

Extensions.

After completing all key signatures, knowledge was applied in various ways. This is a lesson from early May.

Step one: Two students roll one die apiece. One die has the sharp keys on it, and the other has the flat keys on it.

Step two: Sharp key signature is announced, and sharps identified by name as a class.

Step three: Name the major key. Shift to Concert Pitch. Check starting note.

Step four: Add articulation expectations. (Slur up, staccato down) Play Concert Major Scale.

Step five: Relative minor. Review what that means for the key signature. Play relative minor scale. Evaluate performance. Remind students where on their grid they can find the information to play the scale correctly. Repeat relative minor scale with changed articulation. (staccato up, slur down)

Step six: Address mallet sticking choices.

Step seven: Discuss scale degree to change to make harmonic minor. Play harmonic minor. (slur up, tongue down)

Step eight: Remind students of changes needed to create melodic minor scale. Play melodic minor. (slur up, tongue down.)

Step nine: Find A Major chorale in Claude T Smith's *Symphonic Techniques for Band*. Give class time to look over piece and percussion to change parts. Begin. Stop. Remind students that key signature has not changed from the scales just played. Start again.

Step 10: Name amount of flats in key signature. Name flats involved. Name major key. Adjust to concert pitch. Play concert pitch.

Step 11: Play major scale in half notes as a three-part round.

Step 12: Play relative natural minor starting pitch. Play in three-part round.

Step 13. Play harmonic minor in three-part round.

Step 14: Play melodic minor in three-part round.