

Extreme Differentiated Instruction

The following handouts are a collection of materials that may prove useful for various circumstances.

Mad Minute Note Names

The worksheets are great for all music classes. There are notes on each page, and they do not contain a clef, so students may use them to practice note names in any clef. Intermediate students should try to complete the worksheet in under 2 minutes, and advanced students should be able to complete them in under 1 minute (hence the name “Mad Minute Note Names”). These worksheets may also be used for more advanced music theory, like exercises in writing various chords and intervals.

Guitar Check-offs





























































These check-off sheets were made for first and second year guitar students. I recommend giving second year students the Guitar 2 Check-off sheet at the beginning of the school year to help guide students with their individual learning. I often don't hand out the Guitar 1 Check-off until the second semester since many of the terms on the sheet are unfamiliar to beginners at the beginning of the year, and many basic things they should learn aren't acknowledged on the check-off sheet at all (like how to hold a guitar, tuning, etc.).

Piano Check-offs

Similarly to guitar, the beginning piano check-off is meant for beginners in the second semester since the first semester is focused on much more basic things like finger numbers, hand position, etc. The intermediate check-off is meant for piano students in their second year, but some beginners may start that check-off before the end of their first year. “Advanced Recreational” and “Advanced Performance” are intended for students in their third year or more of piano. Unlike the beginning and intermediate check-offs, which are intended to be completed by the end of the school year, the final two sheets may require more than a year to complete. They are meant to guide students in their individual progress and ensure variety in what they choose to practice. It is extremely common to see students tend towards either the classical or jazz items on the sheet, and that is okay. The check-off sheets are primarily a guide for students to help them in their own learning without needing to wait for their teacher to tell them what they should learn.





























































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Mad Minute- Note Names 2

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Mad Minute- Note Names 4





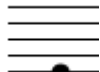





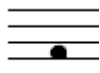

















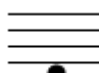





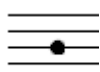





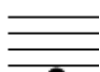











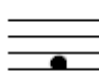







					
					
					
					
					
					
					
					
					
					

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Mad Minute- Note Names 5

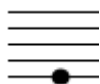









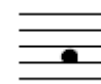

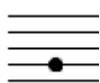

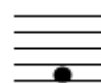





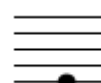
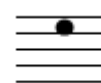
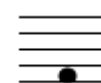



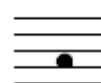
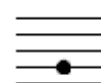
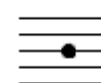
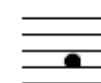


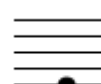
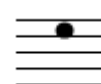

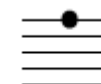




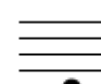





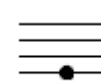
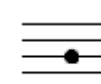







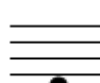
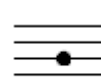


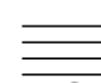
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Mad Minute- Note Names 6

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Mad Minute- Note Names 8

Name: _____
Date: _____
Period: _____

Mad Minute- Note Names 9

Name: _____
Date: _____
Period: _____

Mad Minute- Note Names 10

Name: _____

Guitar 1 Check-off

- _____ GPA of 2.5 or higher
- _____ Good behavior (no referrals, and in good standing with law enforcement)
- _____ Guitar Skills
 - _____ Chords (at least 24)
 - _____ First 16 chords
 - _____ 8 of your choice
 - _____ Scales
 - _____ 3 major
 - _____ 2 blues
 - _____ Strumming (play 4 chord or more song(s) using at least 4 different strumming pattern using both up and down strokes)
 - _____ Finger picking
 - _____ Chord patterns (play 4 chord or more song(s) using at least 3 different picking patterns)
 - _____ Finger pick tabs or traditional notation music of at least grade 1 difficulty
 - _____ Tabs
 - _____ Play a song of at least grade 1 difficulty from tabs notation with at least a “good” rating
 - _____ Traditional notation
 - _____ Play a song of at least grade 1 difficulty from traditional notation difficulty with at least a “good” rating
 - _____ Sight read a simple melody from traditional notation
 - _____ Improvisation
 - _____ Improvise for 12 measures using a blues scale in the key of your choice
 - _____ Write at least 3 verses of lyrics for 12 bar blues
- _____ Performance
 - _____ Perform at least 2 solo pieces of grade 1 difficulty or higher with at least a “good” rating
 - _____ Perform at least 1 small ensemble piece of grade 1 difficulty or higher with at least a “good” rating
 - _____ Play at least 1 piece as a large ensemble of grade 1 difficulty or higher

