



**FOREST LAKE AREA SCHOOLS
FOREST LAKE, MN 55025**

January 6, 2011

AGENDA ITEM: 12.1

TOPIC: FIRST READING OF KICK START BAND 7

BACKGROUND: In the fall of 2010, curriculum discussions led to a .5 credit increase in the science requirement at 7th grade. This increase will take effect in fall of 2011. With the increase in 7th grade science, discussions around elective offerings at the Jr. High level led to the decision to offer 2 credits of elective choice for all 7th and 8th grade students, beginning in the fall of 2011. Elective departments have worked throughout the fall of 2010 to update current offerings or create new course offerings in elective areas. Some offerings will be tailored to mixed groups of 7th and 8th grade students, while some offerings will be offered to grade level students at either grades 7, 8 or 9.

PROCESS: As part of the Music Curriculum Review process, the music department sees a need for an opportunity for students to have beginning band instruction at grade 7. Students would be placed in this course for the following reasons:

1. Did not start playing an instrument in grade 6
2. Choose to switch to a different instrument per student or teacher
3. Need some remedial instruction to get up to speed with their 7th grade music peers (per teacher recommendation)

Students in this class would meet every day for the first semester, with the goal being for them to join their 7th grade music peers in a regular 7th grade band section for the second semester.

RECOMMENDATION: First reading of a proposal to offer a new 7th grade elective, Kick Start Band 7, for 2011-12 school year.

Course Outline

Course name: Elementary Band

Grade: 6

Course description:

Introduction to fundamental techniques of performance on wind and percussion instruments.

Standard(s) Information:

Minnesota Academic Standards Arts K-12 - #3501.0630 – Grades 6 - 8

Artistic Interpretation

Standard:

The student will understand and use artistic processes to analyze and interpret a variety of works in at least two of the three arts areas required to be offered by a school from the following: dance, music, theater, and visual arts.

Artistic Creativity and Performance

Standard:

The student will understand and use artistic processes to create and perform in at least two of the three arts required to be a school from the following: dance, music theater, and visual arts.

Learner Outcomes:

Students will:

Experience:

- A varied repertoire of instrumental music alone and with others.
- Musical elements through listening.
- Relationships between music, the other arts, and disciplines outside the arts.
- Music in relation to history and culture.

Label:

- Melodic, rhythmic and expressive printed musical symbols and terminology.
- Musical elements through listening.
- Music through use and performance.
- Music in relation to history and culture.

Demonstrate:

- Melodic, rhythmic and expressive printed musical symbols and terminology.
- Music in relation to history and culture.
- Growth in technical development on individual instruments.

Course content:

A. Pitch/Melody

1. Distinguish between high and low.
2. Practical playing range achieved by spring of grade 6 by instrument:

Flute	low Eb to high D
Clarinet	low E to high G on top of staff
Oboe	practical playing range
Saxes	low C to high C
Trumpet	low Bb to high D
French H	low A to 4th line D (using only horn in F)
Trb/ Barit	low A to C above staff
Tuba	low A to 2nd space C
3. Play scales in the concert keys of Bb and Eb.
4. Introduce key signatures of concert Bb and Eb.
5. Introduce one octave chromatic scale beginning on concert Bb.
6. Introduction to concept of key signature.
7. Introduction of half and whole steps.
8. Demonstrate knowledge of functioning accidentals.
9. Play a simple melody by ear.

B. Harmony

1. Introduce and play in unison.
2. Begin to distinguish between same and different.
3. Introduce to and begin to distinguish between melody and harmony.
4. Perform a melody and harmony part within a 2 or 3-part chorale.

C. Rhythm/Meter

1. Distinguish between sound and silence.
2. Perceive and perform steady beat.
3. Know and explain top and bottom of time signatures:
4/4, 3/4, 2/4, C - common time.
4. Note and rest values: whole, half, dotted half, quarter, eighth, dotted quarter followed by eighth.
5. Count, clap and play these note and rest values in any combination.
6. Read and play note and rests in any combination.
7. Introduction to and begin to understand pickup (anacrusis).
8. Move from a syllabic approach of rhythm to a numerical universal counting system to understand and explain rhythmic structure.
9. Utilize methods to promote understanding of beat placement, rhythm, and notation.

D. Tempo

1. Continue to develop playing with internal pulse and steady beat.
2. Introduction to tempo development.
3. Acknowledge tempo changes by following a conductor.
4. Play repeated eighth notes in a scale passage at mm=quarter note=60.
5. Follow conducting gestures.
6. Introduction to maintaining a given tempo while following the conductor.

E. Terms/Symbols

1. Know, identify, define and use:
Double bar, staff measure, repeat sign, difference between tie and slur, first and second endings, breath mark, D.C. al Fine, dynamics: p, mp, mf, f, crescendo, decrescendo.
2. Introduction to:
Articulations: accents, long (tenuto), staccato (short), fermata.
Tempos and changes: andante, moderato, allegro, accelerando, ritardando,
Dynamics: ff, pp
D.S. al Fine
Coda
Enharmonic Tones.
3. Introduction to the function of accidentals.
4. Introduction to the concept of key signature.

