



**Texas Bandmasters Association  
Convention/Clinic July 25-27, 2019**

**Music Literacy-Easy as ABCDEFG!**

**CLINICIANS:  
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SAN ANTONIO, TEXAS**

MUSIC LITERACY:  
EASY AS ABCDEFG!

KRISTIN HAMES & KATIE LEWIS

# TEACHING LITERACY

- Empower students to teach themselves
- Critical listening
- Beginning Steps - Building a solid foundation with no gaps
- Begin with the end in mind
- Set benchmark goals

# IT STARTS WITH BEGINNERS!

- Elementary to Beginner level - what do they already know?
  - Develop a relationship with elementary music teachers
- Standardize a vocabulary, counting system, etc.
  - Elementary, Middle School, High School

# IT STARTS WITH BEGINNERS!

- Address all learning styles: visual, aural, tactile
- Change your mindset (and theirs!) - it's only hard if you say it's hard!

# IN THE BEGINNING

- Teach posture and breathing from Day 1
  - How should they look when receiving information, chanting, playing, etc.?
- Keep a steady beat, with a metronome or popular songs (let students have input!)
- Musical Alphabet, hand staff, transfer to music
- Lines and Spaces - teach stepwise and in the range they will see when they get to play

Single  
Time

ABCDEFGAGFEDCBA

BCDEFGABAGFEDCB

CDEFGABCBAGFEDC

DEFGABCDCBAGFEDD

EFGABCDEDCBAGFE

FGABCDEFEDCBAGF

GABCDEFGGFEDCBAGG

ABCDEFGAGFEDCBA

Double  
Time

Level 3: Alphabet All-star Challenge:

all double times in a row

Level 1: Single Time  
Completion

Level 2: Double Time  
Completion

Date of completion: \_\_\_\_\_

STEPS, OCTAVE

ASCENDING, DESCENDING

POSTURE, TOE TAP

PULSE, SINGLE & DOUBLE TIME

PERFORM & PASS OFF

CRITICAL LISTENING!

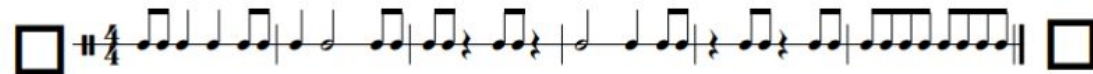
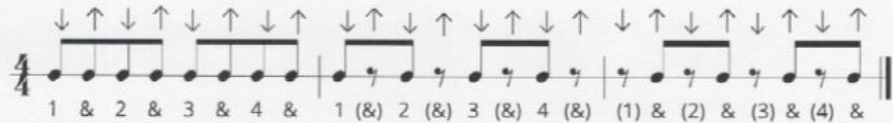
# IN THE BEGINNING

- Rhythm Racers - goals and incentives
- Flash Cards and Timed tests (Mad Minute)
- Consider how many new notes you introduce at a time - Start with the first notes that they will actually play.



# Rhythm Racers: Level 2

Eighth notes receive half of a beat.



RHYTHMIC ELEMENTS

PULSE

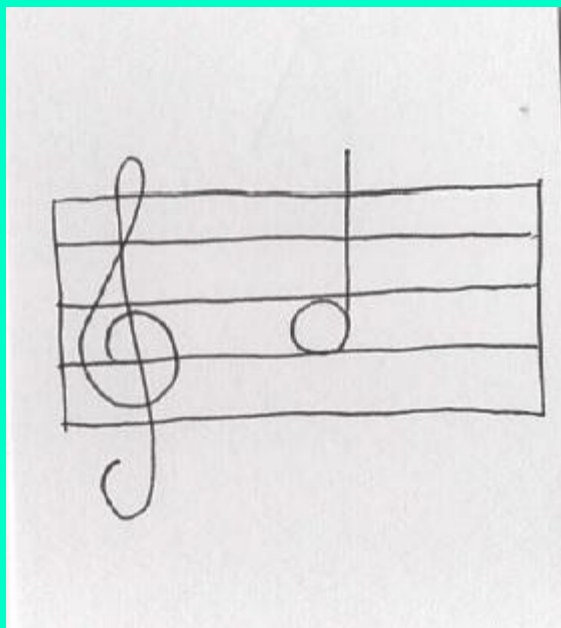
POSTURE

COUNT/CLAP

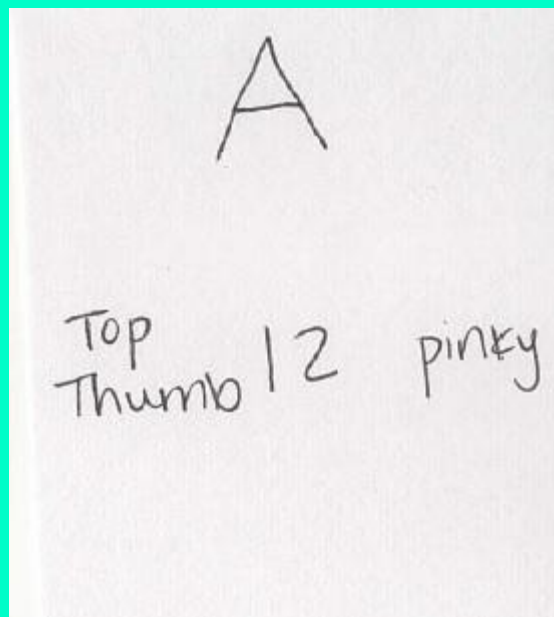
PERFORM

CRITICAL LISTENING!

Front of Card



Back of Card



Clarinet in B $\flat$

## Speed Note Naming

Mad Minute!

