

# **Beginner Level Band – Objectives**

(state goals) (NATIONAL STANDARDS IN CAPS)

Assembly and daily care of student's instrument (26.B.2c)

CORRECT PLAYING POSITION, correct hand/finger positions (26.B.2c)

PROPER BREATHING AND TONE PRODUCTION, PROPER TONGUING TECHNIQUE (26.B.2c)

Develop a sense of intonation and proper embouchure (26.B.2c)

DEVELOP NOTATION FUNDAMENTALS – COUNTING RHYTHMS, IDENTIFY NOTES (on staff and rhythmically) by name (25.A.2c, 26.A.2d)

DEVELOP RHYTHM READING, UNDERSTAND AND EXECUTE SIMPLE METERS AND RHYTHMS (25.A.1c, 25.A.2c, 26.A.2d)

EXPOSE STUDENTS TO ENSEMBLE PLAYING (Band rehearsals) (26.A.2c, 26.A.3d)

Develop rehearsal procedures and etiquette (26.A.3c)

EXPOSE STUDENTS TO MUSIC FROM DIFFERENT CULTURES (26.B.3c)

Provide own accompaniment with a self-created steady, consistent beat (hand-eye-foot coordination)

Accurately play B Flat Concert Scale from memory

BEGIN TO UNDERSTAND RELATIONSHIPS BETWEEN MUSIC AND OTHER DISCIPLINES LIKE MATH AND READING (25.B.1)

## Specific Instrumental Pedagogies:

Flutes – Know fingerings and play notes ranging from low D to high C.

Oboes – Effective half-holing, reed maintenance, know fingerings and play notes ranging from low D to high B flat.

Clarinets – Avoiding bridge keys. Play notes ranging from low F to G above the break. Effectively play through break.

Saxophone – Proper neck strap and mouthpiece adjustment. Play notes ranging from low D to high C.

Cornets/Trumpets – play notes ranging from low G to C on staff. Be able to identify partials, move effectively to and from each partial, and begin developing lip slurs.

Trombones/Baritones – play notes ranging from low G to high C, Be able to identify partials, move effectively to and from each partial, begin developing lip slurs, slide accuracy for all positions except 5<sup>th</sup> and 7<sup>th</sup>.

Percussion – be able to keep a steady, consistent beat, experience on snare, bass drum, crash cymbals in addition to bells. Begin learning 16<sup>th</sup> note rhythms and 5 and 9 stroke rolls, and focus on alternating sticks. Be aware of standard rudiments.

Resources: Essential Elements 2000, Haskell Harr Percussion method, Alfred's Essentials of Music Theory, various band compositions up to grade 1½ (of grade 1-6).

## **Intermediate Level Band – Objectives**

Application, review and refinement of previously learned skills (26.B.2c)

DEVELOP SKILLS IN ARTICULATION (26.B.2c)

INTRODUCTION TO DOTTED AND COMPOUND RHYTHMS (6/8 TIME) AND ALLE BREVE (26.A.2d)

EXPOSE STUDENTS TO SOLO PLAYING (26.A.2d)

DEVELOP CONTROL IN INTERPRETATION, SUCH AS DYNAMICS, BLEND, PHRASING, BALANCE, AND STYLE (25.A.2c, 25.A.3c, 26.B.3c)

EXPOSE STUDENTS TO SMALL ENSEMBLE PLAYING (26.A.2d)

CONTINUE TO EXPOSE STUDENTS TO MUSIC FROM DIFFERENT CULTURES (26.B.3c)

Continue scale development through 3 sharps and three flats, introduce chromatic scales.

Explore and apply the concept of enharmonic tones

BEGIN TO DEVELOP CRITERIA FOR EVALUATING THE QUALITY AND EFFECTIVENESS OF PERFORMANCES

DEVELOP UNDERSTANDING OF RELATIONSHIPS BETWEEN MUSIC AND OTHER DISCIPLINES (HISTORY, SCIENCE, MATH, READING COMPREHENSION AND ART) (25.B.2)

### Specific Instrumental Pedagogies:

Flutes – Know fingerings and play notes ranging from low C to high G, trills

Oboes – Effective half-holing, reed maintenance, know fingerings and play notes ranging from low C to high D.

