



*Curriculum Schedule  
for Band*

*Clinicians:*

*Gary Williams, Brian Beck*

*Sponsor: Texas Bandmasters Association*

*Texas Bandmasters Association*

*61<sup>st</sup> Annual Convention/Clinic*

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*Henry B. Gonzalez Convention Center  
San Antonio, Texas*

# Curriculum Schedule for Intermediate and Middle School Band Programs

Presented by Gary Williams and Brian Beck



Mr. Gary Williams is currently the Director of Bands at Cockrill Middle School in McKinney. Cockrill is the fifth and newest addition to the McKinney Independent School District.

Prior to his appointment at Cockrill, Mr. Williams served as Director of Bands at Kennemer Middle School in Duncanville. Under his direction, the Kennemer Symphonic I Band excelled at the TMEA State Honor Band competition, placing as a state finalist in 2006. Bands under his tenure have consistently earned superior ratings at the UIL Concert and Sight-reading Contest as well as the Beach Within Reach Festival in Richland, Texas. In addition to his duties at Kennemer Middle School, Mr. Williams taught beginner brass and saxophone classes at Daniel Intermediate School and assisted with the Duncanville High School Marching Band.

Prior to his appointment at Kennemer, Mr. Williams was an assistant at Byrd Middle School and Reed Middle School in Duncanville. Mr. Williams has the distinct privilege of serving on staff for two consecutive CCC Honor Bands: Reed in 2002-03 and Byrd in 2004-05. Before coming to Duncanville ISD, Mr. Williams was an assistance at Space Center Intermediate School in the Clear Creek Independent School District. His responsibilities included directing the Concert Band as well as teaching beginner woodwind classes.

Mr. Williams holds a Bachelor of Music Education Degree from Texas A&M University-Commerce where he was a saxophone player in the Wind Ensemble. During the summer, he stays very active in teaching both Drum Major and Band Camps around the state. In 2006, Mr. Williams began his two-year term as Middle School Chairman for Region 20. His professional affiliations include Texas Music Educators Association, Texas Bandmasters Association, Texas Music Adjudicators Association, and Kappa Kappa Psi.

Mr. Williams resides in McKinney with his wife Brittney, an assistant band director at Faubion Middle School. In August, they are expecting the birth of their first baby girl. Mr. Williams can be contacted at [gawilliams@mkinneyisd.net](mailto:gawilliams@mkinneyisd.net).

Brian Beck, Director of Bands at Byrd Middle School, is entering his ninth year with the Duncanville Independent School District. He also teaches beginner classes at Brandenburg Intermediate School. Mr. Beck holds a Bachelor's Degree in Music Education from East Texas State University and a Master's Degree in Music Education from the University of Houston. Both Symphonic I and II bands at Byrd Middle School have received consistent superior ratings at UIL concert and sight reading contests as well as Best in Class awards at other contests and festivals.



Mr. Beck is currently serving at Middle School Band Chairman and Texas Bandmasters Association Representative for the Region 20 Band Division. His professional affiliations include Texas Music Educators Association, Texas Bandmasters Association, and the American Society of Composers, Authors, and Publishers (ASCAP).

Mr. Beck is very active in composing and arranging for both instrumental and vocal ensembles – most of which were featured at previous Honor Band concerts, state marching contests, compact disc recordings, and choral concerts. His arrangements of *Russian Sailor's Dance* and *La Basque* were featured in the Reed Middle School Honor Band concert in 2003, and *Why Then Should I Fear?* was commissioned by the Cooper High School Band, the AA Honor Band for its TMEA performance in 2004.

Other works were performed at the 2005 Honor Band concerts featuring the Byrd Middle School Symphonic I Band and Duncanville High School Wind Ensemble. These included a movement of Prokofiev's *Symphony No. 5* and Grieg's *March of the Trolls* and an original composition entitled *Technicolor Pachyderms*, commissioned by friend and colleague David Brandon, former Director of Bands at Byrd Middle School. Mr. Beck's works are being published by Alfred Publishing, Southern Music Company, and Anthem Publications.

Mr. Beck lives in Cedar Hill with his wife, Kelley, who is completing her Ph.D. in Clinical Health Psychology and Behavioral Medicine at the University of North Texas. They are both very active in the Duncanville Church of Christ, where he serves as Minister of Music. Mr. Beck can be contacted at [bbeck@duncanvilleisd.org](mailto:bbeck@duncanvilleisd.org) or [m\\_r\\_b\\_e\\_c\\_k@yahoo.com](mailto:m_r_b_e_c_k@yahoo.com).

[www.duncanvilleisd.org/byrdband](http://www.duncanvilleisd.org/byrdband)

# **Vertical Alignment and The Duncanville Instrumental Music Program**

Dr. Tom Shine (Director of Bands) has been leading the DISD band program for 28 years. Serving as fine arts director, he is responsible for the band staff at every campus and oversees all the fine art departments for the district. He is very diligent about hiring personnel compatible with the standards and practices necessary for success. Most campuses have both brass and woodwind specialists as well as a percussion specialist for the entire district.

