

# MPHS ELECTIVES

PE – Coach Williams, Coach Chism, Coach Herron

AP Music Theory – Ms. Vines

Choir and Piano – Ms. Vines

Assignment for Choir and Piano classes <<https://protect-us.mimecast.com/s/3bgnCn5P4oc6EpEiJVZom?domain=docs.google.com>>

General Employability Skills – Mrs. McCollum

Art – Mrs. Kirkland

Dance – Mrs. Broach

Jazz Band – Mr. Sterrett

Marching Band – Dr. Lockett – Refer to your Remind APP

# Mount Pleasant High School Physical Education

## 6 Tips: Physical Activity at Home, Work, and Play

Adding activity into your day is possible. Choose activities that you enjoy. Students and young adults should aim for at least 2½ hours or 150 minutes of physical activity each week. Every little bit adds up, and doing something is better than doing nothing. Most important — have fun while being active!

### 1. Take 10:

Do at least 10 minutes of activity at a time to reach your weekly goal. Walk the dog for 10 minutes before and after work or between classwork and add a 10-minute walk during free time.



### 2. Be ready anytime:

Keep comfortable clothes and walking or running shoes in the car and close by, if you feel the urge, break some sweat and get moving. Take a brisk walk around the yard, jog to the park, or ride your bike to the park or store.



### 3. Work out during TV time:

Watch a movie while you jog in place or download a video on your phone of in home exercise.

### 4. Get your parent(s) involved:

Instead of allowing them to stand on the sidelines, ask your parent(s) to join you for a walk up and down the soccer, football, or softball field, this is a great time to bond.

### 5. Enjoy the great outdoors:

Go play some soccer or basketball, make sure to be safe and stay healthy, during this interaction.

### 6. The chores count, too:

Clean the house, wash the car, or mow the lawn with a push mower. Know that these activities count toward your goal of at least 150 minutes each week.



Williams, Jabara  
Physical Education Teacher  
[Jwilliams2@mpisd.net](mailto:Jwilliams2@mpisd.net)

## THEORY ASSIGNMENT

### Directions:

1. Please do the analysis for this Bach Chorale in pencil.
2. The key is C major.
3. Write then name of each pitch next to the note.
4. Next write the Roman numeral figured bass below the staff under each chord. Make certain you write the inversion, if applicable.
5. When you complete the analysis, go to the browser on your computer (or your phone) and type in "Bach Chorale BWV 288"
6. Listen to the recording while reading your music.
7. Listen again listening for the harmonic structure of the chorale. Does it change keys? What is the tempo? What else can you identify?

OTHER OPPORTUNITIES to practice your Theory are: [collegeboard.org](http://collegeboard.org) and [musictheory.net](http://musictheory.net)

## **Mrs. McCollum-General Employability Skills**

Please feel free to contact me with any concerns that you have during this time of distance learning. Stay safe, and know that I surely miss seeing you all!

**Contact Information:**

**[kmccollum@mpisd.net](mailto:kmccollum@mpisd.net)**

**(903) 634-7403**

**Google Voice Phone Number**

KEY TERMS

# Taking the Initiative

Name \_\_\_\_\_

Per. \_\_\_\_\_ Date: \_\_\_\_\_

<b>proactive</b> <b>reputation</b> <b>reactive</b>	<b>initiative</b> <b>courage</b> <b>capabilities</b>
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*Directions: Select the best term above for each definition.*

