

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

Middle School/Junior High School
Beginning Band (0470)
Weekly/Monthly Plans & Suggestions

**Curriculum Alignment Project
(CAPS)**

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MIDDLE SCHOOL BEGINNING BAND RECOMMENDED TIME LINE

Introduction

The material in this document is designed to compliment the curriculum guide for beginning band. This document provides a “check list” of items that should have been instructed by the end of the time period listed. The primary method books used in the Clark County School District at this time are Accent on Achievement, Essential elements, Standard of Excellence and/or Yamaha Advantage. Teachers who follow this timeline should feel comfortable that they are maintaining an appropriate pace necessary to align their class with the district’s curriculum guide. However, please note that this document focuses almost solely on the development of the student’s performance skills and, therefore, does not address a time line 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 has ended. The ideal outcome is that all students have mastered the material listed in order to continue successfully into more 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.

Month One (August-September)

PRIMARY FOCUSES:

- Establish classroom procedures and discipline system, which includes written course expectations.
- By the end of week 4, all students will have an instrument, instrument care kit and method book.
- 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 basic music theory material based on material distributed as worksheets and taught in class.
- Be able to list the different instruments offered in band and the different methods of procuring an instrument for use in band.

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

- Continue to demonstrate, through behavior, an understanding of classroom procedure.
- Clap and count basic rhythms using quarter and whole notes and rests.
- 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.
- Choose an instrument for study according to preference with instructor guidance based on student interest, talent and the need for balanced instrumentation.
- Decide how he or she will procure an instrument (For example: Rent or purchase from a music store, borrow from the school, etc.)
- Demonstrate the proper posture for playing a musical instrument: Sitting on the edge of the chair with a straight back and feet flat on the floor.

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 1 and 2.
- Acquire an instrument, the appropriate cleaning kit for that instrument and the method book for that instrument and all other materials necessary to begin performance on the student's chosen instrument by the beginning of the fourth week of school.

- 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, an understanding of classroom procedure.
- Bring to class the chosen instrument and all materials necessary for performance on that instrument. Special note: Percussion students must provide their own bell kit including a set of bells, bell stand, bell mallets, a practice pad and snare drum sticks.
- 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 for the student's chosen instrument when these notes are written in musical notation.
- Perform D, C, and Bb concert as whole notes based on the first page of written exercises in the chosen method book. Special note: Percussion students must perform these exercises for D, C, and Bb concert on the bell kit and at all times, throughout beginning band, percussion students are expected to perform on mallet instruments with the same proficiency as students on other instruments.
- Start to develop listening skills for proper pitch and interval.
- Have played through appropriate page(s) in the method book.

Month Two (October)

PRIMARY FOCUSES:

- Continued attention to classroom procedures.
- The first five notes (Bb through F concert).
- Proper initiation and release of a note.
- Proper breathing techniques.
- Proper posture and hand position.

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 procedure.
- Be able to perform any exercise, either in the chosen method book, worksheet or written on the board, incorporating Bb through F concert in whole and quarter note and rest patterns
- 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 tone that, while not yet necessarily characteristic, is confident and full.
- Percussion students will perform on mallets at the same skill level as students performing on other band instruments.
- Have played through appropriate page(s) in the method book.

Month Three (November)

PRIMARY FOCUSES:

Preparing for the first concert:

- Music, from the method book and/or separate sheet music, has been selected and rehearsed.
- Concert attire, behavior, time frame and attendance has been discussed and information has been sent home to parents.

Objectives for Month Three:

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

- Perform and know the note names and fingerings for 7 notes from low concert A to concert G.
- Perform and count rhythmic patterns involving whole, half and quarter note and rest patterns.
- Develop an awareness of pitch and of playing in tune.
- Perform with a steady beat alone, with a group or with a recording.
- Have played through appropriate page(s) in the method book.

Month Four (December)

PRIMARY FOCUSES:

Perform the first concert.

Objectives for Month Four:

By the end of the fourth month of instruction, 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.
- Have played through appropriate page(s) in the method book.

Month Five (January)

PRIMARY FOCUSES:

- Reestablish classroom procedures after winter break.
- Review and reinforce concepts and skills previously introduced.
- Increase amount of material presented weekly, including beginning band concert literature at the director's discretion.
- Introduce, if not already being used, a "rhythm of the day" concept to increase student's

ability to decipher rhythms.

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 length combinations introduced up to this point.
- Be able to define and perform the following terminology as it is introduced in the chosen method book:
 - a. Tempo markings -andante and moderato.
 - b. Dynamics -forte, piano, mezzo forte and mezzo piano.
 - c. Articulations -legato and slur.
 - d. Stylistic markings -accents, phrase markings and breath marks.
 - e. Meter markings -4/4, C, 2/4 and 3/4.
 - f. Music notation -staff, bar lines, measures, treble and bass clef, key signature, note and rest names, ledger lines, etc.
- Have played through appropriate page(s) in the method book.

Month Six (February)

PRIMARY FOCUSES:

- Introduce the Bb concert scale.
- Begin the refinement of pitch and intonation.
- Stress the development of proper tone production.
- Continue emphasis on rhythmic literacy through a “rhythm of the day” concept or other educationally appropriate method.
- Introduce music for second concert, if applicable.

Objectives for Month Six:

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

- Be able to perform a one octave Bb concert scale within the student’s current instrumental range. For instance, dropping down an octave before going over the break if this has not yet been introduced on the clarinet yet.
- Be able to distinguish between two notes played slightly out of tune.
- Be able to state which note is higher and which is lower.
- Be able to state the method of instrument adjustment that will bring either the higher or lower pitch into tune.
- Be able to define and perform the following terminology as it is introduced the chosen method book:
 - a. Tempo markings -allegro, andante and moderato.
 - b. Dynamics -forte, piano, mezzo forte and mezzo piano.
 - c. Articulations -legato and slur.
 - d. Stylistic markings -accents, phrase markings and breath marks.
 - e. Meter markings -4/4, C, 2/4 and 3/4

- f. Music notation -staff, bar lines, measures, treble and bass clef, key signature, note and rest names, ledger lines, etc.
- Have played through the appropriate page(s) in the method book.

