

Paredes MS Band Objectives- 2017/2018 School Year

6th grade beginning wind instruments, 1st semester

Proper handling, care, and hygiene of instruments will be prioritized. All students must be able to display and explain how to assemble and disassemble their instruments carefully. Students will know potential ways to damage their instrument in order to avoid damage. Students will be able to name all parts of their instruments. Woodwind students will understand and display proper care of reeds and swabs. Brass players will learn to appropriately oil their valves, and trombone players will learn to appropriately grease their slides.

Listening/Playing/Hand Positions - Students will demonstrate the correct way to sit in their chairs without and with their instruments. Students will demonstrate the correct way to sit in listening and in ready position. Students will be able to correctly set up their stands and chairs. Students will demonstrate correct hand position for their instrument. Students will be able to explain to each other exactly how to hold their instrument, including: shape of hands, placement of fingers, etc.

Breathing/Air Usage - Students will demonstrate an understanding of correct usage of air through the instrument without tone production. Students will be able to demonstrate the correct volume and speed of air without surges or decay. Students will be able to produce a steady airflow without sound production for a minimum of 8 counts.

Tone- Students should be able to make a consistent sound on both their mouthpiece and their instrument for a total of eight beats. Mini instruments will consistently match to appropriate pitch and brass players will establish a clear, gradual siren. Emphasis will be placed on consistently matching brass pitches with lip vibration, as well as maintaining pitch through a firm, consistent woodwind embouchure.

Models- Students will be given a “playlist” of appropriate performers on their instrument. Students will be expected to listen to models of characteristic sounds on a daily/weekly basis. Students will be able to name some of the players that they have listened to or listen to on a daily basis.

Literacy- All students will habitually model an order of performance- counting out loud, tracking music with their fingers, dictating letter names, singing on their appropriate syllable, and simulating on their mouthpiece before performing a piece of music.

Articulations- Students will know where they should articulate, what syllable should be used, and be able to clearly explain why. Students will demonstrate correct articulation on mouthpieces and

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instrument assemblies. Teacher will evaluate strength and appropriateness of articulation for each instrument. As soon as the proper articulation is established, it should be used for each note start.

Rhythms- Whole, Half, Quarter, and Eighth note rhythms will all be expected to be accurately counted and performed using the correct articulations and syllables. The concept of a dot will be applied to a half note. Students will be able to count these rhythms in any combination using the “1 and” counting system. All students are expected to sit correctly and tap their feet with a steady quarter note pulse whenever counting or performing.

Concepts- Students will learn a fundamental vocabulary including staff, their appropriate clef, and rhythmic names. Students will be able to name all notes, including both above and below the staff. Students will understand and apply proper counting to 2/4, 3/4, and 4/4 time signatures.

Range- All instruments will be expected to perform at least their first 7 notes (Concert A to G). Saxophone students will be expected to learn a 1 octave Bb scale.

Repertoire- Each class will work at a steady pace through their beginner method book, Tradition of Excellence, covering lines 1 through 50 and reinforcing all above concepts. Weekly chair tests will be used to accurately monitor individual student progress. Each class will learn their own individual song to perform at our Winter Concert displaying an understanding of the above concepts that is appropriate to their playing ability. Three grade ½ pieces will be selected that appropriately match our students’ abilities.

Advanced Repertoire- Students or classes that display an exemplary knowledge of concepts can move forward through more advanced concepts. A more advanced Winter Concert class line can be used as a means of addressing an advanced classes needs. Individual students that have progressed beyond their classmates will have the opportunity to engage in self-directed learning through SmartMusic applications, before, and after school tutorials.

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6th grade beginning wind instruments, 2nd semester

Proper handling and care of instruments will be further reinforced. Students will be expected to model proper assembly and care of their instruments as well as proper listening and playing positions at all times.

Breathing- All students will be able to breathe correctly through their mouth, pushing consistent and. Students should all be able to exhale for twelve steady beats.

Tone- Students should be able to make a consistent sound on their voice, mouthpiece, and their instrument for a total of sixteen beats. Emphasis will be placed on consistently matching and centering brass pitches, as well as achieving proper pitch through a firm woodwind embouchure. Basic intonation tendencies will be introduced and addressed.

