

MIDDLE SCHOOL BEGINNING BAND - 0470

Course Scope:

This one-year course is designed for any middle school student who desires to develop the ability to play a wind or percussion instrument. The course involves applying the basic fundamentals of music reading to the particular technique of the instrument being studied. This course may be repeated and is considered a preparatory course for progression into Intermediate and Advanced Band. This is an elective course for sixth, seventh and eighth grade students.

Course Goals:

1. To select an instrument based on individual characteristics of the student and demonstrate proper care and maintenance.
2. To produce a characteristic sound on an instrument through the use of correct embouchure, posture, and breath support.
3. To identify and interpret the note and rest values, meter signatures, and rhythmic patterns.
4. To recognize the note names and produce the appropriate pitches for the practical range of an instrument.
5. To demonstrate accurate playing of scales and literature.
6. To identify and interpret music terminology, tempo markings, and styles.
7. To develop an awareness and understanding of proper intonation.
8. To become aware of career opportunities in music.
9. To develop critical and analytical listening skills.
10. To develop an understanding of the relationship between music , the other arts, and disciplines outside the arts.
11. To develop improvisational and compositional skills.
12. To develop an understanding of music in relation to history and culture.
13. To utilize acquired musical skills in public performances.

COURSE STRUCTURE

PERFORMANCE OBJECTIVES

1. INSTRUMENTAL TECHNIQUE

1.1 - 1.8

- Instrument Selection and Acquisition
- Instrument Maintenance
- Tone Production
- Physical Considerations
- Articulation
- Fingering/Position/Sticking Accuracy
- Intonation
- Pulse Control

2. MUSIC LITERACY

2.1 - 2.8

- Note Identification
- Rhythmic Recognition
- Musical Terms and Symbols
- Repertoire
- Stylistic Considerations
- Improvisation
- Composition
- Scales

3. AESTHETICS

3.1 - 3.7

- Performance
- Analytical Listening
- Critical Listening
- Music in Relation to History and Culture
- Careers
- Relationship Between Music, the Other Arts, and Disciplines Outside the Arts

1. INSTRUMENTAL TECHNIQUE

**1.1 THE STUDENT WILL SELECT AND ACQUIRE AN INSTRUMENT APPROPRIATE TO HIS OR HER TALENT AND INTERESTS.
(1) (NS 2)**

1.1.A SUGGESTION: Have the students participate in a demonstration of all the instruments available to him within the beginning band. If possible the student should be given an opportunity to try out instruments in which he/she is interested.

1.1.B SUGGESTION: Give students a list of music vendors and suggested prices for rental and purchase of instruments.

1.1.C SUGGESTION: Provide students with a list of school instruments and loan policies.

**1.2 THE STUDENT WILL BE ABLE TO DEMONSTRATE PROPER ASSEMBLY, CARE AND MAINTENANCE OF HIS/HER INSTRUMENT.
(1) (NS 2)**

1.2.A SUGGESTION: Have students demonstrate the correct assembly procedure for each instrument.

1.2.B SUGGESTION: Provide students with a list of necessary items for proper instrument maintenance (i.e., cork grease, cleaning swab, valve oil, etc.)

1.2.C SUGGESTION: Have students demonstrate proper cleaning technique for each instrument.

1.2.D SUGGESTION: Discuss an instrument maintenance schedule.

**1.3 THE STUDENT WILL PERFORM WITH A CHARACTERISTIC TONE.
(2) (NS 2)**

1.3.A SUGGESTION: Expose students to good examples of proper tone for his/her instrument, utilizing both live performances and recorded samples.

1.3.B SUGGESTION: Have students demonstrate proper breathing technique.

1.3.C SUGGESTION: Have students demonstrate appropriate embouchure.

**1.4 THE STUDENT WILL DEMONSTRATE PROPER POSTURE AND HAND POSITION WHILE PERFORMING.
(2) (NS 2)**

1.4.A SUGGESTION: Have the student sit up straight, off the back of the chair, bringing the instrument into playing position without adjusting posture.

1.4.B SUGGESTION: Demonstrate the difference between proper and improper hand position.

**1.5 THE STUDENT WILL DEMONSTRATE A VARIETY OF ARTICULATIONS.
(6) (NS 2)**

1.5.A SUGGESTION: Have students identify the musical symbols for legato, staccato, and marcato articulations.

- 1.5.B SUGGESTION: Have students identify legato, staccato, and marcato articulations when heard.
- 1.5.C SUGGESTION: Have students demonstrate legato, staccato, and marcato articulations.
- 1.5.D SUGGESTION: Consistently check that the student initiates the sound with tongue, rather with an air or glottal attack.
- 1.5.E SUGGESTION: Provide vocal models for proper articulation concepts (i.e., dah, tah, tah, etc.)