Vertical Alignment is the concept of unifying philosophies, goals, and practices throughout every grade level for an entire district. Staff members should work as a team to decide these goals, their procedures, and direction for the entire program from interviewing beginners to graduating seniors. Concepts are taught, behavior and expectations are established in the 6th grade creating a firm foundation for future growth. These concepts, behaviors, and expectations are discussed and agreed upon by the entire staff so every students may be equally equipped for middle school and high school. From the first day of school to the last concert, everything is orchestrated for the benefit of the entire district. The following are some examples of vertical alignment from the Duncanville Instrumental Music Program:

## **Class Schedules**

Many districts are setup where middle school directors travel the intermediate campuses to teach beginner classes that directly feed that director's middle school program. This way each director has the opportunity to develop a rapport with the students from the beginning and the students can become acclimated to the concepts, behaviors, and expectations of the middle school and ultimately, high school.

If possible, attention and effort should be made to staff a woodwind, brass, and percussion specialist at each intermediate campus as well as a representative from each middle school. Many districts have a percussion instructor travel to every campus for class and grade. The classes should be scheduled in an attempt to allow private teachers time to teach throughout the district.

## **Materials and Supplies**

The materials used at each grade level are the same throughout district. Each supply list is built upon the previous year so that no student needs to purchase different equipment, only add to what they are already using.

The staff tries to consolidate all supplies in order to keep costs down. Each campus wears the same "Duncanville Band" shirt from 6th grade through high school. Parts of the middle school concert uniform can be worn in high school.

## **Doctrine, Vocabulary, and Execution**

One of the most important ways for students to learn effectively is to make sure they are receiving the consistent information from each instructor year to year. Granted, personality traits differ and each teacher has his/her own approach, but the doctrine should remain the same from campus to campus. The entire staff must choose carefully the student goals for each grade, how they plan on accomplishing said goals, and means of assessment.

	DHS	BYRD	REED	KENNEMER	HARDIN	BRANDENBURG	DANIEL
7:15	<b>SECTIONALS</b>	<b>SECTIONALS</b>	<b>SECTIONALS</b>	<b>SECTIONALS</b>			
7:30		Beck	Thompson	Williams			
7:45		Williams	Hanegan	Schroeder		Percussion - Teal	Clarinet/Bsn - Shine
8:00							
8:15	Symphonic Band				Flute - Thompson	Clarinet - Beck	Clarinet - Shine
8:30	8:15-9:13				Horn - Schroeder	Clarinet - Hanegan	Trumpet - Williams
8:45	Townsend				Clarinet - Thompson	Horn - Beck	Horn - B. Williams
9:00	Band Staff				L. B. - Schroeder	Trumpet - Hanegan	L. B. - Shine
9:15	Jazz Band - B days				Clarinet - Thompson	Saxophone - Beck	Clarinet - Shine
9:30	9:20-10:56				Trumpet - Schroeder	Trumpet - Hanegan	Tbn. - G. Williams
9:45	King				Percussion - Teal	Trombone - Hanegan	Flute - Shine
10:00					Trombone - Schroeder	Flute - B. Williams	Sax - G. Williams
10:15					Saxophone - Thompson	L.B. - B. Williams	Flute - Shine
10:30						Flute - B. Williams	Percussion - Teal
10:45							
11:00	Wind Ensemble/IE		<b>Symphonic I</b>	<b>Inst. Tech.</b>			
11:15	11:03-12:28		11:00-12:10	10:50-11:40			
11:30	Shine	<b>Symphonic I</b>	Thompson	Williams/ Schroeder			
11:45	Band Staff	11:40-12:30	Hanegan	<b>Symphonic I</b>			
12:00		Beck		11:45-12:35			
12:15		Williams/Shine	Lunch 12:15- 12:45	Williams/ Schroeder			
12:30	Lunch 12:33-1:03	Lunch		Lunch			
12:45		12:30-1:00	<b>Symphonic II Band</b>	12:35-1:05			
1:00		<b>Symphonic II Band</b>	12:50-1:45				
1:15	Honors Band/IE	1:05-1:55	Hanegan	<b>Symphonic II Band</b>			
1:30	1:10-2:40	Williams	Thompson	1:10-2:00			
1:45	King	Beck/Shine	<b>Inst. Tech.</b>	Schroeder/ Williams			
2:00	Band Staff	<b>Inst. Tech.</b>	1:50:2:45	<b>Conference</b>			
2:15		2:00-2:50	Thompson	2:05-2:55			
2:30		Williams/Beck	Hanegan				
2:45	Freshman Band	<b>Applied Music</b>	<b>Conference</b>				
3:00	2:47-3:45 Everyday	2:55-3:45	2:50-3:45	<b>Activity Period</b>			
3:15	Brandon	Beck/Williams		3:00-3:45			
3:30	Band Staff			Williams/ Schroeder			
3:45	<b>SECTIONALS</b>	<b>SECTIONALS</b>	<b>SECTIONALS</b>	<b>SECTIONALS</b>			
4:00	Band Staff	Beck	Thompson	Williams			
4:15		Williams	Hanegan	Schroeder			
4:30		Shine					
4:45							
5:00							

# 5th Grade Recruiting

## **December**

Each middle school travels to the intermediate campuses to perform a recruiting concert for the entire 5th grade class introducing the instruments and exciting the students about band.

