

**Clark County School District
Las Vegas, Nevada**

**Middle School/Junior High School
Advanced Band**

Curriculum Alignment Project

Phillip Haines, Sierra Vista HS
Sonny Hernandez, Sawyer MS
Sheri Manning, Project Facilitator, Instrumental Music

Dr. Rick McEnaney
Coordinator
Clark County School District Secondary Fine Arts Programs
3950 South Pecos-McLeod
Las Vegas, NV 89120
702.799.8531 Voice / 702.799.2328 Fax

MIDDLE SCHOOL ADVANCED BAND RECOMMENDED TIMELINE

INTRODUCTION

The material in this document is designed to complement the curriculum guide for Advanced Band classes. This document provides a “checklist” of items that should have been instructed by the end of the time period listed. It is recommended that students study from a method book(s) of the director’s choice of band methods. Please note that this document focuses almost solely on the development of the student’s performance skills and, therefore, does not address a timeline for all course objectives. It is up to the individual teacher to determine when to best teach items addressed in the curriculum guide such as composition, improvisation, music culture and history, careers in music, and other items not addressed in this document.

At all times, care should be taken to verify that students have mastered the material that has been introduced currently and, just as importantly, all the material that has been introduced previously. Toward this end, students should take written and performance tests as often as practical, given the size of the class. Careful attention should be paid to the end of the year objectives in order to ensure all students have mastered the skills and concepts listed by the time the year have ended. The ideal outcome is that all students have mastered the material listed in order to continue successfully into advanced ensembles.

You will note that the establishment of a clear classroom procedure is one of the dominant focuses of the first several months of the year. It is the authors’ belief that this item is, by far, the single most important area necessary for instruction in any classroom and should, therefore, supersede any other instructional content until it has been mastered.

Because this document has been developed with a focus on first year teachers, the first month of the school year has been broken down to weekly objectives. The authors of this document feel that this should allow first year teachers to more easily prepare lessons for the critical first few weeks of school. Experienced teachers should; of course, feel free to deviate from the procedure listed as long as all material listed within the first four weeks of the school year has been covered by the end of September.

It would be nearly impossible to enumerate all the technical and musical concepts and skills necessary for the successful performance of students within a band class. Concepts such as “characteristic sound” and “proper breath support” are extremely difficult to quantify in writing and would take so much space as to make this document impractical. In the development of characteristic sounds and proper techniques, it is assumed that the teacher has a solid understanding of these concepts and has developed methods of instruction.

Please also note that at the end of this document, there are four addendums. The first is a Concert Preparation Checklist. It is designed to guide young and inexperienced teachers through the process of preparing their groups for concerts and also for meeting the district’s expectations for requesting transportation, facility use, and support staff assistance at these events.

The second addendum is designed to address the needs of percussionists at this level. Included in this addendum are recommendations for designing a course of study for young percussionists that can be taught alongside the curriculum for wind instrumentalists.

The third addendum is a listing of band methods that have been used by the authors of this document. Each of the methods listed in this addendum have been tried and found to be practical and helpful in developing correct tone, rhythm, and technique for the MS/JHS Advanced Band musician.

Finally, the fourth addendum is a listing of musical terms that should be taught during the course of the school year. Use taught literature, method books, study guides and worksheets to teach these terms. Students should be able to understand and use each of the terms included in this addendum before completion of their Advanced Band experience.

Month One (August-September)

Primary Focuses:

- 1 - Establish classroom procedures and discipline system, which includes written course expectations.
- 2 - By the end of week one, all students will have an instrument, instrument care kit, and method book. (See “Addendum 3” for suggested methods.)
- 3 - Select and distribute an appropriate piece of band literature. (Requested difficulty for this time period: Grade 1 ½-2)
- 4 -The development of a balanced, appropriate instrumentation through guidance, persuasion, and any other educationally sound method.

Objectives for Month One:

By the end of the first week, the student will:

- Follow the classroom procedure established by the teacher.
- Demonstrate an awareness of the consequences for not following the classroom procedure.
- Identify time signatures, clef signs, the staff, lines and spaces, bar lines, etc. and other music theory material based on previous CAP documents.
-

By the end of the second week, the student will:

- Understand all course expectations and band uniform requirements. A parent signature page indicating understanding of course expectations and band procedures should be turned in by the student and filed in the band office.
- Clap and count basic rhythms using eighth, quarter, and whole notes and rests as well as dotted half, quarter, and eighth note and rest patterns.
- Demonstrate, through review exercises, an understanding of theory covered in week one.
- At the teacher’s discretion, further identify basic music theory concepts in class through direct instruction and the use of worksheets.
- Be able to rehearse a selected piece of appropriate level band literature.