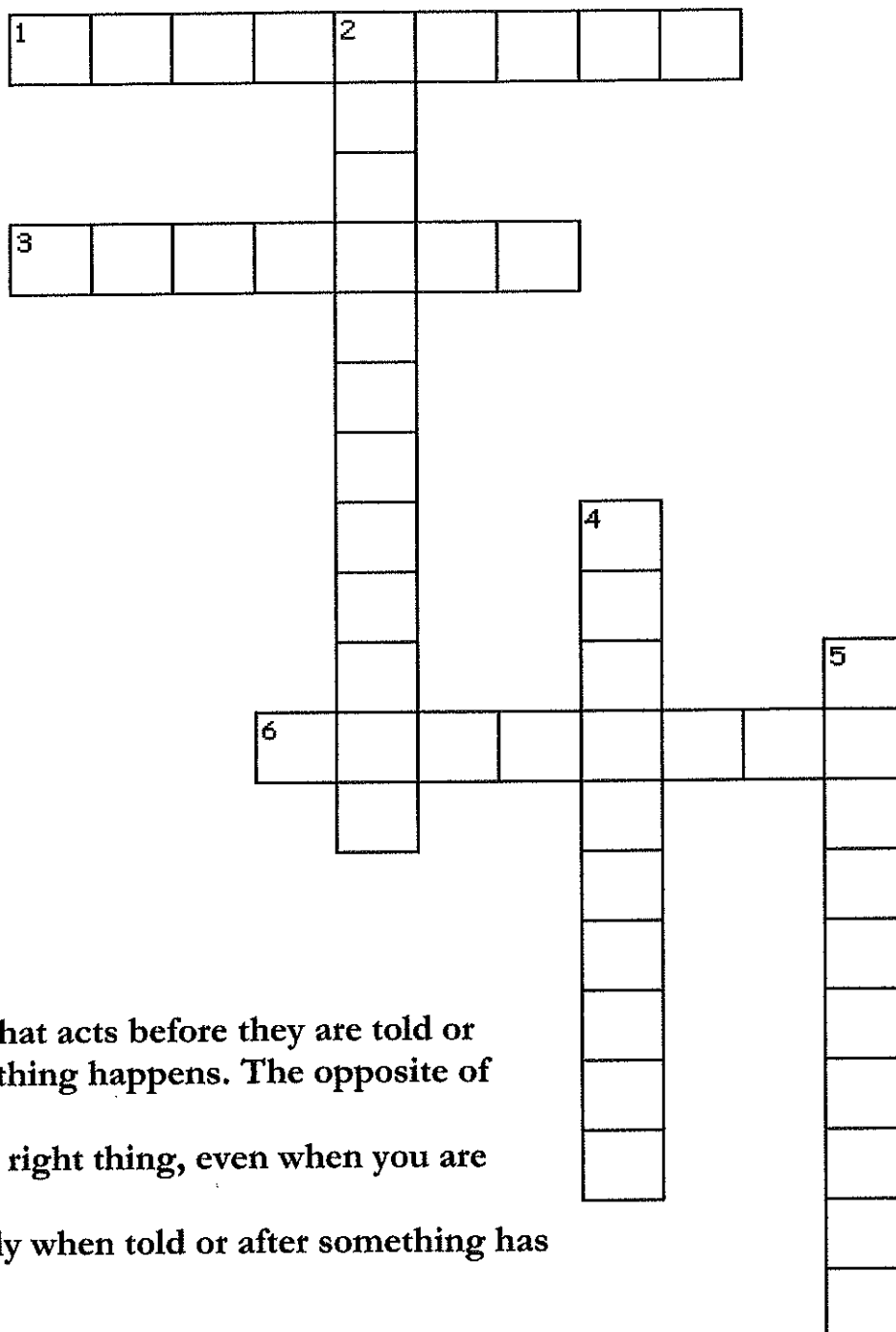
1. \_\_\_\_\_ How other people view you.
2. \_\_\_\_\_ Doing something before others and/or acting before being told to do something. Taking this is respected by the boss.
3. \_\_\_\_\_ Doing the right thing, even when you are fearful.
4. \_\_\_\_\_ What a person is able and capable of doing.
5. \_\_\_\_\_ Acting only when told or after something has occurred.
6. \_\_\_\_\_ A person that acts before they are told or before something happens. The opposite of reactive.

# CROSSWORD

## Taking the initiative

Name \_\_\_\_\_

Per. \_\_\_\_\_ Date: \_\_\_\_\_



### Across

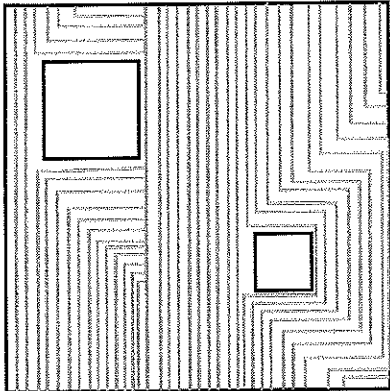
1. A person that acts before they are told or before something happens. The opposite of reactive.
3. Doing the right thing, even when you are fearful.
6. Acting only when told or after something has occurred.