## **January**

Each 5th grade student reports to the campus band hall for a short meeting about being in band and the administration of the Selmer test.

## **February**

A letter is sent home for every 5th grader encouraging them to join band.

## **March/April**

Each middle school performs a second recruiting concert at the intermediate campuses. This concert is also used to hand out band packets detailing questions about band as well as a sign-up sheet that indicates the student's interest in the band program.

Once choice sheets are being returned, directors check student grades/conduct and begin the interview process. When students are assigned an instrument, they receive a handout that has a list of the recommended instruments, supplies, and music stores.

**Instrumentation:** It is important to keep an accurate count of student names, instruments assigned, the middle school they will attend, and be in constant contact with other district directors about recruitment progress, especially if the intermediate school feeds multiple middle schools. Each director should be diligent in guiding the student's decision to play a specific instrument, being considerate of middle school and high school instrumentation. The balance of the beginning band is not as important as how those students will fit into the middle school and high school program. It is always best to think about the entire program when choosing who plays what.

After interviews have been conducted, it would be helpful to call students who have not turned in a choice sheet. Many are interested, but due to absences, school events, or just plain misinformation, they never received a sheet. It is always helpful to contact parents or send a letter home encouraging their child to join band.

## **May**

An evening meeting is held for all incoming beginner band parents to field any questions they may have. This is also a great time to discuss how renting/purchasing instruments, the benefits of band, and private lessons. If possible, invite the area music stores and suppliers to set up displays and begin renting instruments.

# 6th Grade Beginning Band

## Beginner Curriculum Schedule

### Fall Semester

Classes	Try to schedule classes by instrument and offer more than one class for clarinet, trumpet, and flute if possible.
Expectations	Time is precious at the beginner level. The students need to understand the importance of having their instrument and supplies in band every day.
Posture/Assembly	It is very important to begin the year with correct instrument assembly, mouthpiece/reed placement, posture, and hand position. This is paramount during the first semester and must be monitored every day.
Tone Production	It is important to stress proper tone production from the beginning.
Objectives	Give each class a list of goals to be reached by the end of the semester. These objectives should include supplies, rhythm, theory, and performance. Set up a weekly schedule where an objective is introduced, practice, then assessed. Each objective should be "mastered," not merely graded. It is recommended to keep each objective list simple and concise to allow time for each (see attached objective sheet).
Winter Concert	This is the first public concert of the year. Most music consists of a few unison line out of the book and a piece with harmony lines. This is a good time to teach measure numbers, multi-measure rests, parts, and watching the director. Try to program music relatively easy so that the students can continue working on tone, theory, note reading, rhythm, and objectives in class - not just band music only.

### Spring Semester

Objectives	The second semester of objectives introduce scales, 8th notes, different time signatures, and more theory.
Ensemble Contest	Each class learns a piece (usually 3 or 4 parts) in preparation for the middle school ensemble contest in February.
Sandy Lake Contest	Students who passed off every objective and are passing their classes get to participate in Funfest at Sandy Lake (Dallas) around mid April. Even in the 6th grade, students can learn to work towards a goal.
Spring Concert	This concert is for every student and the music is usually the same as Sandy Lake.
Solo Contest	After ensemble season, each student learns a solo and performs it with a piano accompanist at the solo contest in May.
Next Year	Students continuing band will audition for their 7th grade director by playing scales, chromatic scale, and sight reading.

# 6th Grade Band

## Rhythm

A uniform counting system should be established and used across the district so terminology can be added each year without confusion. Take time to practice writing, counting, and playing every day with a metronome and foot tap.

Here is a good example of how to teach a new beginner line:

1. "Pencils out"
2. Number the measures
3. Write in the counts
4. Clap and count the rhythms with a metronome/foot tap
5. Say the notes and finger with a metronome/foot tap
6. Play the line together (break line down into 2 or 4-measure phrases if too difficult)
7. Trouble shoot

## Theory

At the beginning of the year, theory is taught on a need-to-know basis and is expanded throughout the year. The following is a list of terminology used in class.

### List of Theory Terms (Fall Semester)

Be able to identify and define all of terms below

- |                              |                          |
|------------------------------|--------------------------|
| 1. Band Posture              | 11. Sharp, Flat, Natural |
| 2. Hand Position             | 12. Articulation         |
| 3. Breathing                 | 13. Slurs                |
| 4. Embouchure                | 14. Rhythm vs. Beat      |
| 5. Aperture                  | 15. Whole Note/Rest      |
| 6. Foot Tap                  | 16. Half Note/Rest       |
| 7. Staff                     | 17. Quarter Note/Rest    |
| 8. Lines/Spaces of the Staff | 18. Eighth Note/Rest     |
| 9. Ledger Lines              | 19. Repeat Sign          |

# Beginner Objectives for Fall Semester

The following objectives correspond with the pages and music lines from the Standard of Excellence, Book I by Bruce Pearson, Kjos Publications

\_\_\_\_\_ 1. **Materials and Supplies**

\_\_\_\_\_ 2. **Page 7, Line 9** Students will demonstrate proper band posture, hand position, breathing, and air support.