**1.6 THE STUDENT WILL DEMONSTRATE MEMORIZATION OF FINGERINGS.
(4) (NS 2, 5)**

- 1.6.A SUGGESTION: Have students play by memory, scales in the concert keys of C, Bb, Eb, Ab, and Db, within the following ranges:

Flute/Oboe:	d below the staff to f above the staff
Clarinet:	e below the staff to c above the staff
Saxophone:	b flat below the staff to d above the staff
Trumpet:	g below the staff to g above the staff
Horn:	g below the staff to f above the staff
Trombone/Euphonium/Bassoon:	bottom line g to f above the staff
Tuba:	g below the staff to second space c

- 1.6.B SUGGESTION: Have students demonstrate the use of a fingering chart.
- 1.6.C SUGGESTION: Have students write in the fingerings for selected passages.
- 1.6.D SUGGESTION: Have percussion students write in the sticking for a selected passage.
- 1.6.E SUGGESTION: Have percussion students demonstrate proper sticking utilizing right hand lead on snare, as well as on the keyboard instruments.

**1.7 THE STUDENT WILL DEMONSTRATE AN AWARENESS OF VARIOUS TUNING PROCEDURES.
(7) (NS 2, 6)**

- 1.7.A SUGGESTION: Have students demonstrate the difference between in tune and out of tune playing.
- 1.7.B SUGGESTION: Have students demonstrate the use of a tuning device.
- 1.7.C SUGGESTION: Have students demonstrate the specific notes on the instruments which are inherently out of tune (i.e., d on the trumpet).

**1.8 THE STUDENT WILL PERFORM WITH A STEADY BEAT.
(3) (NS 2, 5)**

- 1.8.A SUGGESTION: Have students practice scales, exercises, and music with a metronome (or other audible beat device).
- 1.8.B SUGGESTION: Have students perform scales, exercises, and music without a metronome.

2. MUSIC LITERACY

2.1 THE STUDENT WILL DEMONSTRATE KNOWLEDGE OF THE LETTER NAMES OF ALL NOTES WITHIN THE PRACTICAL PLAYING RANGE (SEE

1.6.1). (4) (NS 5)

2.1.A SUGGESTION: Have students identify the names of notes on a written test.

2.1.B SUGGESTION: Have students identify the names of the notes within a particular musical work.

2.1.C SUGGESTION: Have students demonstrate how their own instrument relates to concert pitch by asking them to play given concert pitches (e.g. F concert).

2.1.D SUGGESTION: Have students explain how to find concert pitch for each of the instruments in the band.

2.2 THE STUDENT WILL DEMONSTRATE THE ABILITY TO PLAY AND NOTATE SIMPLE RHYTHMS. (3) (NS 5)

2.2.A SUGGESTION: Have students sight-read musical examples which incorporate whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, and 6/8 meter signatures.

2.2.B SUGGESTION: Have students notate aurally and visually performed rhythmic patterns.

2.3 THE STUDENT WILL IDENTIFY AND DEFINE STANDARD NOTATION SYMBOLS AND TERMS. (6) (NS 5)

2.3.A SUGGESTION: Have students identify and define standard notation symbols and terms for

Pitch
Rhythm
Dynamics
Tempo
Articulation
Expression

2.3.B SUGGESTION: Have students maintain a vocabulary list of symbols and terms found within their music.

2.3.C SUGGESTION: Have students define terms within a new piece of music, demonstrating their knowledge through the performance.

2.4 THE STUDENT WILL PERFORM A VARIED MUSICAL REPERTOIRE WITH ACCURACY AND MUSICALITY. (5) (NS 2)

2.4.A SUGGESTION: Have each student demonstrate his/her ability to play the specific part with accurate notes within literature with a level of 1-2.

2.4.B SUGGESTION: Have each student demonstrate his/her ability to play the specific part with appropriate expression within literature with a level of 1-2.

**2.5 THE STUDENT WILL DEMONSTRATE AND PERFORM THE STYLISTIC MARKINGS AS INDICATED IN THE MUSIC.
(6) (NS 2)**

2.5.A and SUGGESTION: Have students define articulation markings such as accents, slurs, legato markings.

2.5.B and SUGGESTION: Have students perform articulation markings such as accents, slurs, legato markings.

2.5.C SUGGESTION: Have students maintain a log of all articulation markings learned.

**2.6 THE STUDENT WILL PERFORM MELODIC AND/OR RHYTHMIC IMPROVISATIONS ON A GIVEN SET OF NOTES.
(11) (NS 3)**

2.6.A a SUGGESTION: Have students improvise a 2-measure rhythmic pattern in response to 2-measure rhythmic pattern introduced by the teacher.

2.6.B SUGGESTION: Have students participate in “call and response” exercises where the teacher creates a melody using notes from a particular scale and the rest of the class repeats the figure starting on the tonic and moving in stepwise motion.

2.6.C a SUGGESTION: Have students improvise a 2-measure melodic pattern in response to 2-measure melodic pattern introduced by the teacher.

2.6. D SUGGESTION: Have students improvise a melodic line given the Bb pentatonic scale while the band performs a rhythmic ostinato pattern in accompaniment.

**2.7 STUDENTS WILL COMPOSE SHORT MELODIES.
(11) (NS 4)**

2.7.A SUGGESTION: Have students compose a solo piece based on a 4-measure rhythmic motive.

2.7.B SUGGESTION: Have students compose a solo piece of at least 4 complete measures demonstrating accurate usage of musical symbols.