### Down

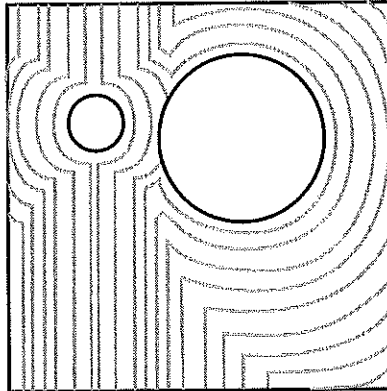
2. What a person is able and capable of doing.
4. Doing something before others and/or acting before being told to do something.
5. How other people view you.

## REPETITION AND LINES

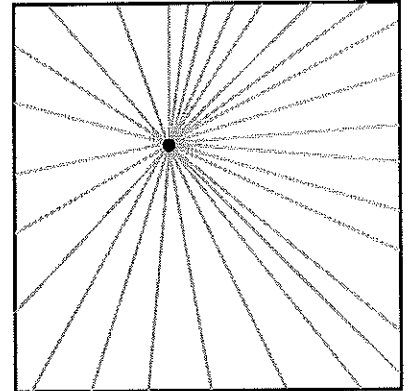
Check out some of the repeating line designs in the examples below. On the next page you are going to create some of your own.



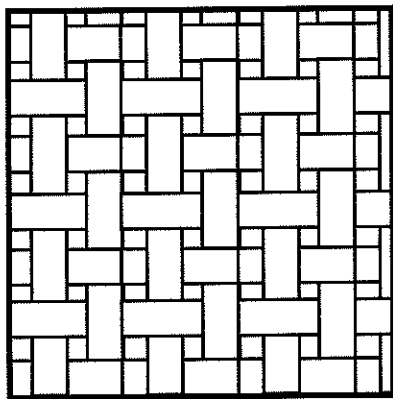
Created by wrapping vertical lines around the boxes.



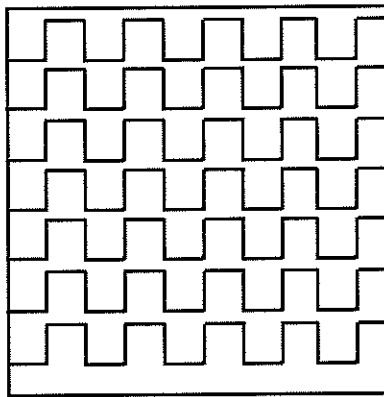
Created by wrapping vertical lines around circles.



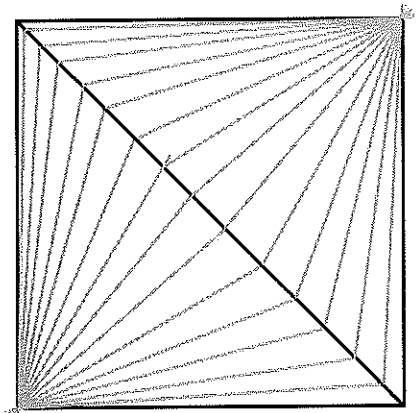
Created by drawing radiating lines from a center point.



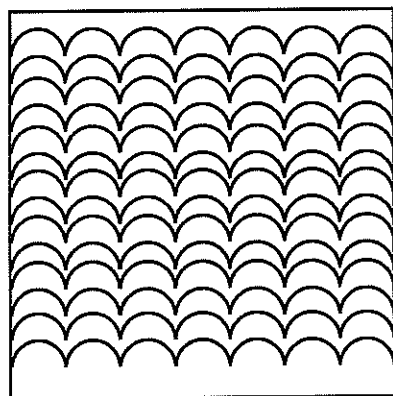
Created by weaving lines under and over each other.



