All Kids Can Learn and We Can Teach Them TOGETHER!

Part 2 – Pedagogy and Curriculum

CLINICIANS:
Lynne Jackson, Chris Pineda, Andrew Weak

Texas Bandmasters Association
2013 Convention/Clinic

2013 Patron Sponsor

JULY 21 – 24, 2013
HENRY B. GONZALEZ CONVENTION CENTER
SAN ANTONIO, TEXAS
All Kids Can Learn and We Can Teach Them... TOGETHER!
Part Two: Curriculum

Presented By

Lynne Jackson
Berkner High School, Richardson ISD
Southern Methodist University

Christopher Pineda
Liberty Junior High School, Richardson, ISD

Andrew Weak
Apollo Junior High School, Richardson ISD

Texas Bandmasters Association
Tuesday, 23 July, 2013
5:15 PM • CC214 AB
Wednesday, 24 July, 2013
8:15 AM • CC214 AB
Henry Gonzalez Convention Center
San Antonio, Texas

“As teachers, we must never impart a self-fulfilling prophecy upon our students. It is not up to us to determine the fate of our students, but rather to prepare them for a state of readiness.”

—“What’s In Your Toolbox?”
Southwestern Musician
January 2013
All Kids Can Learn and We Can Teach Them(...) TOGETHER!
PART TWO: Curriculum
PRESENTED BY
Christopher Pineda, Liberty JH
Andrew Weak, Apollo JH
Lynne Jackson, Berkner HS
Texas Bandmasters Association
23 and 24 July, 2013

MEET OUR SCHOOLS
LIBERTY JH, an Academically Acceptable School
Population 637
73.8% Economically Disadvantaged
37% At Risk
6 Feeder Elementary Schools
(1 exemplary and 5 recognized)

MEET OUR SCHOOLS
APOLLO JH, a Recognized School
Population 654
56.3% Economically Disadvantaged
57.5% At Risk
5 Feeder Elementary Schools
(all five are exemplary)
MEET OUR SCHOOLS
BERKNER HS, a Recognized School
Population 2,600
48.1% Economically Disadvantaged
46.2% At Risk
2 Feeder Junior Highs, Liberty & Apollo

Developing Our Curriculum
A Curriculum Should Be Based Upon What Our Students NEED
“It is not up to us to determine the fate of our students but rather to PREPARE each Student for a State Of Readiness”
Students Should ENVISION their “Future in Music”

Our Programs Will Be Well Balanced
Climate Culture Curriculum
Four Components of Curriculum
Finding Our Voices
Vocabulary
Theory
PEDAGOGY

First Six Weeks
Finding Our Voices
Personal Introduction
Raising Our Hand
Musical Alphabet
Note Values
Neighbor Notes
Counting, Clapping and Tapping
First Six Weeks

Vocabulary

Parts of the Instrument
Octave  Fermata  Pulse
Legato Style  Staccato Style
Piano  Forte
Rest, Ready and Set Positions
Homework

Theory

Staff  Clef  Bar Line
Double Bar  Notes on Staff
Whole, Half, Quarter and Eighth Notes
Rhythm Tree  Intro to Piano Keyboard

Classroom Etiquette

Instrument Assembly/Disassembly/Care
Enjoy the Accomplishments of the Class
Become a Critical Listener
Concert Etiquette
Performance Preparation and Stage Presence
Thorough Brass Instrument Cleaning
Talk About “Next Year”
Pedagogy, The Heart of Our Classes

The Big Six
1. Posture
2. Embouchure/Tone Production
3. Hand position
4. Breathing
5. Articulation
6. Pulse/Rhythm/Music Reading

The Big Six
1. Posture/Body Balance
   - feet are flat
   - spine is neutral
   - chest is open
   - rib cage is lifted
   - shoulders are sloped
   - head is balanced

The Big Six
2. Embouchure/Tone Production
   - Corners
   - Head position
   - Angle of the instrument
   - Tongue placement
The Big Six

3. Hand Position
- Instruments are balanced

The Big Six

4. Breathing
- The air must be unobstructed
- Use your body for resonance
- Volume of air vs. speed of air

The Big Six

5. Articulation
- The corners must be correct
- The tongue should be forward and down (exception: clarinet)
- The tip of the tongue moves up and down
- Move from note to note with no space between
The Big Six

6. Pulse, Rhythm and Music Reading

Pulse vs Rhythm

Coordination Exercises

Start on Day 1!

Diligence is the Key

The process is developmental and must be monitored arduously.