https://tinyurl.com/ydy4btgj> and the worksheet is attached.

Please stay safe and healthy. I hope to see you back in school soon.

Kevin Lewis

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April 24th, 2020

Dear Parents and Students:

Due Date: Monday, May 11th

During the suspended weeks of school, we are asking that students keep their playing skills and repertoire sharp with regular home practice.

As more time passes since our last Band rehearsal, it seems appropriate to adjust home practice expectation. Students are being asked to practice at least an hour for each of the two upcoming suspended weeks. Audio files of repertoire are available on our website to practice along with: www.rdparkermusic.com/sr-concert-band.html. Students are also encouraged to use the online tool SmartMusic during their practicing.

Senior Concert Band – Suspended Weeks Student Practice Logs

Name: _____

Month: April/May

Mon	Tues	Wed	Thurs	Fri	Sat	Sunday	Weekly Total
27	28	29	30	1	2	3	
4	5	6	7	8	9	10	

Total Practice for Suspended Weeks: _____

Student Signature

Parent/Guardian Signature

Date



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What is a Fugue?

Due Date: Friday, May 1st

Name: _____

Do a quick web search, and define the following:

1. Define Counterpoint:

2. Define Polyphony:

Watch the following video online: <https://www.youtube.com/watch?v=vAFETgpt9PA>

3. What is a Fugue?

4. A Gathering of Ships from Scrimshaw Tales isn't a perfect example of a fugue, but it is very influence by fugal elements. Given that, instead of calling it a Theme, we should probably call the 1st Phrase of Theme 'A' a what?

5. Again, A Gathering of Ships from Scrimshaw Tales isn't a perfect example of a fugue, but you may notice that Theme B on your sheets starts almost the same way as Theme A does, but in a different key. That means we might could consider calling Theme 'B' a what?

6. What do you think of Bach's Little Fugue in G Minor? Did you enjoy it? Do you find all those polyphonic lines makes it more challenging to listen to that non-fugal music?



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Teaching Music as a Language – Victor Wooten

Due Date: Friday, May 8th

Name: _____

Watch the following video online: <https://tinyurl.com/ydy4btgi>

1. When you learned your first language, were you allowed to and encouraged when you made mistakes? If so, how did that help you develop as a speaker of the language?

How might this relate to how a student learns to play music?

2. You were able to speak with proficient speakers early and often in your language acquisition. Should young musicians also have the opportunity to play and improvise with proficient musicians early and often in their development?

How early and how often? What might this look like?

3. Victor Wooten states that young musicians should play more than they practice. Do you agree? Does experience playing motivate practicing, or does practicing motivate playing?