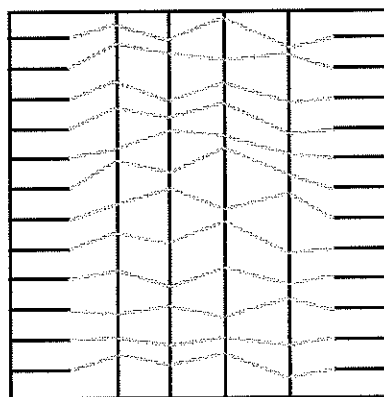
Created by drawing a series of stair-steps across the box.



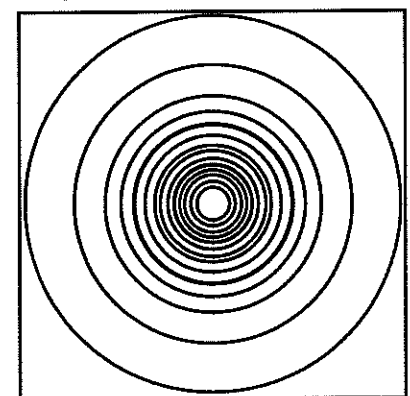
Created by drawing radiating lines from dots along a diagonal.



Created by drawing a series of speed bumps across a box.



Created by connecting horizontal lines, changing direction each time you meet a vertical line.

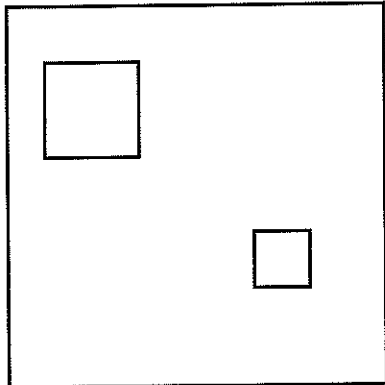


Radiating circles.

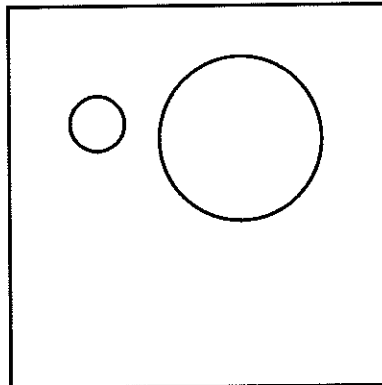
# REPETITION AND LINES

Name: \_\_\_\_\_

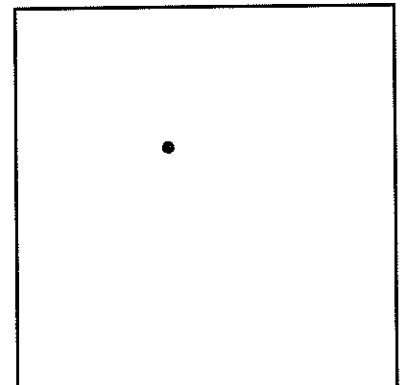
In each box below create a repeating line design based on the ideas below each box.



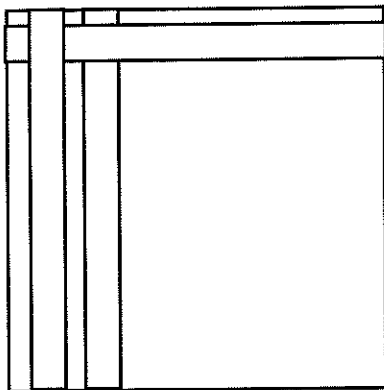
Draw a straight line from top to bottom wrapping around each box.



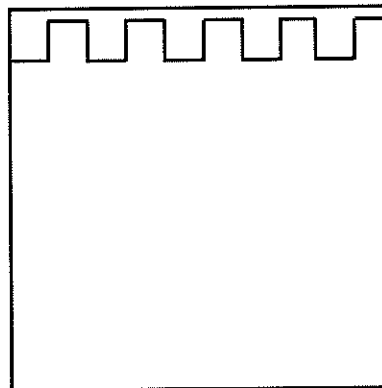
Draw a straight line from top to bottom wrapping around each circle using straight and curved lines.



