

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

Middle School/Junior High School
Intermediate Band

**Curriculum Alignment Project
(CAPS)**

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MIDDLE SCHOOL INTERMEDIATE BAND RECOMMENDED TIME LINE

Introduction

The material in this document is designed to compliment the curriculum guide for intermediate band classes. This document provides a “check list” of items that should have been instructed by the end of the time period listed. It is recommended that students study from a “Book 2” method book 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 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, 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 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 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:

- 1 - Establish classroom procedures and discipline system, which includes written course expectations.
- 2 - By the end of week 2, all students will have an instrument, instrument care kit, and method book. Suggested method books: *Accent on Achievement*; *Essential Elements*; *Standard of Excellence*; *Yamaha Advantage*.
- 3 - Select and distribute an appropriate piece of band literature (an easy "Grade 1" piece).
- 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 material distributed as worksheets and taught in class.
- Decide how he or she will procure an instrument. (For example: Rent or purchase from a music store, borrow from the school, etc.)

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 eighth, 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.
- Be able to rehearse and perform 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.
- Perform exercises and tone-building studies and rhythm exercises in the key of concert B flat. (Scale studies are included in the method book.)
- Percussionists will perform paradiddles and flams.

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.
- Continue tone and range building with emphasis on breath support and proper breathing techniques.
- 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.
- Perform exercises and tone building studies and rhythm exercises in the key of A flat. (Scale studies are included in the method book.)
- 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.

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 - Eighth, quarter, half, and whole note and rest rhythms.
- 6 - Exercises in Bb, Ab, and Eb.
- 7 - Select 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 the selected method book.
- Percussion students will perform on mallets at the same skill level as students performing on other band instruments.
- Percussion students will be able to perform 5 and 9-stroke rolls, paradiddles, flams.

Month Three (November)

Primary Focuses:

Preparing for the first concert:

- 1 - Music from the method book and/or separate sheet music has been selected and rehearsed.
- 2 - Concert attire, behavior, time frame, and attendance has been discussed and information has been sent home to parents.
- 3 - Director reminder: See addendum *Concert Preparation Checklist*.

Objectives for Month Three:

By the end of month three, the student will:

- Perform and count rhythmic patterns involving whole, half, quarter, and eighth 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 pages in selected method book.
- Fine-tune concert procedures.

Month Four (December)

Primary Focuses:

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.
Have played through appropriate pages in the selected method book.

Month 5 (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 intermediate band concert literature at the director's discretion.
- 4 - Introduce, if not already being used, a "rhythm of the day" concept to increase student's ability to decipher rhythms. Include whole, half, quarter, and eighth note and rest rhythms, as well as dotted half and quarter notes and rests.
- 5 - It is recommended that you establish a routine of "count, clap, and play" in your daily routine.

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 selected method book:
 - a. Tempo markings: allegro, largo, vivace, maestoso, andante, and moderato.
 - b. Dynamics: forte, piano, mezzo forte, mezzo piano, pianissimo, and fortissimo.
 - c. Articulations: legato, slur, tenuto, and staccato.
 - d. Stylistic markings: accents, phrase markings, and breath marks.
 - e. Meter markings: 4/4, 3/4, 2/4, and C.
 - f. Music notation: staff, bar lines, measures, treble and bass clef, key signature, note and rest names, ledger lines.
 - g. Percussion: flam, paradiddle, 5 and 9-stroke rolls, flamadiddle.
- Have played through appropriate pages in selected method book.

******For more percussion information, please refer to the' *Percussion Resource Guide*' that is a separate document .******

Month Six (February)

Primary Focuses:

- 1 - Introduce the concert F and C major scales.
- 2 - Continue to develop refinement of pitch and intonation.
- 3 - Continue to develop characteristic tone.
- 4 - Continue emphasis on rhythmic literacy through the “rhythm of the day” concept or other educationally appropriate method.
- 5 - Introduce the 1 octave chromatic scale in Bb or Eb.
- 6 - Introduce music for the next concert or JV Band Festival at the director’s discretion.

Objectives for Month Six:

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

- Perform one octave scales in Bb, Eb, Ab, F, and C.
- Perform a one octave chromatic scale in Bb or Eb.
- Be able to distinguish between two notes played slightly out of tune.
- Be able to state the method of instrument adjustment that will bring either the higher or lower pitch in tune.
- Be able to define and perform the following terminology as it is introduced the chosen method book:
 - a. Tempo markings: allegro, allegretto, adagio, largo, vivace, maestoso, ritardando, andante, and moderato.
 - b. Dynamics: forte, piano, mezzo forte, mezzo piano, pianissimo, fortissimo, crescendo, decrescendo.
 - c. Articulations: legato, slur, tenuto, staccato, marcato.
 - d. Stylistic markings: accents, phrase markings, breath marks.
 - e. Meter markings: 4/4, 3/4, 2/4, and C.
 - f. Music notation: staff, bar lines, measures, treble and bass clef, key signature, note and rest names, ledger lines, etc.
 - g. Percussionists: flam, paradiddle, 5 and 9-stroke rolls, flamadiddle, flam-tap, and double paradiddle.
 - h. Percussionists: basic auxiliary instruments and timpani tuning.

Month Seven (March)

Primary Focuses:

- 1 - Review and reinforce the Bb, Eb, Ab, C, and F concert major scales.
- 2 - Review the one octave chromatic scale in Bb or Eb.
- 3 - Introduce concert pieces, grade 1-1 1/2, for the upcoming concert or JV Band Festival.
- 4 - Prepare for and attend JV Band Festival.