Models - Students will continue to develop their “playlist” to include more band and orchestra music to further deepen their understanding of appropriate sounds, styles, and artistry. Students will be exposed to live performances by mature high school players, college students, and/or professionals as part of hearing a characteristic and developed sound ideal.

Rhythms- Students will be expected to both count and perform whole, half, quarter, and eighth note, dotted half and quarter note, tied, & syncopated 8th rhythms. All students are expected to demonstrate appropriate posture and tap their feet and with a steady eighth note pulse whenever counting or performing.

New Concepts- Students will display an understanding and application of key signatures, slurs, first and second endings, repeats, codas, basic articulations (staccato, accents), basic dynamics (*pp* to *ff*, crescendo, decrescendo), tempo markings (Andante, Allegro, Moderato)

Range- All instruments will be expected to perform up to at least a high D concert above their B flat scale, but with a goal of a 2 octave F concert scale. All classes are expected to learn 4 major scales (Bb, Eb, Ab, and F concert) in one octave, played in quarter notes. Advanced classes can cover the C and G concert scales & expanded scale ranges.

Sight Reading - Students will be introduced to sight reading procedures on the most basic level. Students will be given the opportunity to count new lines (not in the book so they are truly new) on a regular basis. Students will be taught the process of counting a line, saying note names on a line, fingering and playing with air only, and performing a new line.

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Repertoire- Each class will continue to work at a steady pace through their Tradition of Excellence, completing all concepts listed above in the book by the end of the year. Supplemental transitional material will be applied including long tones (Foundations Long Tones 1A-1D), lip slurs, and introductory scale studies (Trad of Ex p. 43). Each class will learn their own ensemble to perform at our spring fundraiser concert, demonstrating an understanding of the above concepts. Our spring concert will feature three to four grade 1 pieces that appropriately match our students' abilities and serve as learning tools for basic balance and blend between sections.

Advanced Repertoire- Students or classes that display an exemplary knowledge of concepts can move forward through more advanced concepts. A more advanced solo can be used as a means of addressing an advanced classes needs, incorporating 7th grade concepts. Individual students that have progressed beyond their classmates will have the opportunity to engage in self-directed learning through SmartMusic application, with the possibility of learning a more advanced solo or small ensemble piece for performance at our spring ensemble recital. The possibility of a "junior varsity" band of more advanced 6th graders will be followed up with in January.

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6th grade/beginning percussion students, 1st semester

Instruments/Materials - Students will demonstrate an understanding of how to care for all instruments as introduced.

Proper Grip is instructed and thoroughly reinforced. Classes cannot move forward until all students display both knowledge and application of a proper fulcrum as well as wrist movement with appropriate stick heights.

Rhythms- Whole, Half, Quarter, and Eighth notes are both counted and performed while maintaining a steady foot pulse. The concept of a dot is applied to whole, half, and quarter notes. Syncopated eighth notes are successfully counted and performed with correct stickings. Sixteenth notes are introduced.

Concepts/Rudiments- Single strokes, Double Strokes, Paradiddles, syncopation

Mallets- Note names are learned and located both on a staff and on keyboards. Diatonic melodies using above rhythms are learned.

Repertoire- Wylie snare lessons 1-5 are completed, with 6 and 7 introduced. Mallet lessons are drawn from Wessels #1-24.

Advanced Repertoire- Fast moving students will receive supplemental keyboard pieces, and will have the chance to cover auxiliary parts at our concert.

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6th Grade percussion, 2nd Semester

Proper Grip is reinforced on a daily basis through 1 on 1 attention during warm-ups on both snare and mallets.

Rhythms- 16th notes in any combination with 8th notes (1e-a,). Buzz strokes

Concepts/Rudiments- Single strokes, Paradiddles, buzz rolls, flams, Chicken and a Roll

Mallets- Note names are fully learned and identified, and are removed/covered up from all keyboards. All 12 tetrachords and Major scales are learned in the order of circle of 5ths. All students have a clear understanding of key signatures and their applications to repertoire.

Timpani technique will be introduced. Expectations include a proper stroke, mallet selection, and appropriate tuning.