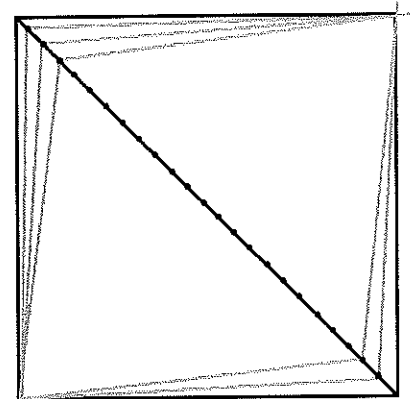
Draw radiating lines from a point to the edges.



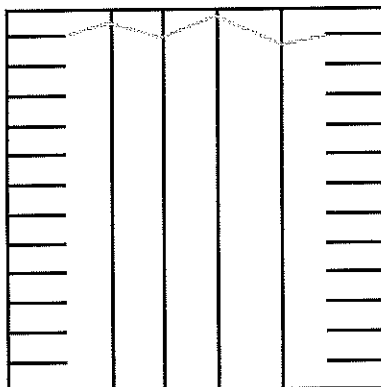
Weave lines, under and over each other. What goes under must go over.



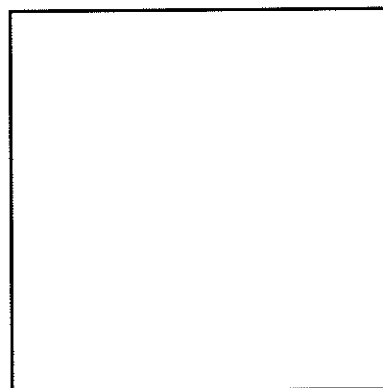
Draw a series of "castle" lines, stair-steps across the box.



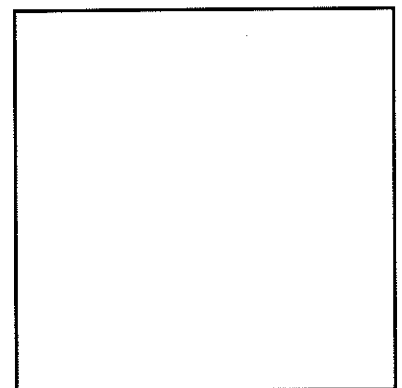
Radiating lines from opposite corners to dots along diagonal line.



Draw a line from left to right, connecting the horizontal lines, change direction each time you meet a vertical line.



Create your own repeated line design.