F. Form

1. Introduction of phrases as musical sentences and breath opportunity.

G. Timbre

1. Demonstrate basic tone production on own instrument.
2. Introduction to relationship of one's tone within instrument families of ensemble.

H. Music History/Culture

1. Explore differences and diversity in music and culture through chosen performance literature.
2. Explore stylistic differences in music.

I. Performance

1. Articulation
 - a. Demonstrate tonguing - eighth notes at mm=60
 - b. Demonstrate slurring - eighth at mm=60
 - c. Introduction to use of accents.
 - d. Introduction to use of staccato.
 - e. Introduction to use of legato tonguing.
2. Playing Etiquette
 - a. Demonstrate correct posture.
 - b. Demonstrate correct hand, arm, and finger positions.
 - c. Demonstrate correct embouchure formation.
 - d. Demonstrate understanding of proper abdominal breathing technique.
 - e. Demonstrate correct proper care & maintenance for own instrument.
 - f. Demonstrate correct behavior for concert setting.
3. Ensemble Development
 - a. Introduction to balance within the ensemble .
 - b. Introduction to mechanical adjustment of individual instruments to improve intonation.
 - c. Introduce proper breathing technique for good tone production as it relates to breath support.

- d. Introduction to phrasing - first through breath support through two and then four measures.
 - e. Introduce practical alternate fingerings as appropriate to performance.
 - f. Introduction of responding to conductor's gestures.
 - g. Perform literature at 1 1/2 level.
4. Individual Needs of Instruments - Introduced and practiced in lessons.

All Wind Instruments:

- 1. Demonstrate proper hand, sitting and posture position.
- 2. Demonstrate proper cleaning technique.
- a. Flute
 - 1. Demonstrate air support to maintain high notes vs. low.
 - 2. Introduction to octave slurs.
- b. Clarinet
 - 1. Demonstrate proper technique to "roll" to second space A.
 - 2. Demonstrate use of register key to attain high notes; i.e. "crossing the break" effectively.
 - 3. Introduce embouchure control for high notes.
- c. Saxophone
 - 1. Introduce octave slurs.
 - 2. Introduce embouchure control for ease of playing low and high notes.
- d. All Brass
 - 1. Demonstrate long tones and "sirens" using lip and mouthpiece buzz.
 - 2. Demonstrate proper tone and tongue position with use of lip and mouthpiece buzz.
 - 3. Demonstrate proper water valve usage.
- e. Trumpet
 - 1. Demonstrate lip slurs on valve/valve combinations: 0, 1, 2, 12, 13, 23.
 - 2. Introduce use of 3rd valve slide.
 - 3. Introduce mute usage if appropriate to music.
- f. French Horn
 - 1. Demonstrate lip slurs on valve/valve combinations: 0, 1, 2, 12, 13, 23.
 - 2. Demonstrate correct way to empty water from three areas of horn.
 - 3. Introduce singing to develop pitch matching.
- g. Trombone
 - 1. Demonstrate lip slurs on slide positions: 1, 2, 3, 4, 5, 6.
 - 2. Introduce appropriate slurring technique and legato tonguing.
 - 3. Demonstrate correct positions: 2nd, 3rd, 4th, 5th, and 6th.

4. Demonstrate appropriate slide technique: hand position and slide position.
- h. Baritone and Tuba
 1. Demonstrate lip slurs on valve/valve combinations: 0, 1, 2, 12, 13, 23.
 2. Reinforce necessity of long tones for development of lung capacity.
- i. Percussion - Mallets
 1. Demonstrate proper mallet grip.
 2. Demonstrate posture and mallet position on bells.
 3. Demonstrate basic mallet roll technique.
 4. Introduce to double stops, alternating and double stroke.
- j. Percussion - Drum
 1. Demonstrate proper stick grip.
 2. Demonstrate “buzz” roll.
 3. Introduce to double-bounce roll and some measured rolls: 5, 9, and 17-stroke.
 4. Introduce to flam, paradiddle, flam-tap, and ruff.
- k. Percussion - Auxiliary
 1. Introduce proper playing technique to include some experience on: tambourine, triangle, suspended cymbal, and crash cymbal.

Notes:

“Essential Elements for Band” - Book 1” band method is used for small group lessons and large group rehearsals.

Percussion students use the “Alfred Drum Method” – book 1 in addition to Essential Elements Combined Percussion book.

“Smart Music,” a music accompaniment software program is offered each year. Students are encouraged to purchase and utilize this program. Smart Music offers accompaniment with instant visual assessment, metronome, a tuner for intonation, as well as scale and technical exercises. Students can record themselves playing with accompaniment and e-mail their recordings to their teacher, family or friends. We have found that students who use Smart Music are better prepared and more confident in lessons than those students who do not.

“Basics for Band” by Rita Grethen is also used during the second semester as a warm-up and sight-reading supplement to the band method book. This book is provided by the school and is used only in rehearsals.

Updated: March 3, 2010