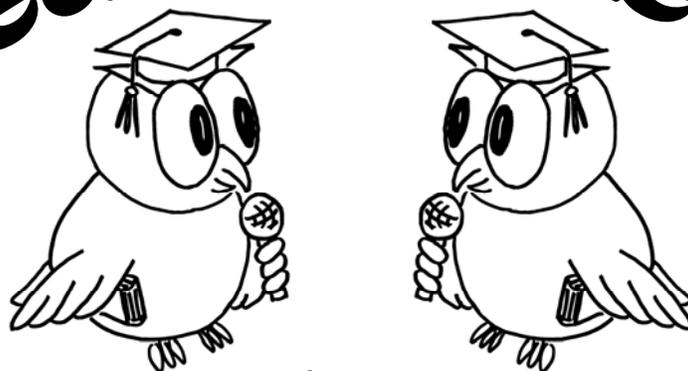


**Head to Head**



**Let's Go!**

**Coach's Guide**

**Music**

## Personal Note to Coaches:

Thank you for your time and energy. Both are scarce, and you are very much appreciated. The *Head to Head* program is a chance for every young person to shine in his or her area of interest. It opens up whole new arenas for competition and success for ALL kids. Whether it's on the field, on the court, on the stage, on the easel, or in the classroom, it is vitally important to encourage the pursuit of excellence...but you already knew that, didn't you? I welcome feedback on any aspect of this program.

**[feedback@HeadtoHeadTesting.com](mailto:feedback@HeadtoHeadTesting.com)**

*Thanks Again!*

## Event Coach:

- Coaches may coach more than one event and/or more than one act per performance event.
- Familiarize yourself with the Coach's Guide for your event(s).
- Emphasize courtesy and good sportsmanship.
- Schedule practice sessions.
- Make copies of the Student Study Guide, Practice Test, and/or Judge's Evaluation form.
- Insure that team members have appropriate study materials, music, manuscripts, etc.
- Insure that team members understand all rules pertaining to their event.
- Work with your coordinator to establish which team members compete at which meet and in what order the performers will compete.
- Vocal performance event coaches - if your student is using a recorded instrumental track:
  - ◊ one copy of the CD must be given to your coordinator before each meet
  - ◊ be aware of the file format used on the CD (compatibility varies)
  - ◊ clearly label the CD with performer's name, song title, and track number
- Performance event coaches - be aware of performance minimum and maximum time limits.
- Performance event coaches - your act may notify the timekeeper if they do NOT want time signs to be displayed.
- Performance event coaches - be aware of how many and what type of microphones are available at the host school. (Ask your coordinator.)
- Performance event coaches - you are responsible for props. Bring your own or communicate your needs with your host school BEFORE the meet.

## Rules for the Written Testing Events:

- 1-6 students per team for each event
- Top score for each team - for each event - applies to team point total
- Students may not talk or ask questions during the test.
- If a student needs a new pencil, he or she should raise a hand, and a new pencil will be provided.
- Students MAY use scratch paper. (no calculators)
- If a student is caught cheating, his/her school will receive 0 points for that test regardless of which student is that school's high scorer.

# Music Topics Covered:

Encourage your team members to study these areas:

- Scales & Chords
- Musical Terms and Notations
- Theory
- Composers
- Works
- Musicians
- Singers
- Genres
- Instruments
- Miscellaneous

## Sample Questions:

If a sharp or flat is noted in the music, but not in the key signature, it is called a(n):

- A. Incidental
- B. Accidental
- C. Near-miss
- D. Fluke

In music theory, the term “augmented” means:

- A. Restricted
- B. Narrowed
- C. Increased
- D. Upside-down

*In the Mood* is the signature song of this big band from the 1930s and 1940s.

- A. The Count Basie Orchestra
- B. The Glenn Miller Band
- C. The Dorsey Brothers Orchestra
- D. The Pennsylvanians

The next page is a study guide that can be copied for all of your team members.

*Good Luck!*

# Music Study Guide

*Congratulations for taking the music challenge!*

You should brush up your skills on these topics:

- **Composers and Works**
  - Be familiar with famous musical works in many different styles
  - Know who composed music and/or lyrics for popular pieces
- **Musicians and Singers**
  - Some musicians are famous for playing particular instrument - know some musicians' names and what they play(ed)
  - Some singers are famous for certain styles or certain songs - review these
- **Genres**
  - A "genre" is a style or classification. Different genres of music include: jazz, blues, classical, rock and roll, etc.
  - Learn the main genres, what makes them different, and when they became popular
- **Instruments**
  - Understand what differentiates brass, woodwind, string and percussion instruments
  - Be able to identify characteristics and descriptions of different instruments
- **Scales and Chords**
  - What are major and minor chords? What makes them different?
  - Understand half-steps and whole-steps
- **Theory**
  - Familiarize yourself with the ideas of: rhythm, harmony and melody
  - Understand consonance and dissonance; intervals and the underlying math
- **Terms and Notation**
  - Music is a language of its own. There are many terms and phrases that composers use to give readers direction on how a piece should be performed.
  - Be able to recognize symbols that give performance directions.
- **Miscellaneous Musical Knowledge**
  - There could be a few more questions on topics not mentioned above!