Guitar 2 Check-off

_____ Chords

_____ 8 major chords

_____ 8 minor chords

_____ 4 dim chords

_____ 8 Mm7 chords

_____ 8 M7 chords

_____ 8 m7 chords

_____ Scales

_____ 4 major

_____ 3 minor

_____ 2 blues

_____ Finger picking

_____ Chord patterns (play 6 chord or more song(s) using at least 3 different picking patterns)

_____ Finger pick tabs or traditional notation music of at least grade 2 difficulty

_____ Tabs

_____ Play 2 songs of at least grade 2 difficulty from tabs notation with at least an “excellent” rating

_____ Traditional notation

_____ Play 2 songs of at least grade 2 difficulty from traditional notation with at least an “excellent” rating

_____ Improvisation

_____ Improvise 24 measures over a 12 bar blues progression

_____ Composition

_____ Write lyrics for a basic 4 chord song, and sing them while playing

_____ Compose a piece in the style of your choice (must be at least 60 seconds)

_____ Performance

_____ Perform at least 4 solo pieces of grade 2 difficulty or higher with at least an “excellent” rating

Beginning Piano

_____ Scales C, G, F, a, e, d, one octave hands together

_____ C
_____ a

_____ G
_____ e

_____ F
_____ d

_____ Chords I-IV-V-I in C, G, and F

_____ C

_____ G

_____ F

_____ Note names, treble and bass, G2-A5

_____ Treble

_____ Bass

_____ Rhythms eighth notes-whole notes, including dotted rhythms

_____ Accidentals sharp, flat, natural

_____ Dynamics p-f

_____ 4/4, 3/4

_____ Pedal with markings

_____ Grade 1 piece (Recommended: Fur Elise [elementary version])

_____ 12 bar blues chords in C

_____ Sight-read in C or G position hands separate

Intermediate Piano

_____ Scales two octaves hands together

_____C	_____G	_____F	_____D	_____A	_____E
_____B	_____a	_____e	_____d	_____c	_____g
_____b	_____f				

_____ Chords I-IV-vi-V7-I, or i-iv-V7-i plus inversions

_____C	_____G	_____F	_____D	_____A	_____E
_____B	_____a	_____e	_____d	_____c	_____g
_____b	_____f				

_____ Note names, treble and bass, all 88

_____ Accidentals sharp, flat, natural

_____ Dynamics pp-ff

_____ 6 basic articulations

_____ 4/4, 3/4, 2/4, 6/8

_____ Pedal without markings

_____ Grade 2 piece (Recommended: Bach, Minuet in G)

_____ A song in 6/8 (Recommended: Puccini, O mio babbino caro)

_____ 12 bar blues bass line and chords in C

_____ Sight-read in C, G, and F positions hands together

Advanced Recreational Piano

_____ Scales 3 octaves hands together

_____ C	_____ G	_____ F	_____ D	_____ A	_____ E
_____ B	_____ Bb	_____ Ab	_____ a	_____ e	_____ d
_____ c	_____ g	_____ b	_____ f	_____ Chromatic	
_____ blues key of choice			_____ blues key of choice 2		

_____ Chords with inversions

_____ 12 Major chords	_____ 12 minor chords	_____ 12 dim chords
_____ 12 aug chords	_____ 12 Mm7 chords	_____ 12 M7 chords
_____ 12 m7 chords	_____ 12 dim7 chords	_____ sus chords

_____ All note names

_____ Treble	_____ Bass
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_____ All dynamics

_____ All articulations

_____ Meters

_____ Simple	_____ Compound
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_____ Styles

_____ Classical	_____ Baroque	_____ Romantic
_____ Ragtime	_____ Blues	_____ Pop

_____ Improvisation

_____ Comp on 3 and 4 chord patterns	_____ Improvise blues
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_____ Sight read intermediate music hands together

_____ Four part score reading from choral music

Advanced Performance Piano

_____ Scales 3 octaves hands together

_____ C	_____ G	_____ F	_____ D	_____ A	_____ E
_____ B	_____ Bb	_____ Ab	_____ Db	_____ Gb	_____ a
_____ e	_____ d	_____ c	_____ g	_____ b	_____ f
_____ bb	_____ ab	_____ db	_____ gb	_____ Chromatic	
_____ blues key of choice			_____ blues key of choice 2		
_____ harmonic minor key of choice 1			_____ harmonic minor key of choice 2		
_____ melodic minor key of choice 1			_____ melodic minor key of choice 2		

_____ Chords with inversions

_____ 12 Major chords	_____ 12 minor chords	_____ 12 dim chords
_____ 12 aug chords	_____ 12 Mm7 chords	_____ 12 M7 chords
_____ 12 m7 chords	_____ 12 dim7 chords	_____ 12 half dim7 chords
_____ sus chords	_____ 9, 11, 13 chords	

_____ All note names

_____ Treble _____ Bass _____ Alto _____ Tenor

_____ All dynamics

_____ All articulations

_____ All meters

_____ Simple _____ Compound _____ Asymmetrical _____ Mixed

_____ Styles

_____ Baroque	_____ Classical	_____ Romantic	_____ Modern
_____ Contemporary	_____ Ragtime	_____ Swing	_____ Latin
_____ Blues	_____ Ballad	_____ Pop	

_____ Comping

_____ Swing _____ Latin _____ Blues _____ Ballad

_____ Improvisation

_____ Swing _____ Latin _____ Blues _____ Ballad

_____ Sight read intermediate music hands together

_____ Score reading

_____ Choral _____ String orchestra _____ Transposition