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\_\_\_\_\_ 3. **Page 7, Line 14** Students will demonstrate the understanding of whole notes, half notes, and halt rests.

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\_\_\_\_\_ 4. **Note Name Test No. 1 (Sheets 1-2)**

\_\_\_\_\_ 5. **Page 9, Line 29** Students will demonstrate the ability to articulate quarter notes over a 5-note range.

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\_\_\_\_\_ 6. **Page 10, Line 35** Students will demonstrate the ability to keep a steady beat with a metronome.

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\_\_\_\_\_ 7. **Page 12, Line 42** Students will demonstrate understanding of 2/4 time.

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\_\_\_\_\_ 8. **Rhythm Test (Charts 1-11)** 1. Write in counts. 2. Clap and count. 3. Play rhythms on single note.

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\_\_\_\_\_ 9. **Page 13, Line 49** Students will demonstrate proper technique and understanding of 8th notes.

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\_\_\_\_\_ 10. **Theory Test** Students will define music vocabulary terms used in class.



# Beginner Supply List For Beginner Band

## Duncanville Instrumental Music Program

- \_\_\_\_\_ Standard Of Excellence Enhanced Book I  
by Bruce Pearson
- \_\_\_\_\_ Your name on your band book
- \_\_\_\_\_ 1" Black band notebook with 5 dividers  
(Information, Warm Up, Scales, Theory, Music)
- \_\_\_\_\_ 1 box of Kleenex tissues
- \_\_\_\_\_ 10 sheets of paper

- \_\_\_\_\_ Small mirror
- \_\_\_\_\_ Name tag on case (luggage tag)
- \_\_\_\_\_ Folding music stand for home practice
- \_\_\_\_\_ Metronome (S-Series Metro-Tuner)
- \_\_\_\_\_ 2 Pencils
- \_\_\_\_\_ Pencil bag (optional)

### Flute

- \_\_\_\_\_ Handkerchief cleaning cloth
  - \_\_\_\_\_ Tuning Rod
- No Care Kits Please!*

### Cornet/Trumpet

- \_\_\_\_\_ Bach 5C Mouthpiece
  - \_\_\_\_\_ Schilke Slide Grease
  - \_\_\_\_\_ Al Cass Valve Oil (any oil that's clear)
  - \_\_\_\_\_ Mouthpiece Brush and Cleaning Snake
- No Care Kits Please!*

### Oboe/Bassoon

- \_\_\_\_\_ Reed Case (hold 3-4 reeds)
  - \_\_\_\_\_ Hodge silk swab
  - \_\_\_\_\_ Cork Grease
  - \_\_\_\_\_ 3 Reeds
- Ask your director how to order these supplies.*  
*No Care Kits Please!*

### Horn

- \_\_\_\_\_ Farkas MC Mouthpiece
  - \_\_\_\_\_ Schilke Slide Grease
  - \_\_\_\_\_ Al Cass Valve Oil (any oil that's clear)
  - \_\_\_\_\_ Mouthpiece Brush and Cleaning Snake
- No Care Kits Please!*

### Clarinet

- \_\_\_\_\_ Vandoren 5RV Lyre Profile 88 Mouthpiece
  - \_\_\_\_\_ Rovner Ligature
  - \_\_\_\_\_ 1 Box of Vandoren Reeds (2.5 strength)
  - \_\_\_\_\_ Cork Grease
  - \_\_\_\_\_ Mouthpiece Hankerchief Swab
  - \_\_\_\_\_ Thumbze
  - \_\_\_\_\_ Handkerchief (silk preferred)
- No Care Kits Please!*

### Trombone

- \_\_\_\_\_ Bach 6 1/2 AL Mouthpiece
  - \_\_\_\_\_ Trombontine or Slide-O-Mix Cream
  - \_\_\_\_\_ Schilke Slide Grease
  - \_\_\_\_\_ Small Spray Bottle
  - \_\_\_\_\_ Mouthpiece Brush and Cleaning Snake
- No Care Kits Please!*

### Saxophone

- \_\_\_\_\_ Selmer C\* Mouthpiece
  - \_\_\_\_\_ Rovner Ligature
  - \_\_\_\_\_ 1 Box of Vandoren Reeds (2.5 strength)
  - \_\_\_\_\_ Cork Grease
  - \_\_\_\_\_ Mouthpiece Swab
  - \_\_\_\_\_ Hodge Silk Swab
- No Care Kits Please!*

### Euphonium/Tuba

- \_\_\_\_\_ Bach 6 1/2 AL Mouthpiece (Euphonium only)
  - \_\_\_\_\_ Bach 18 Mouthpiece (Tuba only)
  - \_\_\_\_\_ Schilke Slide Grease
  - \_\_\_\_\_ Al Cass Valve Oil (any oil that's clear)
  - \_\_\_\_\_ Mouthpiece Brush and Cleaning Snake
- No Care Kits Please!*