Repertoire- Wylie snare lessons 8-12 are completed, along with supplemental snare exercises from Wessels and Row-Loff. Remaining Wessels exercises will be used for Mallet repertoire, Grade 1 percussion ensemble piece will be learned

Advanced Repertoire- Students will be able to begin learning middle school pep band music on both snare and mallets, and will again touch on several auxiliary parts for our end of the year concert. Students will experience their first ensemble piece (Grade 1), performing at our fundraiser recital.

Paredes MS Band Objectives- 2017/2018 School Year

7th grade wind instruments

Proper Handling, Care, and Hygiene; Listening, Performing, and Hand Positions

All students will be held to same standards of 6th grade handling and positioning. This will be re-introduced in the opening weeks of 7th grade classes and be expected of all students by the third week of school. All students will consistently and correctly demonstrate:

- Correct instrument assembly, disassembly , and routine care
- Correct posture (including instrument carriage)
- Correct hand position
- Correct breathing procedures with and without instrument
- Correct foot tapping at varied tempos

Ensemble- The primary focus of 7th grade will be making sure that all students understand the nuances of balance and blend associated with full ensemble performances. Our most important concepts will be balancing within sections, balancing between sections, blending with other instruments, & listening across the room. Students will be able to explain and demonstrate an understanding of the 3 primary levels of listening: 1-Individual, 2-Section, 3-Group.

Tone Production - Students will accurately produce a characteristic sound on long tones. Emphasis will be placed on maintaining a steady and consistent tone from start to finish for up to 16 counts. Four measure phrases will be strongly prioritized.

Range- All students will be capable of making a characteristic sound on their instrument with a wider range than in 6th grade. This will include the B flat, E flat, F, A flat, C, and G concert Major scales along with their chromatic scale in ranges listed on their Region 18 scale sheets.

Articulation - Students will demonstrate appropriate note starts using the appropriate syllables. Students will be able to communicate the correct point of articulation on their instrument or in their mouth. Articulations include staccato, tenuto, and marcato, and accents.

Rhythm- All students will be able to demonstrate accurate counting & performance of all quarter, eighth, dotted quarter and syncopated 8th note rhythms introduced in their 6th grade method book. Additional new rhythms include sixteenth note rhythms (1e&, 1&a, 1e&a).

Literacy- All concepts from our order of performance will be fully internalized and reinforced in every rehearsal. All students will clearly understand and engage in the sight-reading process, and will be capable of successful, accurate grade 1 sight-reading with attention to notes, rhythms,

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articulations, style, and dynamics.

Repertoire- Students will make use of *Foundations of Superior Performance* as basis for in-class warm up & fundamental work. This will include long tones, lip slurs, scale studies, & chorales. Students will apply their understanding of key signatures performing music in the keys of B flat, E flat, F, and A flat concert. In the fall, students will perform grade 1 to 1.5 literature for their fall concert & perform pep band literature at football games, pep rallies, & other events. The spring semester will see students performing grade 1.5 to grade 2 literature, competing at UIL Concert & Sight-Reading in March. Sections will split into small ensembles for our spring fundraiser recital. The end of the year concert will primarily feature grade 2 literature.

Models- Students will be given a “playlist” of appropriate performers on their instrument. Students will be expected to listen to models of characteristic sounds on a daily/weekly basis. Students will be able to name some of the players that they have listened to or listen to on a daily basis.

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7th Grade percussion, 1st Semester

Proper grip is thoroughly reinforced. Early weeks are spent almost entirely on reaffirming a proper grip, wrist control, and appropriate stick heights.

Rhythms- All whole, half, quarter, eighth, and 16th notes in any combination

Concepts/Rudiments- Students are given a page of all 40 rudiments, and much our year will be spent working through our rudiments page. Double strokes and associated rolls will be placed at highest priority.

Mallets- Students will be reintroduced to unlabeled keyboards. Additional mallet exercises mirroring *Foundations of Superior Performance* exercises will be given, along with similar supportive Row-Loff exercises while students adjust to their new instruments. All students will be expected to perform all 12 major scales with the aid of sheet music.