- Demonstrate the proper posture for playing a musical instrument: Sitting on the edge of the chair with a straight back, feet flat on the floor, and appropriate hand position on the instrument.
- Percussionists will be able to apply concepts included in “Addendum 2.”
- Perform exercises and tone-building studies and rhythm exercises in the concert keys of **Bb, Eb, and F**.
- Demonstrate the ability to successfully perform one or more pieces of music as an ensemble.

By the end of the third week of school, the student will:

- Continue to demonstrate, through behavior, an understanding of classroom procedure.
- Demonstrate an understanding, through verbal and/or written evaluation of the concepts addressed in weeks one and two.
- Continue tone and range building with emphasis on breath support and proper breathing techniques.
- Percussionists will be able to apply concepts included in “Addendum 2.”
- At the teacher’s discretion, further identify basic music theory concepts taught in class through direct instruction and the use of worksheets.

By the end of the fourth week of school, the student will:

- Continue to demonstrate, through behavior, and understanding of classroom procedure.
- Percussionists will be able to apply concepts included in “Addendum 2.”
- Perform exercises and tone-building studies and rhythm exercises in the concert keys of **Bb, Eb, Ab, F, and C and a one-octave chromatic in the concert keys of Bb and F**.
- Demonstrate correct posture and playing position (including hand position, instrument placement, etc.) for the student’s chosen instrument.
- Be able to name the notes and fingerings or slide positions for the student’s chosen instrument when these notes are written in musical notation.
- Continue to develop listening skills for proper pitch and interval.

Reminder: Continue to refer to “Addendum 4” throughout the school year for recommended vocabulary, which should be taught in context with literature as you proceed through the year.

Reminder: See “Addendum Two” for a complete list of objectives for percussionists.

Also, refer to the ‘Percussion Resource Guide’ for more explanations and directions

Month Two (October)

Primary Focuses:

- 1 - Continued attention to classroom procedures.
- 2 - Proper initiation and release of a note.
- 3 - Proper breathing techniques.
- 4 - Proper posture and hand position.
- 5 - Continued focus on independent rhythm reading skills.
- 6 - Exercises in the concert keys of **Bb, Ab, Eb, F, C, Db, G, and a one-octave chromatic in the concert keys of Bb and F.**
- 7 - Selected literature for upcoming Winter Concert.

Objectives for Month Two:

By the end of the second month of instruction, the student will:

- Continue to demonstrate, through behavior, an understanding of classroom procedures.
- Start notes with proper tongue placement and end notes without the use of the tongue.
- Demonstrate in performance and verbally the appropriate posture and playing position for the student’s chosen instrument.
- Breathe through the mouth with relaxed shoulders when playing on the instrument.
- Perform with a characteristic tone.
- Have played through appropriate pages in selected method book..

- Percussionists will be able to apply concepts included in “Addendum 2.”
- Demonstrate the ability to perform the scales listed in the above primary focuses.

Month Three (November)

Primary Focuses:

- 1 - Preparing for the first concert.
 - Music has been selected and rehearsed.
 - Concert attire, behavior, time frame, and attendance policy has been discussed and information has been sent home to parents.
- 2 - Add the **concert key of D** to previously taught scales.

Note: See “Addendum One” for a more complete list of concert preparation recommendations.

Objectives for Month Three:

By the end of month three, the student will:

- Continue to perform and count rhythmic patterns previously listed.
- Continue to refine concepts of pitch and of playing in tune.
- Perform with a steady beat alone, with a group, or with a recording.
- Understand concert procedures.
- Percussionists will be able to apply concepts included in “Addendum 2.”
- Demonstrate the ability to perform the scales listed in the above primary focuses.

Month Four (December)

Primary Focus:

- 1 - Perform the first concert.

Objectives for Month Four:

By the end of month four, the student will:

- Refine all concepts and skills previously introduced from the beginning of the year up to this point.
- Perform the first concert.
- Listen to and evaluate the performance with teacher guidance.
- Understand what is expected upon returning from Winter Break.
- Understand expectations for upcoming Spring term.