Name \_\_\_\_\_ Inst./Class \_\_\_\_\_

## Beginner Band Objectives Second Semester

\_\_\_\_\_ 1. **Concert Bb Scale,** \_\_\_\_\_ Mini Scale \_\_\_\_\_ Scale In 3rds ♩ = 80

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\_\_\_\_\_ 2. **Concert F Scale,** \_\_\_\_\_ Mini Scale \_\_\_\_\_ Scale In 3rds ♩ = 80

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\_\_\_\_\_ 3. **Concert Ab/Db Scale,** \_\_\_\_\_ Mini Scale \_\_\_\_\_ Scale In 3rds ♩ = 80

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\_\_\_\_\_ 4. **Concert Eb/C Scale,** \_\_\_\_\_ Mini Scale \_\_\_\_\_ Scale In 3rds ♩ = 80

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\_\_\_\_\_ 5. **Chromatic Scale** from \_\_\_\_\_ to \_\_\_\_\_ ♩ = 80

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\_\_\_\_\_ 6. **Page 16, Line 76** Demonstrate playing in 3/4 time and 1st and 2nd endings.

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\_\_\_\_\_ 7. **Page 19, Line 93** Demonstrate pick-up notes.

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\_\_\_\_\_ 8. **Scale Cycle** Concert Bb, F, C and Ab scales.

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### Requirements for the Sandy Lake Festival

1. Pass **all** objectives for Fall and Spring semesters by April 14th.
2. Pass **all** subjects the six weeks prior to contest.
3. Attend **all** rehearsals after school and required concert before Sandy Lake.

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## Materials, Supplies, and Instrument Inspection

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## Warm Up Exercises

Demonstrate proper band posture, hand position, breathing, and air support.

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## Perform Ensemble for Class (February 20-24)

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## Perform in the Ensemble Contest on February 25th

# List of Theory Terms

Be able to identify and define all of terms below

- |                            |                         |
|----------------------------|-------------------------|
| 1. 5 Steps of Band Posture | 6. Sharp, Flat, Natural |
| 2. Hand Position           | 7. Articulation         |
| 3. Breathing               | 8. Slurs                |
| 4. Embouchure              | 9. Rhythm               |
| 5. Aperture                | 10. Whole Note/Rests    |

# 7th/8th Grade Band

## Middle School Curriculum Schedule

### During the Summer

Double check the each class list with the counselors. This is great time to find smart students who wish to join band and find students to switch instruments and insure proper instrumentation. It's never too late. Materials are copied for the beginning of school (handbook, scale sheets, pep rally music, objective sheets, etc . . ) Each middle school head director meets with Dr. Shine to input all of the trips for the year, this gets each trip scheduled early enough to avoid any problem or oversight.

It is very important to set the tone of each rehearsal on the first day.

1. Layout of band hall (chairs, stands, direction).
2. Entrances and exits (morning, during class, and afternoon).
3. "Read the board."
4. Instrument storage, turning in assignments and money.
5. Pass offs and splits.

### Fall Semester

Student Rapport	It is very important to develop a relationship with each student especially those from other campuses. If possible, create an email distribution list for each band for communicating with parents.
Expectations	The beginning of the year is crucial to set personal and district expectations. It is always easier to lighten up than to crack down.
Posture/Assembly	It is very important to begin the year correct instrument assembly, mouthpiece/ reed placement, posture, and hand position. This is paramount during the first semester and must be monitored all day, every day.
Tone Production	It is important to stress proper tone production from the beginning.
Metronome	The metronome is only as good as the foot tap you see. Use it every day, they will need the repetition.
Objectives	Give each class a list of goals to be reached by the end of the six weeks. These objectives should include supplies, rhythm, theory, and performance. Set up a weekly schedule where an objective is introduced, practice, then assessed. Each objective should be "mastered," not merely graded. It is recommended to keep each objective list simple and concise to allow time for each. Establish minimum skills for each objective. The goal is to master each skill. Learning is passing, especially for fundamental objectives. Each objective should test a specific ability. Assign each objective to a week and test it on a specific day. (See attached objective sheet).

# 7th/8th Grade Band

## Middle School Curriculum Schedule cont.

All Region\*                   \*The Duncanville Instrumental Music programs believes that students should always have individual music to practice in addition to band music. Ensemble and solo contests are specifically scheduled throughout the year so students are constantly working on individual playing.

Mock Auditions             It is always wise to give students a chance to perform in a region setting to help familiarize them with procedures and pitfalls before the actual region audition begins. This is also a great opportunity to see how well the students perform under pressure.

Winter Concert             Music is passed out around early October. Directors should use this music to teach tonal concepts, technique, balance, style, sight reading. The music should challenge the students without overwhelming them. It also helps to have a few fun pieces as well (students love swing music!)

### Spring Semester

Ensemble Contest\*        Every member is in an ensemble and works towards this contests.