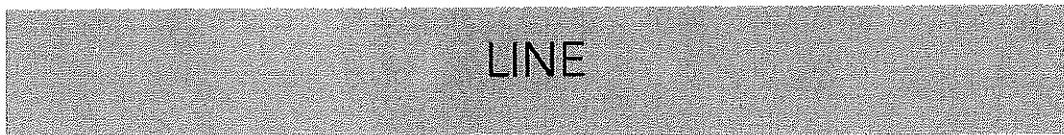
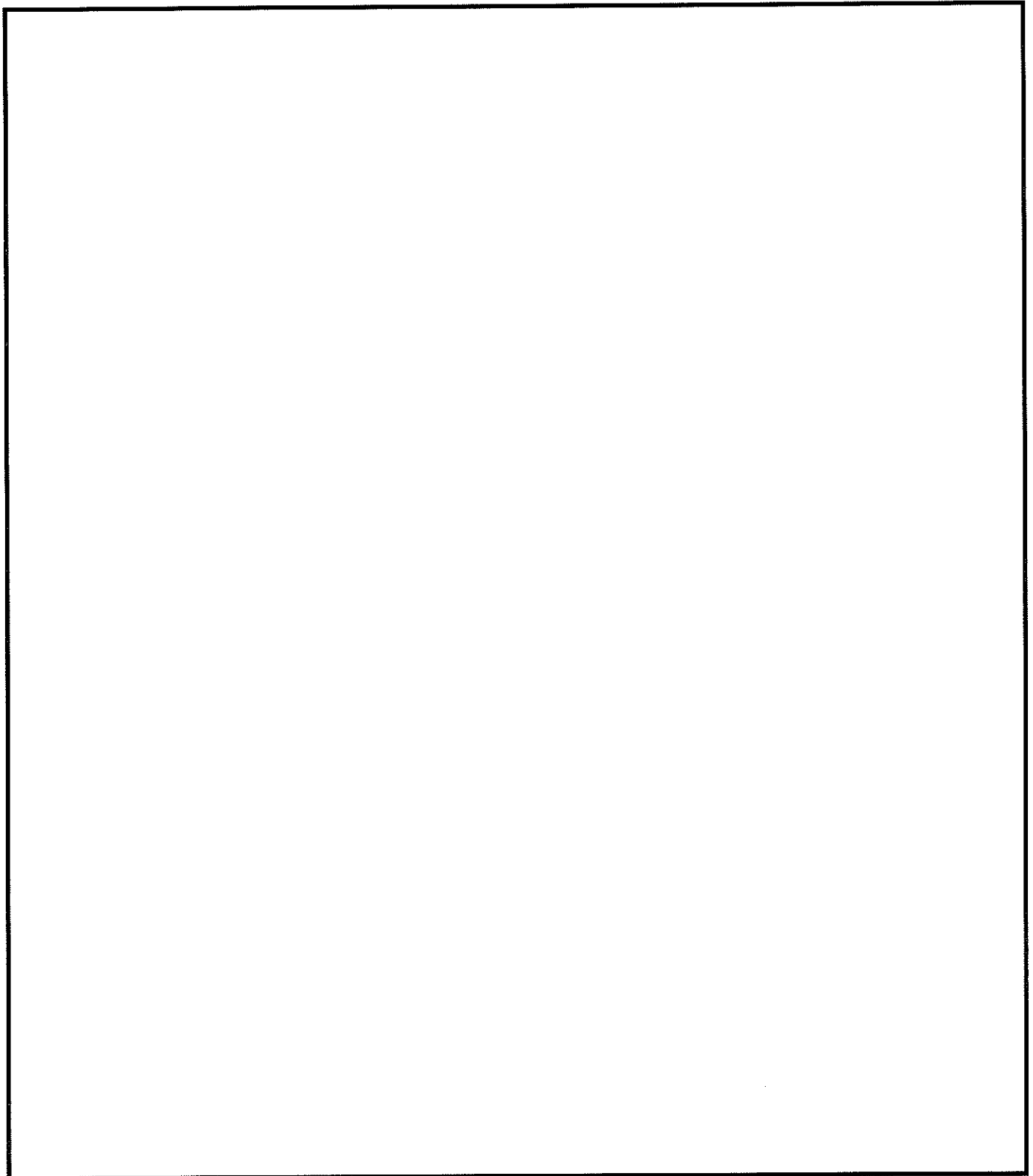
Create your own repeated line design.



# REPETITION AND LINES

Name: \_\_\_\_\_

Choose your favorite line design and re-create it in the space below.



Name: \_\_\_\_\_ Class Period: \_\_\_\_\_

**MPHS Dance Class Daily Assignment**  
**April 6<sup>th</sup> - April 10<sup>th</sup>**

Directions: Please complete the following daily activities for dance class. Once completed, please have a parent/guardian initial in the box. Thank you!

Date	Assignment	Assignment	Assignment	Assignment	Parent Initials
4/6	10 Minute Stretch	10 Second Right Split	10 Second Left Split	10 Second Middle Split	Practice Spring Show Routine - 15 Minutes
4/7	10 Minute Stretch	10 Second Right Split	10 Second Left Split	10 Second Middle Split	Practice Spring Show Routine - 15 Minutes
4/8	10 Minute Stretch	10 Second Right Split	10 Second Left Split	10 Second Middle Split	Practice Spring Show Routine - 15 Minutes
4/9	10 Minute Stretch	10 Second Right Split	10 Second Left Split	10 Second Middle Split	Practice Spring Show Routine - 15 Minutes
4/10	10 Minute Stretch	10 Second Right Split	10 Second Left Split	10 Second Middle Split	Practice Spring Show Routine - 15 Minutes

**I miss you and hope to see you soon!!!**

# Jazz Band Packet Instructions

## Complete the following steps DAILY

1. Tone:
  - a. Play through the Jazz Band Warm-up
2. Technique:
  - a. Practice the following scale exercises. See below.
    - i. **Transpose this exercise to ALL keys!!**
  - b. Write in the counts. See STEP #2b below.
3. Repertoire:
  - a. Practice any of the tunes already in your Jazz Band Folder.
4. Improvisation:
  - a. Improvise daily for at least 10 minutes.