Month Five (January)

Primary Focuses:

- 1 - Re-establish classroom procedures after Winter Break.
- 2 - Review and reinforce concepts and skills previously introduced.
- 3 - Increase amount of material presented weekly, including level-appropriate band literature at the director's discretion.
- 4 - Discuss recruitment for the following school year with administration.
- 5 - Continued focus on independent rhythm reading skills.
- 6 - Add **concert keys of Gb and A** to previously taught major scales.
- 7 - Select literature for CCSD Middle School Band Festival.
- 8 - Prepare for CCSD Solo and Ensemble Festival.

Objectives for Month Five:

By the end of the fifth month of instruction, the student will:

- Display through performance on the instrument, verbally and in written form, the ability to perform rhythms involving all note and rest durations introduced previously.
- Demonstrate the ability to perform the scales listed in the above primary focuses.
- Percussionists will be able to apply concepts included in "Addendum 2."
- Begin to prepare literature for CCSD Middle School Band Festival.
- At the director's discretion, be prepared to participate in CCSD Solo and Ensemble Festival.

Month Six (February)

Primary Focuses:

- 1 - Add **concert key of E** to previously taught scales.

- 2 - Continue to develop refinement of pitch and intonation.
- 3 - Continue to develop characteristic tone.
- 4 - Continued focus on independent rhythm reading skills.
- 5 - Refine music for the next concert or CCSD Band Festival.
- 6 - Work on student retention and placement for the following year during this month.

Objectives for Month Six:

By the end of the sixth month of instruction, the student will:

- Demonstrate the ability to perform the scales listed in the above primary focuses.
- Display through performance on the instrument, verbally and in written form, the ability to perform rhythms involving all note and rest durations introduced previously.
- Percussionists will be able to apply concepts included in “Addendum 2.”
- Continue to prepare literature for CCSD Middle School Band Festival.

Reminder: Continue to refer to Addendums for assistance in preparing lessons concerning percussion, vocabulary, concert preparation!

Month Seven (March)

Primary Focuses:

- 1 - Finalize preparations for and perform in the CCSD Middle School Band Festival.
- 2 - Introduce concert pieces for upcoming Spring Concert.
- 3 - Watch for postings of honor band audition information and music. It is important to distribute this information immediately upon posting!

Objectives for Month Seven:

By the end of the seventh month of instruction, the student will:

- Perform at CCSD Middle School Band Festival.
- Analyze and synthesize the festival experience with teacher guidance.
- Begin preparations for CCSD Middle School Honor Band auditions at the director’s discretion.

- Percussionists will be able to apply concepts included in “Addendum 2.”

Month Eight (April)

Primary Focuses:

- 1 - Music for the final concert has been selected and rehearsed.
- 2 - Concert attire, behavior, time frame, and attendance has been reviewed and information has been sent home to parents.
- 3 - Add the **concert key of B** to previously taught scales. *At this time, all twelve major scales should have been taught, as well as one-octave chromatic scales in Bb and F.*
- 4 - If not already introduced in literature, teach 6/8 and cut time rhythmic concepts.

Objectives for Month Eight:

By the end of the eighth month of instruction, the student will:

- Be able to perform 12 major scales and one-octave chromatic scales in concert Bb and F.
- Be able to utilize terminology as per “Addendum 4.”
- Be able to rehearse and perform full band arrangements in preparation for the Spring Concert.
- Display through performance on the instrument, verbally and in written form, the ability to perform rhythms involving all note and rest durations introduced previously.
- Percussionists will be able to apply concepts included in “Addendum 2.”

Month Nine (May) and End of Year

Primary Focuses:

- 1 - Refine music for the final concert.
- 2 - Perform the final concert.
- 3 - Refinement of the 12 major scales and chromatic scales previously taught.
- 4 - Percussionists will be able to apply concepts included in “Addendum 2.”

- 5 - Display through performance on the instrument, verbally and in written form, the ability to perform rhythms involving all note and rest durations introduced previously.
- 6 - Preparation for the written and performance final examination.

Objectives for the Advanced Band Musician at the end of the year:
By the end of the Advanced Band year, the student will:

- Have performed at least four Grade 2 or higher pieces of band literature.
- Be able to perform twelve major scales and two one-octave chromatic scales.
- Recognize and identify the names and fingerings or slide positions of all notes introduced throughout the school year.
- Perform with good characteristic tone and appropriate range indicative of proper embouchure development.
- Initiate and release notes correctly.
- Display through performance on the instrument, verbally and in written form, the ability to perform rhythms involving all note and rest durations introduced previously.
- Display understanding of all terms in “Addendum 4.”
- Recognize sharpness and flatness in pitch and the method of adjustment for each.
- Demonstrate proper posture, embouchure, hand position, instrument placement, and breathing.
- Percussionists will be able to apply concepts included in “Addendum 2.”