Timpani technique will be reinforced. Expectations include a proper stroke, mallet selection, and appropriate tuning.

Accessory percussion will be introduced and reinforced in greater depth from their Beginning Band Class. These include Bass Drum, Crash Cymbals, suspended cymbal, triangle, and tambourine.

Repertoire- All students will perform weekly etudes for a grade. A grade 1 ensemble piece will be learned for our winter concert. Pep band repertoire will be given to students on bass drum, cymbals, and mallets. All students will also be expected to learn repertoire for one of our band classes, performing at all required band performances.

Advanced Repertoire- Advanced students will have the choice to audition for Region Band. Their repertoire will consume a large portion of their supplemental practice time.

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7th Grade percussion, 2nd Semester

Proper grip is expected to be displayed at all times on all learned instruments

Rhythms- All whole, half, quarter, eighth, and 16th notes in any combination, including literature with double strokes, buzz strokes, and flams.

Concepts/Rudiments- Students are given a page of all 40 rudiments, and our year will be spent working through our rudiments page. Single stroke, Double Stroke, Paradiddle, buzz roll, double stroke roll, and flam based rudiments will be recalled and performed from memory.

Mallets- additional mallet exercises mirroring Foundations exercises will be given, along with similar supportive Row-loff exercises. All students will be expected to perform all 12 major scales in circle of 5ths order.

Timpani technique will be reinforced. Expectations include a proper stroke, mallet selection, and appropriate tuning.

Accessory percussion will be reinforced. These include Crash Cymbals, suspended cymbal, triangle, and tambourine, as well as any additional instrument included in our repertoire.

Timpani technique will be introduced. This will include a proper stroke, mallet selection, and introduction to tuning.

World percussion will be introduced. Students will be expected to perform a son clave from memory. Students will be introduced to Congas, Bongos, Timbales, Agogo Bells, temple blocks, and guiro, and will be expected to display proper technique on at least two of these instruments.

Repertoire- All students will learn and perform a grade 1.5 ensemble for our fundraiser recital. Pep band repertoire will continue. A World Percussion ensemble piece will be performed at a concert. All students will be expected to learn repertoire for one of our band classes, performing at all required band performances. 7th graders will perform at UIL contest with our Non Varsity or SNV band.

Paredes MS Band Objectives- 2017/2018 School Year

8th grade wind instruments

Proper Handling, Care, and Hygiene; Listening, Performing, and Hand Positions

All students will be held to same standards of 6th and 7th grade handling and positioning. This will be reinforced in the opening weeks of 8th grade classes and be expected of all students by the third week of school. All students will consistently and correctly demonstrate:

- Correct instrument assembly, disassembly, and routine care
- Correct posture (including instrument carriage)
- Correct hand position
- Correct breathing procedures with and without instrument
- Correct foot tapping at varied tempos

Ensemble- The primary focus of 8th grade will be taking the nuances of balance and blend associated with full ensemble performances and apply it to more advanced concert material. Our most important concepts will be balancing within sections, balancing between sections, blending with other instruments, & listening across the room. Students will be able to explain and demonstrate an understanding of the 3 primary levels of listening: 1-Individual, 2-Section, 3-Group.

Tone Production - Students will accurately produce a characteristic sound on all performances. Emphasis will be placed on maintaining a steady and consistent tone from start to finish for at least 16 counts. Four measure phrase minimums will be expected.

Range- All students will be capable of making a characteristic sound on their instrument with a wider range than in 7th grade. Woodwinds will know the full range of their instrument, while brass will develop a 2.5 octave range up to a high B flat concert. This will include the B flat, E flat, F, A flat, C, G, Db, and D concert Major scales along with their chromatic scale in ranges listed on their Region 18 scale sheets. In the second semester students will pass off all 12 major scales and their full range chromatic scale from their *Foundations* book.

Articulation - Students will demonstrate appropriate note starts using the appropriate syllables. All students will be able to communicate the correct point of articulation on their instrument or in their mouth. Articulations include staccato, tenuto, and marcato, and accents.

Rhythm- All students will be able to demonstrate accurate counting & performance of all quarter, eighth, dotted quarter and syncopated 8th note rhythms introduced in their 6th grade method book. Students will also perform 16th note variations as well as compound meters 3/8, 6/8, and 12/8.