UIL Music                   Please remember that the middle school students are still maturing musically and have much to learn. Be weary of choosing music to difficult for the band. Each students still needs to work on tone, technique, and theory – not just band music only.

Festivals                   It is important to choose a festival towards the end of the year, preferably one associated with an amusement park or other non-school activity. It serves as a great recruiting tool for students this age.

Solo Contest\*             Every member receives a solo from his/her private teacher or director and works toward this contest.

Auditions                   Student entering the 8th grade will play as many major scales in all possible ranges, full range chromatic scale, and sight-read an assigned line. Students entering the high school must attempt all 12 major scales and perform a section of next year's marching music given by the high school directors.

## Team Teaching

If at all possible, schools with multiple directors should team teach every class. Each student is at a different level and needs small group (if not individual) attention, which can be done by the other director(s). Additional directors can to pass off student objectives, administer chair tests, help with practice reports, money, assignments. During full band rehearsals, any additional directors can walk around band and make sure all students are cooperative or stand back and comment on the bands performance.

# Symphonic I and II Band

## Materials and Supplies Objective Sheet

### 1. Case Name Tag

Every instrument needs to have a name tag on the handle with a luggage tag or on the side of the case itself with masking tape.

### 2. Black Notebook

A 1" or 1.5" hardbound notebook is the best, any bigger and the rings wear out. Make sure your name clearly labeled on the spine. Every student should have one from last year, however, after a year of wear and tear, it is probably best to go ahead and purchase a fresh, clean binder.

### 3. Five Dividers

So much music and information is given to the students that a notebook with five dividers is the best way to organize it all. Every piece of paper will be filed under a divider. The dividers should be labeled:

1. Information
2. Warm Up
3. Scales
4. Rhythm and Theory
5. Music

### 4. Pencils

We will use a pencil everyday. Have it on your stand.

### 5. Instrument Supplies

Please see reverse side for a detailed list.

### 6. Have all dates clearly marked in agenda and family calendar

### 7. Lyre



A lyre is a little wire stand that grips or hooks on an instrument (except flute, oboe, tuba, bari sax, and percussion). We will use them at pep rallies in the Gym and the students will continue to need them throughout their high school marching careers. The biggest problem with lyres is how they fit on to the instrument. I recommend that each student bring his or her own instrument to the music store to make sure it fits, especially horn and trombone. A lyre averages around \$7.00 - \$14.00.

### 8. Flip Folder



A flip folder clips onto the lyre and is what actually holds the music. Students insert their music into the clear sleeves of the folder so they can see their music. A flip folder averages around \$3.95 - \$5.95.

### 9. Metronome and Tuner



The two main ingredients in music is pitch (the notes) and rhythm. Every band uses a metronome in class everyday. It is only fitting that students practice with one at home as well. The easiest way to tell whether a musician sounds good (or bad) is whether they are in tune (or not). Like the metronome, each band uses a tuner every day. It is only fitting that students practice with one at home. The recommended tuner/metronome is the Korg TM-40 Metro Tuner (\$25.00).

### 10. All Region Book(s)

All books and music can be ordered at Oak Cliff Sheet Music located at Wheatland Plaza, Ellis County Music, or online. Prices range from \$7.95 to \$13.95. Students in Symphonic I are required to purchase a Region. A list will be provided at the beginning of school. Symphonic II students will have the option of trying out for the All-Region band.

# Symphonic I and II Band

## Instrument Supplies Objective Sheet

### Flute

\_\_\_\_ Silk Cleaning Cloth  
 \_\_\_\_ Tuning Rod

### Oboe

\_\_\_\_ Silk Oboe Swab  
 \_\_\_\_ Reed Case (hold 3 reeds)  
 \_\_\_\_ At least 3 reeds  
 \_\_\_\_ Small Water Container

### Bassoon

\_\_\_\_ Silk Bassoon Swab  
 \_\_\_\_ Reed Case (hold 3 reeds)  
 \_\_\_\_ At least 3 reeds  
 \_\_\_\_ Small Water Container

### Clarinet

\_\_\_\_ Box of 10 Vandoren Reeds  
 \_\_\_\_ Reed Case (holds 4 reeds)  
 \_\_\_\_ Silk Swab/Handkerchief  
 \_\_\_\_ 5RV Lyre Mouthpiece  
 \_\_\_\_ Rovner Ligature  
 \_\_\_\_ Mouthpiece Patch

### Bass Clarinet

\_\_\_\_ Box of 5 Vandoren Reeds  
 \_\_\_\_ Silk Swab/Handkerchief  
 \_\_\_\_ Mouthpiece Patch

### Saxophone

\_\_\_\_ Box of 10 Vandoren Reeds  
 \_\_\_\_ Reed Case (holds 4 reeds)  
 \_\_\_\_ Silk Swab/Handkerchief  
 \_\_\_\_ Selmer C\* Mouthpiece  
 \_\_\_\_ Mouthpiece Patch

### Tenor/Bari Saxophone

\_\_\_\_ Box of 5 Vandoren Reeds  
 \_\_\_\_ Silk Swab/Handkerchief  
 \_\_\_\_ Mouthpiece Patch