## STEP #2a TECHNIQUE

115

Exercise Group 3

### Exercise Group 3

#### Scale/Chord Exercises

(Practice all exercises in this group in all keys.)

The image shows three musical staves in treble clef, 4/4 time, illustrating scale and chord exercises for the key of C. Each staff begins with a square box containing the number '1'.  
- The first staff is labeled 'C Ionian' and 'Scale w/ approach tones'. It shows the C major scale with handwritten notes 'approach tones' pointing to the 4th and 7th degrees. A handwritten note 'Chord Cmaj7' is written above the staff.  
- The second staff is labeled 'C Mixolydian / Dominant' and 'C7'. It shows the C Mixolydian scale with a flat 7th degree. A handwritten note 'approach tones' is written below the staff.  
- The third staff is labeled 'C Dorian' and 'Cm7'. It shows the C Dorian scale with flats on the 2nd and 7th degrees. A handwritten note 'approach tones' is written below the staff.

## STEP #2b TECHNIQUE

Write in the counts for the following two pieces:

1. Confirmation - <https://www.youtube.com/watch?v=yXK0pZx92MU>
2. Moose the Mooche - <https://www.youtube.com/watch?v=HOoZ6zo8HAQ>

Tips: Both of these pieces are by Charlie Parker, and are from the Charlie Parker Omnibook. They are his transcribed solos. Reference recordings can be found on YouTube at the above links.

# Confirmation

By Charlie Parker

VERVE 8005

♩ = 208

(4-BAR INTRO)

The musical score consists of eight staves of music. The first staff is labeled '(4-BAR INTRO)'. The music is written in a key with one sharp (F#) and a 4/4 time signature. The tempo is marked as ♩ = 208. The score includes various chords such as D, C#ø, F#7, B-, E7, A-, D7, G7, F#-, B7, E-, A7, A-, D7, G, C-, F7, Bb, E-, A7, D, C#ø, F#7, B-, E7, A-, D7, G7, F#-, B7, E-, A7, and D. There are several triplet markings (indicated by a '3' over a group of notes) throughout the piece.

D C#° F#7 B- E7 A- D7

G7 F#- B7 E7 E- A7

D C#° F#7 B- E7 A- D7

G7 F#- B7 E- A7 D

A- D7 G G

C- F7 Bb E- A7

D C#° F#7 B- E7 A- D7

G7 F#- B7 E- A7 D

D C#° F#7 B- E7 A- D7



8 G7 F#- B7 E7 E- A7 3

9 D C#ø F#7 B- E7 A- D7

10 G7 F#- B7 E- A7 D

11 A- A- D7 G G

12 C- F7 Bb E- A7

13 D C#ø F#7 B- E7 A- D7

14 G7 F#- B7 E- A7 D D

# Moose The Mooche

C. PARKER 407

By Charlie Parker

♩ = 224  
PIANO 8

1 G A- D7 G

2 A- D7 D- G7 C7 G

3 A- D7 G A- D7 G

4 A- D7 G7 C F7 G

5 G F#- B7 B-

6 E7 E- A7 A-

7 D7 G A- D7 G

8 A- D7 G7 C G

A page of musical notation consisting of eight staves. Each staff contains a melodic line with various rhythmic values and accidentals, and chord symbols are placed above the notes. The notation includes triplets and various chord types such as A-, D7, G, C, F7, B7, E7, A7, B-, (Bb-), C7, and G7. The staves are numbered 9, 10, 11, 12, 13, 14, 15, and 16 on the left side.

Staff 9: A- D7 G A- D7 G A- D7

Staff 10: G7 C C-6 G A- D7

Staff 11: G A- D7 G A- D7

Staff 12: G7 C F7 G G

Staff 13: F#- B7 B- E7 E-

Staff 14: A7 A- D7 G

Staff 15: A- D7 B- (Bb-) A- D7 G7

Staff 16: C7 G A- D7 G