Literacy- All concepts from our order of performance will be fully internalized and reinforced in

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every rehearsal. All students will clearly understand and engage in the sight-reading process, and demonstrate successful, accurate grade 3 sight-reading with attention to notes, rhythms, articulations, style, and dynamics.

Repertoire- Students will make use of *Foundations of Superior Performance* as basis for in-class warm up & fundamental work. This will include long tones, lip slurs, scale studies, & chorales. Students will apply their understanding of key signatures performing music in the keys of B flat, E flat, F, and A flat concert. In the fall, students will perform grade 2 literature for their fall/winter concert & perform pep band literature at football games, pep rallies, & other events. All Region participation will be an expectation for all Varsity Band members and 8th grade students. The spring semester will see students performing grade 2 literature at UIL Concert & Sight-Reading in March. Sections will split into small ensembles for our spring fundraiser recital. The end of the year concert will primarily feature grade 3 literature.

Models- Students will be given a “playlist” of appropriate performers on their instrument. Students will be expected to listen to models of characteristic sounds on a daily/weekly basis. Students will be able to name some of the players that they have listened to or listen to on a daily basis.

Paredes MS Band Objectives- 2017/2018 School Year

8th Grade percussion, 1st Semester

Proper grip is thoroughly reinforced. Early weeks are spent almost entirely on reaffirming a proper grip, wrist control, and appropriate stick heights.

Rhythms- All whole, half, quarter, eighth, and 16th notes in any combination

Concepts/Rudiments- Students are given a page of all 40 rudiments, and much our year will be spent working through our rudiments page. Students will be able to demonstrate all 40 rudiments in slow/fast/slow performances.

Mallets- Students will be expected to work with unlabeled keyboards. Additional mallet exercises mirroring *Foundations of Superior Performance* exercises will be given, along with similar supportive Row-Loff exercises. All students will be expected to perform all 12 major scales with the aid of sheet music and read grade 3 level literature on mallet instruments

Accessory percussion will be reinforced in greater depth from their Beginning Band Class. These include Bass Drum, Crash Cymbals, suspended cymbal, triangle, and tambourine and any materials found in concert repertoire

Repertoire- All students will perform weekly etudes for a grade. A grade 2 ensemble piece will be learned for our winter concert. Pep band repertoire will be given to students on Snare Drum, Tenors, and mallets. All students will also be expected to learn repertoire for one of our band classes, performing at all required band performances.

Advanced Repertoire- All varsity band members and 8th graders will be expected to audition for Region Band. Their repertoire will consume a large portion of their supplemental practice time.

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8th Grade percussion, 2nd Semester

Proper grip is expected to be displayed at all times on all learned instruments

Rhythms- All whole, half, quarter, eighth, and 16th notes in any combination, including literature with double strokes, buzz strokes, and flams.

Concepts/Rudiments- Students are given a page of all 40 rudiments, and our year will be spent working through our rudiments page. Single stroke, Double Stroke, Paradiddle, buzz roll, double stroke roll, and flam based rudiments will be recalled and performed from memory.

Mallets- additional mallet exercises mirroring Foundations exercises will be given, along with similar supportive Row-loff exercises. All students will be expected to perform all 12 major scales in circle of 5ths order.

Accessory percussion will be reinforced. These include Crash Cymbals, suspended cymbal, triangle, and tambourine, as well as any additional instrument included in our concert repertoire.

Timpani technique will be reinforced. Expectations include a proper stroke, mallet selection, and appropriate tuning.

World percussion will be introduced. Students will be expected to perform a son clave from memory. Students will be introduced to Congas, Bongos, Timbales, Agogo Bells, temple blocks, and guiro, and will be expected to display proper technique on at least two of these instruments.

Repertoire- All students will learn and perform a grade 2-3 ensemble for our fundraiser recital. Pep band repertoire will continue. A World Percussion ensemble piece will be performed at a concert. All students will be expected to learn repertoire for one of our band classes, performing at all required band performances. 8th graders will be expected to perform at UIL contest with our Varsity Band, learning all material at appropriate tempos.