

Band, Beginning

Grade Level: 6

Length of course: Two semesters

Course Description: This class is open to any student without previous music experience, or to those with less than one year's experience. The instruments taught are restricted to those normally found in band classes.

Readiness Standards:

- Work cooperatively with others
- Be able to follow the conductor's directions
- Possess abilities adequate to play a musical instrument

Strands

Mastery Core Objectives

The Musician

- Work cooperatively with others
- Understand individual role in group
- Demonstrate dependability and reliability

The Instrument

- Identify parts of the instrument
- Properly assemble and disassemble instrument
- Demonstrate proper maintenance, cleaning and storage of instrument

Playing Posture

- Develop playing posture: total body, arm, hand, wrist, and finger position
- Position chair, stand, and body to be able to watch the conductor at all times

Concert and Rehearsal Techniques

- Understand and follow conducting patterns and gestures
- Develop peripheral vision
- Stop playing, look, and listen when the conductor stops the ensemble

Tone Quality

Woodwinds/Brass:

- Develop a tone quality characteristic to the instrument
- Use proper breathing techniques to produce evenly sustained tones using a good embouchure
- Develop awareness of ways to improve tone production

Tone Quality, cont'd.

Percussion:

- Produce an even sound with both hands while playing appropriate level rudiments
- Know and apply appropriate placement of percussion beaters, mallets, and sticks

Techniques

Woodwinds/Brass:

- Develop tonguing and breathing techniques in the attack and release of standard articulation, legato, accents, and slurs
- Brass: develop ability to use slurs on consecutive harmonies (lip slurs)
- Trombone: develop proper slur technique with slide and tongue

Snare Drum:

- Produce characteristic single, double, and multiple bounce strokes
- Identify and play the following rudiments: single paradiddle, flam, flam tap, flam accent
- Identify and perform an eighth note (5 Stroke), a quarter note (9 Stroke) and a half note (17 Stroke) roll
- Develop ability to play on the rim and rim shots

Bass Drum, Cymbals, Auxiliary Percussion:

- Develop ability to play with proper technique

Mallets:

- Develop peripheral vision for bar identification
- Play rolls from open to closed to open

Intonation

- Identify and use the tuning mechanisms of the instrument
- Develop the ability to tune to a given pitch
- Develop the ability to improve intonation by making appropriate adjustments in embouchure, posture, breath support, and the instrument

Pitch Perception

- Memorize names of notes and identify on appropriate staff
- Identify and perform scales in concert Bb, F, Eb, and an octave of the chromatic scale
- Identify key signatures
- Identify and play sharp, flat, and natural signs
- Employ appropriate alternate fingers and positions
- Identify and play pitches within the following ranges:

Pitch Perception, cont'd

Flute/Oboe – e flat 1 to c3
Mallets – b flat to f2
Bb Clarinet – e to c2
Eb Saxophone – d1 to a2
Bassoon – B flat to c1
Cornet/Trumpet - a to c2
Horn – g to d2
Trombone/Baritone – A to c1
Tuba – AA to c

Rhythmic Perception

- Develop ability to count and perform rhythm patterns including: whole, half, quarter, eighth, dotted half, and dotted quarter notes and rests; percussion to include: sixteenth notes
- Define and perform 4/4, 3/4 and 2/4 time and pickup notes, caesura/fetura

Melodic Perception

- Identify, define, and use correct phrasing techniques
- Interpret and apply phrasing and breath marks
- Define and recognize melodic contour using steps, skips, and leaps
- Play familiar, simple tunes by ear
- Balance within the section and within the total ensemble

Symbols and Terms

- Demonstrate symbols and interpret through performance: repeat sign, solo/soli/tutti, divisi/unison, accent, first and second endings, one and two measure repeat signs, multiple measure repeats and rests, and D.C. and D.S. al Fine
- Identify and perform entire range of dynamic markings and symbols including: crescendo/decrescendo, pp, p, mp, mf, f, ff, sfz
- Demonstrate Largo, Andante, Allegro, Vivo, Presto, Maestoso, Moderato, Ritardando, Rallentando, Accelerando

Notation and Composition

- Draw/dictate notes, rests, and musical symbols previously introduced
- Complete a given melody by filling in the missing notes
- Compose an ending to a given melody

Music Appreciation

- Develop knowledge and appreciation of various styles of music other than current popular trends through listening in the classroom and attending live performances

Ongoing Learner Goals:

- Work cooperatively with others
- Improve technical skills on instrument
- Develop skills needed to perform on instrument outside of class
- Use musical instruments with proper care
- Improve awareness of music fundamentals