### Trumpet

\_\_\_\_ Bach 5C Mouthpiece  
 \_\_\_\_ Al Cass Valve Oil  
 \_\_\_\_ Schilke Slide Grease  
 \_\_\_\_ Mouthpiece Brush/Cleaning Snake  
 \_\_\_\_ Old Rag

### Horn

\_\_\_\_ Farkas MC Mouthpiece  
 \_\_\_\_ Al Cass Valve Oil  
 \_\_\_\_ Schilke Slide Grease  
 \_\_\_\_ Mouthpiece Brush/Cleaning Snake  
 \_\_\_\_ Old Rag

### Trombone

\_\_\_\_ Bach 6 1/2 AL Mouthpiece  
 \_\_\_\_ Slide-O-Mix or Trombontine Slide Cream  
 \_\_\_\_ Small Spray Bottle  
 \_\_\_\_ Schilke Slide Grease  
 \_\_\_\_ Mouthpiece Brush/Cleaning Snake  
 \_\_\_\_ Old Rag

### Euphonium

\_\_\_\_ Bach 6 1/2 AL Mouthpiece  
 \_\_\_\_ Al Cass Valve Oil  
 \_\_\_\_ Schilke Slide Grease  
 \_\_\_\_ Mouthpiece Brush/Cleaning Snake  
 \_\_\_\_ Old Rag

### Tuba

\_\_\_\_ Bach 18 Mouthpiece  
 \_\_\_\_ Al Cass Valve Oil  
 \_\_\_\_ Schilke Slide Grease  
 \_\_\_\_ Mouthpiece Brush/Cleaning Snake  
 \_\_\_\_ Old Rag

# Symphonic I Objective Sheet

## 1st Six Weeks

### Week 1 (August 27-31)

Handbook Forms, Rehearsal Fundamentals during class.

### Week 2 (September 3-7)

\_\_\_\_\_ 1. Show a director all materials and supplies by Sept 7.

### Week 3 (September 10-14)

\_\_\_\_\_ 2. Perform Chromatic Scale from \_\_\_\_\_ to \_\_\_\_\_ ♩ = 80

### Week 4 (September 17-21)

\_\_\_\_\_ 3. Perform excerpt from All-Region Etude No. 1 in class/sectional

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ 4. Perform excerpt from All-Region Etude No. 2 in class/sectional

\_\_\_\_\_

\_\_\_\_\_

### Week 5 (September 24-28)

\_\_\_\_\_ 5. Perform B $\flat$ , F, C, G, D $\flat$ , A $\flat$ , E $\flat$  Major Scales ♩ = 80

### Week 6 (October 1-5)

Continue Rehearsal Fundamentals

#### Important Dates

Aug 24	QSP Fundraiser 1st Turn In Day
	2nd Turn In Day
	3rd Turn In Day
Sept 14	Grade Check (make sure you're passing)
Sept 26	Clinic with Mr. Green (3:45-5:15)

#### How To Pass Off Your Objectives

- A good (characteristic) sound
- Correct Posture and Hand Position (foot tap)
- Correct Notes and Rhythm
- Correct Breath Support and Tongue Placement
- Correct Style and Articulation



Name \_\_\_\_\_ Inst. \_\_\_\_\_

## All-Region Etude Assignments

<b>Week No. 1</b>	<b>Aug 27-31</b>
Etude No. 1 from _____ to _____ at _____	
Etude No. 2 from _____ to _____ at _____	

<b>Week No. 4</b>	<b>Sept 17-21</b>
Etude No. 1 from _____ to _____ at _____	
Etude No. 2 from _____ to _____ at _____	

<b>Week No. 2</b>	<b>Sept 3-7</b>
Etude No. 1 from _____ to _____ at _____	
Etude No. 2 from _____ to _____ at _____	

<b>Week No. 5</b>	<b>Sept 24-28</b>
Etude No. 1 from _____ to _____ at _____	
Etude No. 2 from _____ to _____ at _____	

<b>Week No. 3</b>	<b>Sept 10-14</b>
Etude No. 1 from _____ to _____ at _____	
Etude No. 2 from _____ to _____ at _____	

<b>Week No. 6</b>	<b>Oct 1-5</b>
Etude No. 1 from _____ to _____ at _____	
Etude No. 2 from _____ to _____ at _____	

## Scale Assignments

Scale	One Octave	Two Octaves	Comments
Concert Bb			
Concert F			
Concert C			
Concert G			
Concert Db			
Concert Ab			
Concert Eb			
Chromatic			

Name \_\_\_\_\_ Inst. \_\_\_\_\_

# Symphonic II Objective Sheet

## 1st Six Weeks

\_\_\_\_\_ 1. Sign and turn in handbook form

\_\_\_\_\_ 2. Concert Bb Scale at \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ 3. Concert F Scale at \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ 4. Concert C Scale at \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ 5. Chromatic Scale from \_\_\_\_\_ to \_\_\_\_\_ at \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ 6. Rhythm Chart (count and play from measure \_\_\_\_\_ to \_\_\_\_\_)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ 7. Best In Class Line \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Important Dates