5 - Work on student retention and placement for the following year during this month.

6 - Continue emphasis on rhythmic literacy through the “rhythm of the day” concept or other educationally appropriate method.

7 - Introduce concert pieces grade 1-1 1/2 or higher.

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 one octave scales in the concert keys of Bb, Eb, Ab, F, and C.
- Be able to perform a one octave chromatic scale in Bb or Eb.
- Be able to rehearse and perform level-appropriate full band arrangements in preparation for upcoming performances.
- Be able to define and perform the following terminology as it is introduced in selected method book:
 - a. Tempo markings: vivace, allegro, andante, allegretto, moderato, adagio, largo, maestoso, ritardando, accelerando.
 - b. Dynamics: forte, piano, mezzo forte, mezzo piano, fortissimo, pianissimo, crescendo, and decrescendo.
 - c. Articulations: legato, slur, marcato, tenuto.
 - d. Stylistic markings: accents, phrase markings, breath marks.
 - e. Meter markings: 4/4, 3/4, 2/4, and C.
 - f. Music notation: staff, bar lines, measures, treble and bass clef, key signature, note and rest names, ledger lines, etc.
 - g. Percussionists: auxiliary and timpani techniques, flam, 5 and 9-stroke rolls, flam-tap, paradiddle, double paradiddle, and flamadiddle.
- Have played through appropriate pages in the selected method book.

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 - Reinforce the concert Bb, Eb, Ab, F, and C major scales.
- 4 - Reinforce the one-octave chromatic scale.

- 5 - 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.
- 6 - Continue emphasis on rhythmic literacy through the “rhythm of the day” or other educationally appropriate method.

Objectives for Month Eight:

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

- Be able to perform one octave scales in the concert keys of Bb, Eb, Ab, F, and C. Scale studies are also encouraged. (Thirds, arpeggios, etc.)
- Be able to perform a one octave chromatic scale.
- Have played selected exercises on scale pages in the selected method book.
- Be able to rehearse and perform full band arrangements in preparation for the Spring Concert.
- Be able to define and perform the following terminology as it is introduced in selected method book:
 - a. Tempo markings: vivace, allegro, andante, allegretto, moderato, adagio, largo, maestoso, ritardando, accelerando.
 - b. Dynamics: forte, piano, mezzo forte, mezzo piano, fortissimo, pianissimo, crescendo, and decrescendo.
 - c. Articulations: legato, slur, ties, marcato, tenuto.
 - d. Stylistic markings: accents, phrase markings, breath marks.
 - e. Meter markings: 4/4, 3/4, 2/4, and C.
 - f. Music notation: staff, bar lines, measures, treble and bass clef, key signature, note and rest names, ledger lines, etc.
 - g. Percussionists: auxiliary and timpani techniques, flam, 5 and 9-stroke rolls, 17 stroke rolls, flam-tap, paradiddle, double paradiddle, and flamadiddle.

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 major and chromatic scales previously introduced.
- 4 - Preparation for the written and performance final examination.

Objectives for the Intermediate Band Musician at the end of the year:

By the end of the Intermediate Band year, the student will:

- Have performed at least four grade 1-2 full band arrangements.

- Be able to perform one octave concert Bb, Eb, Ab, F, and C major scales.
- Be able to perform a one octave chromatic scale in Bb or Eb.
- Recognize and identify the names and fingerings or slide positions of all notes introduced in the selected band method book.
- Perform with good characteristic tone and appropriate range indicative of proper embouchure development.
- Initiate and release notes correctly.
- Be able to define and perform the following terminology as it is introduced in selected method book:
 - a. Tempo markings: vivace, allegro, andante, allegretto, moderato, adagio, largo, maestoso, ritardando, accelerando.
 - b. Dynamics: forte, piano, mezzo forte, mezzo piano, fortissimo, pianissimo, crescendo, and decrescendo.
 - c. Articulations: legato, slur, staccato, marcato, tenuto.
 - d. Stylistic markings: accents, phrase markings, breath marks.
 - e. Meter markings: 4/4, 3/4, 2/4, and C.
 - f. Music notation: staff, bar lines, measures, treble and bass clef, key signature, note and rest names, ledger lines, ties, etc.
 - g. Percussionists: auxiliary and timpani techniques, flam, 5 and 9-stroke rolls, 17 stroke, flam-tap, paradiddle, double paradiddle, and flamadiddle.
- Independently recognize and perform rhythmic patterns that involve the following: Whole, half, quarter, and eighth note and rest patterns, as well as dotted quarter and eighth note and rest patterns.
- 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 perform sixteenth note patterns, flams, flam-taps, paradiddles, flamadiddles, double paradiddles, flam-taps, 5 and 9-stroke rolls, 17 stroke rolls, and basic auxiliary and timpani techniques.

Concert Preparation Checklist:

- 1. Secure concert date on your school's master calendar.**
- 1. Fill out appropriate facility and activity forms.**
- 3. Plan program...submit to graphic arts.**
- 4. Provide information to custodians about equipment and set-up.**
- 5. Confirm climate control for concert date.**
- 6. Arrange for teacher chaperones to supervise at concert.**
- 7. Arrange for video an/or audio recording.**
- 8. Organize sound equipment.**
- 9. Send home concert information note, including attire requirements, etiquette, and call and dismiss times.**
- 10. Rehearse all concert procedures with your ensembles.**