Clarinets – Avoiding bridge keys. Play notes ranging from low E to high C. Effectively play through break.

Saxophone – Proper neck strap and mouthpiece adjustment. Play notes ranging from low C to high E.

Cornets/Trumpets – play notes ranging from low G to high E/F. Be able to identify partials, move effectively to and from each partial, lip slurs.

Trombones/Baritones – play notes ranging from low G to high F, Be able to identify partials, move effectively to and from each partial, lip slurs, and strive for slide accuracy for all positions.

Percussion – introduce timpani, various accessories; continue work on bells, snare and bass drums.

Continue focus on alternating sticks. Learn and effectively play first 13 standard rudiments.

Resources: Rubank Elementary and Intermediate method books, Haskell Harr Percussion method, Alfred's Essentials of Music Theory, Fussell Exercises for Ensemble Drill, Foundations For Superior Performance, various solo, ensemble, and band compositions up to grade 2½.

## Advanced Level Band – Objectives

Application and refinement of previously learned skills (26.B.2c)

Develop advanced technical skills, such as alternate fingerings (26.A.4c)

LEARN AND APPLY BASIC THEORY CONCEPTS, INCLUDING THE CIRCLE OF 5THS, SOLFEGE, SINGING AND PLAYING SIMPLE CHORDS, AND COMPOSING MUSIC WITHIN SPECIFIC GUIDELINES

EXPLORE COMPLEX METERS, SUCH AS 5/4 OR 7/8

DEVELOP EXPERIENCE IN VERSATILITY IN STYLE AND PERFORMANCE (26.A.3d)

CONTINUE ADVANCED EXPERIENCE IN SOLO AND ENSEMBLE AND BAND CONTEST (26.A.2c, 26.A.3c)

CONTINUE ADVANCED STUDY OF STYLE OF COMPOSERS AND LITERATURE OF ALL TYPES (26.B.3c, 26.B.4c)

CONTINUE TO EXPOSE STUDENTS TO MUSIC FROM DIFFERENT CULTURES (26.B.3c)

Continue scale development, including chromatic and minor scales

EFFECTIVELY CRITIQUE GROUP AND PERSONAL PLAYING FOR GRADE ASSESSMENT AND IMPROVEMENT

CONTINUE TO DEVELOP UNDERSTANDING OF RELATIONSHIPS BETWEEN MUSIC AND OTHER DISCIPLINES, AND DEVELOP APPRECIATION FOR ITS ROLE IN SOCIETY (27.B.2)

### Specific Instrumental Pedagogies:

Flutes – Know fingerings and play notes ranging from low C to high B flat, trills and embellishments

Oboes – Know fingerings and play notes ranging from low C to high E, trills and embellishments.

Clarinets – Play notes ranging from low E to high F/G. Effectively play through break, including trills and embellishments

Saxophone – Proper neck strap and mouthpiece adjustment. Play notes ranging from low C to high F, begin to study vibrato

Cornets/Trumpets – play notes ranging from low G to high A/B/C. Be able to identify partials, move effectively to and from each partial, lip slurs.

Trombones/Baritones – play notes ranging from low E to high G, Be able to move effectively to and from each partial, lip slurs, and strive for slide accuracy for all positions.

Percussion – continue work with timpani, various accessories; continue work on bells, snare and bass drums. Develop section as unique entity. Continue focus on standard rudiments, learning second 13.

Resources: Rubank Intermediate and Advanced method books, Haskell Harr Percussion method, Alfred's Essentials of Music Theory, Fussell Exercises for Ensemble Drill, Foundations For Superior Performance, various solo, ensemble, and band compositions up to grade 4 (or higher!).