Aug 24	QSP Fundraiser 1st Turn In Day
	2nd Turn In Day
	3rd Turn In Day
Sept 14	Grade Check (make sure you're passing)

### How To Pass Off Your Objectives

- A good (characteristic) sound
- Correct Posture and Hand Position (foot tap)
- Correct Notes and Rhythm
- Correct Breath Support and Tongue Placement
- Correct Style and Articulation

# Rhythmic Values

## The Duncanville Counting System

How to write in counts: All counts are written directly under each note value  
 The big number us used at the beginning of a rhythmic value  
 The little numbers are used to sustain a rhythmic value  
 All rest are written in parenthesis



1 2 3 4 (1 2 3 4) 1 2 3 4 (1 2) (3 4)



1 2 3 4 (1) (2) (3) (4) 1 + 2 + 3 + 4 + (1)(+)(2)(+)(3)(+)(4)(+)



1 2 3 4 1 2 3 4 1 2 3 4 1 2 3 4



1 2 + 3 4 1 2 + (3) 4 1 + 2 + 3 4 1 2 + 3 + 4



1 + 2 + 3 4 1 2 3 + 4 + 1 + 2 + 3 + 4 + 1 2 3 + 4 +



1 2 (3) + 4 + 1 + (2) + 3 (+) 4 + 1 (+) 2 (+) 3 (+) 4 (+) (1) + (2) + (3) + (4) +



1 2 3 4 1 2 3 4 1 2 + 3 4 1 + 2 + 3 4

1 2 3 4 1e+a2 3e+a4 1e+a2e+a3 1e+a2 3e+a4e+a

1 + 2 + 3 +a3 +a 1 +a2 +a3 4 1e+ 2e+ 3 + 4 + 1 +a2 + 3e+ 4

1 e+ a2 3 e+ a4 1 e+ a2 e+ a3 1(e+)a2 3(e+)a4 1 (+)a2 3 e+ a4

1 e +a 2 3 e+a 4 1e +a 2 3 + (4) 1 e+ a2e (3) + 4 1e 2 a3 (+) 4

1 e + a 2 3 e +a 4 1e +a2 + (3) + (4) 1 + (2) + 3e + a 4 1 + a 2e + (3) + 4 (+)

1e+ 2e+ 3e+ 4e+ 1 +a2 +a3 +a4 +a 1e a2e a3e a4e a (1)e+a(2)e+a(3)e+a(4)e+a

1 2 3 4 1 la li 2 la li 3 la li 4 la li 1 2 la li 3 la li 4 1 la li 2 3 la li 4

1 la li 2 3 la li 4 1 la li 2 3 la li 4 la li 1 la li 2 la li 3 la li 4 la li 1 la li 2 la li 3 li la

1 la li 2 la (li) 3 li 4 la li 1 la 2 la li 3 la li 4 1 2 (3)la 4 li 1 2 la li(3) li 4 la li

# The Duncanville Instrumental Music Program

## Minimum Skills Chart For Band

<b>Level I</b>	<b>Beginner Level at the 6th Grade</b>
	There are no minimum skills for students at the beginner level.
<b>Level II</b>	<b>Middle School Instrumental Techniques and High School Instrumental Ensemble</b>
	Students are to play four assigned scales with no mistakes in three as well as a one-octave chromatic scale. Students must be able to sight read with no mistakes in 70% of the measures an exercise that demonstrates eighth-notes.  Acceptable tone is required on all exercises.
<b>Level III</b>	<b>Middle School Symphonic I and II Bands</b>
	Students are to play the Concert Bb, F, C, G, Db, Ab, Eb scales with no mistakes in four of them as well as a one octave chromatic scale. Students must be able to sight read with no mistakes in 70% of the measures an exercise that demonstrates eighth-notes.  Acceptable tone is required on all exercises.
<b>Level IV</b>	<b>High School Freshmen Band and Symphonic Band</b>
	Students are to play the Concert Bb, F, C, G, D, A, E, B, Gb, Db, Ab, Eb scales with no mistakes in six of them. Students must be able to sight read with no mistakes in 70% of the measures an exercise that demonstrates eighth-notes, triplets and sixteenth-notes.  Acceptable tone is required on all exercises.
<b>Level V</b>	<b>High School Honors Band</b>
	Students are to play the Concert Bb, F, C, G, D, A, E, B, Gb, Db, Ab, Eb scales with no mistakes in eight of them as well as sight read with no mistakes in 70% of the measures an exercise that demonstrates eighth-notes, triplets, sixteenth-notes and syncopations. Articulate 16th notes at MM=116.  Acceptable tone is required on all exercises.
<b>Level VI</b>	<b>High School Wind Ensemble</b>
	Students are to play the Concert Bb, F, C, G, D, A, E, B, Gb, Db, Ab, Eb scales in all possible octaves with no mistakes in eight of them as well as sight read with no mistakes in 70% of the measures an exercise that demonstrates eighth-notes, triplets, sixteenth-notes, syncopations and multi-meters. Articulate 16th notes at MM=124.  Acceptable tone is required on all exercises.