2.7. C SUGGESTION: Have students compose a short (i.e. 8-16 measures) piece designed to create a specific feeling or mood.

2.7.D SUGGESTION: Have students compose a short piece demonstrating the use of compositional devices below.

Phrase construction
Repeated motives
Chord progression/resolution

2.7.E SUGGESTION: Have students compose a work using non-standard sounds/notation symbols while demonstrating the use of compositional devices.

2.8 THE STUDENT WILL PERFORM A VARIETY OF CONCERT PITCH SCALES FROM MEMORY.

(5) (NS 2)

- 2.8.A SUGGESTION: Have each student demonstrate his/her ability to play diatonic and chromatic scales in the keys of C, F, Bb, and Eb on a weekly basis.
- 2.8.B SUGGESTION: Have students demonstrate the ability to play diatonic and chromatic scales using a variety of articulations.
- 2.8.C SUGGESTION: Have students demonstrate the ability to play at least two octaves of diatonic and chromatic scales in the keys of C, F, Bb, and Eb at a regular tempo marking on a weekly basis.

3. AESTHETICS

3.1 THE STUDENT WILL PARTICIPATE IN A NUMBER OF VARIED PERFORMANCES THROUGHOUT THE YEAR.

(13) (NS 2)

- 3.1.A SUGGESTION: Have students participate in the district Solo and Ensemble Festival.
- 3.1.B SUGGESTION: Have students participate in a variety of performance venues and settings.
- 3.1.C SUGGESTION: Have students perform for each other at least once each semester.

3.2 THE STUDENT WILL ANALYZE A PARTICULAR WORK IN TERMS OF THE ELEMENTS OF MUSIC INCLUDING INSTRUMENTATION, TEXTURE AND STYLISTIC CONSIDERATIONS.

(9) (NS 6)

- 3.2.A SUGGESTION: Have students analyze each of the musical selections in the band folder using a Music Analysis Sheet (see appendix).
- 3.2.B SUGGESTION: Upon listening to a particular work, have [the] students list the instruments they heard.
- 3.2.C SUGGESTION: Have students indicate/discuss how instrumentation affects both texture and style.
- 3.2.D SUGGESTION: Have students listen to a different instrumentation of the piece used in 3.2.B, and indicate how the different instruments change the effect of the music (e.g. texture, style). EX: Pachelbel's Canon

3.3 THE STUDENT WILL CRITIQUE A VARIETY OF PERFORMANCES.

(9) (NS 7)

- 3.3.A SUGGESTION: While listening to a tape of their own performance, have students differentiate between correct and incorrect notes and rhythms.
- 3.3.B SUGGESTION: Have students list the characteristics of a musical performance.

3.3.C SUGGESTION: Have students list both the positive and negative qualities of a performance by evaluating either a taped performance or a performance of another section within the band.

**3.4 THE STUDENT WILL PERFORM MUSIC REPRESENTING A VARIETY OF MUSICAL PERIODS AND CULTURES.
(12) (NS 9)**

3.4.A SUGGESTION: Have students perform music written by male and female composers from at least three different periods.

3.4.B SUGGESTION: Have students write a biographical paragraph on each of the composers in 3.4.A.

3.4.C SUGGESTION: Have students perform music from at least three different cultures using authentic, characteristic instruments.

3.4.D SUGGESTION: Have students write comprehensive program notes to address the cultural background/perspective of one of the three selections referred to in 3.4.C.

**3.5 THE STUDENT WILL DISPLAY A KNOWLEDGE OF THE HISTORICAL AND CULTURAL CONTEXT OF THE MUSIC BEING PERFORMED.
(12) (NS 9)**

3.5.A SUGGESTION: Have students create a bulletin board based on a "Composer of the Month" including information on the period, nationality, and works composed.

3.5.B SUGGESTION: Have students give introductory remarks before the playing of each selection at a public concert including information on the following:

Composer
Historical period
Cultural context

**3.6 THE STUDENT WILL BE AWARE OF CAREER CHOICES AVAILABLE IN MUSIC.
(8) (NS 9)**

3.6.A SUGGESTION: Invite members of various music professions to present information to the band about their careers in music.

3.6.B SUGGESTION: Have students help with administrative duties, library duties, or peer mentoring to sample varied aspects of the music industry and teaching professions.

3.6.C SUGGESTION: Have appropriate students serve as student conductors.

3.6.D SUGGESTION: Have students view the film "Career Choices in Music" available at all High School Career Centers.

**3.7 THE STUDENT WILL DEMONSTRATE AN UNDERSTANDING OF THE RELATIONSHIPS BETWEEN MUSIC, THE OTHER ARTS, AND DISCIPLINES OUTSIDE THE ARTS.
(10) (NS 8)**

3.7.A SUGGESTION: Have the students relate fractions to time signatures.

- 3.7.B SUGGESTION: Have the students create visual pictures depicting what a composition portrays.
- 3.7.C SUGGESTION: Have the students learn musical terms in foreign languages.
- 3.7.D SUGGESTION: Lead the students to understand the physics of sound production and acoustics.
- 3.7.E SUGGESTION: Have students present and discuss samples of art and architecture from the same period as the music being performed.