Addendum 1: Concert Preparation Checklist

Following is a list of items that teachers should keep in mind when scheduling concerts and performances.

1. Secure concert dates on your school's master calendar. (This should be at the beginning of the school year!)
2. Consult with your administration to secure any necessary transportation.
3. Fill out appropriate facility and activity forms.
4. Plan program...submit to graphic arts.
5. Send home concert information note, including attire requirements, etiquette, and call and dismiss times.
6. Provide information to custodians about equipment and set-up.
7. Arrange for teacher chaperones to supervise at concert.
8. Arrange for video and/or audio recording.
9. Organize sound equipment.
10. Confirm climate control for the date and time of concert.
11. Rehearse all concert procedures with your students.

Addendum 2: Percussion Curriculum

Mallet Percussion

Mallet Percussionist should follow the same timeline and procedures as set forth in the Advanced Band curriculum guide.

- All percussionists should continue to develop their skills on the mallet instruments in regards to learning the 12 major scales, musical theory, and furthering their reading and sight reading skills on all mallet instruments.
- Oboe/Flute parts can and should be supplemented whenever possible to enhance the percussionist reading level and keeping all percussionists active throughout the entire class period.
- Include considerations on stroke and playing area
(Refer to 'The Percussion Resource Guide')

Snare Drum

In Advanced Band, the percussionist will be able to recognize and perform the following rudiments by the end of the second month:

- 5 stroke roll, 9 stroke roll, 17 stroke roll, 25 stroke roll for half notes and 33 stroke roll for whole notes, paradiddle, flam, flam tap, and single drag.

By the end of the 5th month the following rudiments should be added:

- 13 stroke roll, flamadiddle, double paradiddle, triple paradiddle, drag tap, and single ratamacue.

By the 8th month or whenever 3/8 and 6/8 time signatures have been introduced, the following rudiments should be added:

- 7 stroke roll, flam accent #1, and flam accent #2.
- Sticking on the rudiments should be strictly observed and should be performed at various dynamic levels as well as tempos.

-

The concept of determining 'Roll Base' rhythms should be understood
(Refer to 'The Percussion Resource Guide')

Timpani

Timpani should be introduced by the end of the first month with emphasis placed on proper sticking, dampening, and tuning techniques. Tuning should be reinforced on a weekly basis in conjunction with ear training and scale exercises performed by the entire ensemble, as well as reading the Bass Clef notes.

(Refer to 'The Percussion Resource Guide')

Miscellaneous~Percussion

In the first month of school, time should be spent on reviewing proper bass drum, crash cymbals, and suspended cymbal, triangle, and tambourine techniques. Throughout the year, as musical parts dictate, the percussionist should be able to demonstrate proper technique, musicianship, and reading ability of the following instruments. Bongos, Claves, Cowbell, Woodblock, Wind Chimes, Temple Blocks, Concert Tom-Toms, Finger Cymbals, Shaker, Guiro and Ratchet.

***Addendum 3:
Recommended Band Methods***

Following is a non-comprehensive list of methods which have been successfully implemented in the authors' programs throughout the years.

1. Yamaha Advantage
2. Standard of Excellence
3. Accent on Achievement
4. Essential Elements
5. Symphonic Band Warm-Ups
6. Treasury of Scales
7. 101 Rhythmic Rest Patterns
8. Scale sheets (Posted on Interact for all CCSD schools.)

***Addendum 4:
Recommended Vocabulary for MS/JHS Advanced Students***

Please see to it that the following terms are introduced and used in context with literature throughout the Advanced Band year.

Tempo markings:

Vivace	Largo
Allegro	Maestoso
Andante	Ritardando
Allegretto	Accelerando
Moderato	
Adagio	

Dynamic Markings:

Forte	Piano
Mezzo Forte	Mezzo piano
Fortissimo	Pianissimo
Crescendo	Decrescendo

Articulation Markings

Legato	Slur
--------	------

Ties
Tenuto

Marcato
Accent

Stylistic Markings

Phrase markings

Breath marks

Meter Markings

4/4

3/4

2/4

C

Cut time

3/8

6/8

Music Notation:

Staff

Bar line

Measure

Treble and Bass clef

Key signature

Note and rest names

Ledger lines

D.C. and D.S. al segno (or al coda)