Month Seven (March)

PRIMARY FOCUSES:

- Review and reinforcement of the Bb concert scale.
- Introduction of the Eb concert scale.
- Introduce concert pieces from the method book or, ideally, grade 1 concert pieces arranged for band.
- Perform second concert, if applicable.
- Work on student retention and placement for the following year as most schools register students for the following year during this month.
- Continue emphasis on rhythmic literacy through a “rhythm of the day” concept or other educationally appropriate method.

Objectives for Month Seven:

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

- Be able to perform a one octave Bb concert scale in a rhythm of quarter notes or quarter and eighth notes and, possibly, in patterns as introduced in the back of the method book (thirds, arpeggios, etc.)
- Be able to perform a one octave Eb concert scale within the student’s current range. For instance, the brass players will drop down one octave at either Bb or C concert in order to stay within their current range limitations.
- Be able to perform at least one concert arrangement either from the method book or as a separately distributed piece of music.
- Be able to define and perform the following terminology as it is introduced in the chosen method book:
 - a. Tempo markings -vivace, allegro, andante, allegretto, moderato, adagio and largo.
 - b. Dynamics -forte, piano, mezzo forte and mezzo piano.
 - c. Articulations -legato and slur.
 - d. Stylistic markings -accents, phrase markings and breath marks.
 - e. Meter markings - 4/4, C, 2/4 and 3/4.
 - f. Music notation -staff, bar lines, measures, treble and bass clef, key signature, note and rest names, ledger lines, etc.
- Have played through appropriate page(s) in the method book

Month Eight (April)

PRIMARY FOCUSES:

- Music for the final concert, from the method book and separate concert band literature, has been selected and rehearsed.

- Concert attire, behavior, time frame and attendance has been reviewed and information has been sent home to parents.
- Reinforce the Bb and Eb concert scales.
- Introduce the F and Ab concert scales.
- Continue to introduce concepts presented in the method book while reducing the amount of time spent on the daily exercises. For this reason, it is not expected that students will perform every exercise listed in the method book. Students will perform selected exercises that review or introduce new concepts.
- Continue emphasis on rhythmic literacy through a “rhythm of the day” concept or other appropriate method(s).

Objectives for Month Eight:

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

- Be able to perform a one octave Bb, Eb, F and Ab concert scale within the student’s current range and in a rhythm of quarter notes or quarter and eighth notes and, possibly, in patterns as introduced in the back of the method book (thirds, arpeggios, etc.)
- Have played selected exercises on scale pages in the method book that demonstrates mastery of the concepts presented on these pages.
- Be able to play arrangements to be performed on the end of the year concert.
- Be able to define and perform the following terminology:
 - a. Tempo markings - vivace, allegro, andante, moderato, allegretto, adagio and largo.
 - b. Dynamics - forte, piano, mezzo forte, mezzo piano, fortissimo and pianissimo.
 - c. Articulations - legato and slur.
 - d. Meter markings - 4/4, C, 2/4 and 3/4.
 - e. Music notation - staff, bar lines, measures, treble and bass clef, key signature, note and rest names, ledger lines, etc.

Month Nine (May) and End of Year

PRIMARY FOCUSES:

- Refine music for the final concert.
- Perform the final concert.
- Refinement of the four major scales previously introduced.
- Preparation for the written and performance final examination.

Objectives for the End of the Beginning Band Course:

By the end of one year of instruction in beginning band, the student will:

- Have performed at least two grade 1 pieces of contrasting styles.
- Be able to perform a one octave Bb, Eb, F and Ab concert scale in a rhythm of quarter notes or quarter and eighth notes combination. If possible, perform the patterns as introduced in the back of the method book (thirds, arpeggios, etc.)

- Recognize and identify the names and fingerings or slide positions of all notes introduced in the chosen method book.
- Initiate and release notes with correct technique.
- Be able to define and perform the following terminology:
 - a. Tempo markings - vivace, allegro, andante, moderato, allegretto adagio and largo.
 - b. Dynamics -forte, piano, mezzo forte, mezzo piano, fortissimo and pianissimo.
 - c. Articulations -legato and slur.
 - d. Stylistic markings -accents, phrase markings and breath marks.
 - e. Meter markings -4/4, C, 2/4 and 3/4.
 - f. Music notation -staff, bar lines, measures, treble and bass clef, key signature, note and rest names and values, ledger lines, etc.
- Be sure to independently recognize and perform rhythmic patterns that involve the following:
 - a. whole note and rest
 - b. half note and rest
 - c. quarter note and rest
 - d. eighth note and rest
 - e. dotted half notes
 - f. dotted quarter notes

Also, be able to independently recognize and perform ties and syncopation's involving eighth and quarter notes in 4/4, 3/4 and 2/4 meters.

- Perform with a characteristic tone that is well supported and indicative of proper embouchure development.
- Recognize sharpness and flatness in pitch and the method of adjustment for each.
- Demonstrate proper posture, embouchure, hand position, instrument placement and breathing.
- Percussion students will be able to read all mallet exercises within the chosen method book, tune timpani, perform with correct technique on mallet instruments, snare drum, crash cymbals, suspended cymbal, bass drum and triangle.
- Percussion students will be able to perform sixteenth note patterns and proper roll technique on snare drum.