Note Names:



Clarinet in B $\flat$

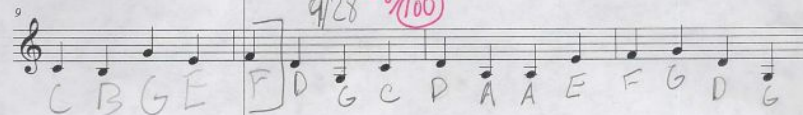
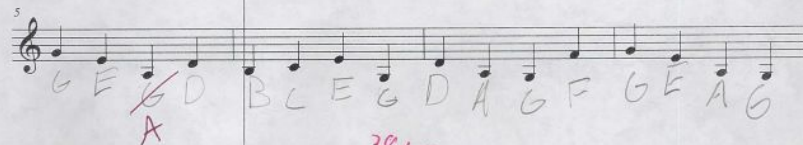
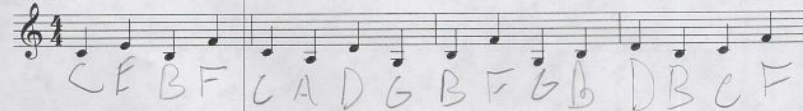
## Speed Note Naming

Mad Minute!

36

100

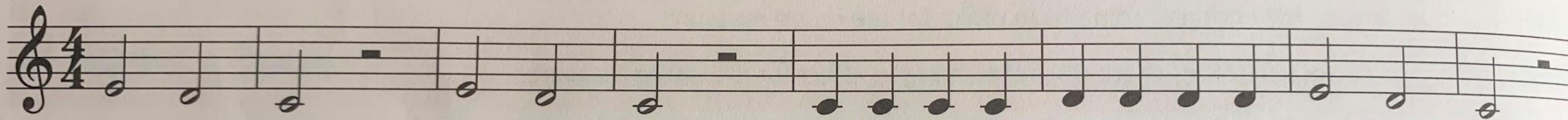
Note Names:



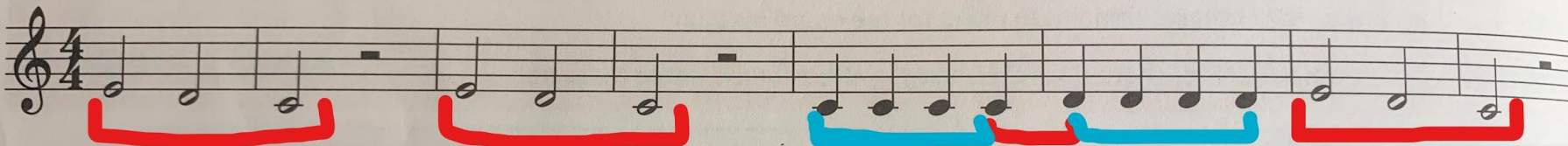
# RECOGNIZING PATTERNS

- Use lines from book and familiar songs to teach note recognition - students learn to identify concepts
- When looking at new lines, first compare them to prior knowledge - teach students to transfer information
- Scales, arpeggios, thirds, common intervallic motion that they'll see in music all through middle school
- Identifying sequences

**17. HOT CROSS BUNS** *Try this song on your mouthpiece only. Then play it on your instrument.*



**17. HOT CROSS BUNS** *Try this song on your mouthpiece only. Then play it on your instrument.*



ALPHABET/SCALE

REPEATED MATERIAL

REPEATED NOTES

WRITE IN THE COUNTS

# BEGINNER YEAR CONCEPTS

- Steps (whole/half), Skips (intervals)
- Arpeggios
- Sequences & Repeated material
- Key signature
- Melody/Harmony/Bass Line
- Scale patterns, Octaves
- Chromaticism/Enharmonics
- Accidentals

## 25. LIGHTLY ROW

A musical score for the piece '25. LIGHTLY ROW' in 4/4 time. It consists of two staves of music. The melody is written in treble clef and features a sequence of eighth notes with a slight upward curve, characteristic of the 'Lightly Row' exercise. The notes are: C4, D4, E4, F4, G4, A4, B4, C5, B4, A4, G4, F4, E4, D4, C4. The piece ends with a double bar line.

## 25. LIGHTLY ROW

A musical score for the piece '25. LIGHTLY ROW' in 4/4 time, identical to the one above. This version includes handwritten annotations in various colors (green, red, blue, yellow) that group the notes into sequences and skips. The annotations are as follows:

- Staff 1 (Treble Clef):
  - Notes 1-2 (C4, D4) are grouped with a green bracket.
  - Notes 3-4 (E4, F4) are grouped with a green bracket.
  - Notes 5-6 (G4, A4) are grouped with a red bracket.
  - Notes 7-8 (B4, C5) are grouped with a blue bracket.
  - Notes 9-10 (B4, A4) are grouped with a green bracket.
  - Notes 11-12 (G4, F4) are grouped with a green bracket.
  - Notes 13-14 (E4, D4) are grouped with a yellow bracket.
- Staff 2 (Treble Clef):
  - Notes 1-4 (C4, D4, E4, F4) are grouped with a blue bracket.
  - Notes 5-6 (G4, A4) are grouped with a red bracket.
  - Notes 7-8 (B4, C5) are grouped with a blue bracket.
  - Notes 9-10 (B4, A4) are grouped with a red bracket.
  - Notes 11-12 (G4, F4) are grouped with a green bracket.
  - Notes 13-14 (E4, D4) are grouped with a green bracket.
  - Notes 15-16 (C4, C4) are grouped with a yellow bracket.

SKIPS/ARPEGGIOS

SEQUENCES

**38. JINGLE BELLS** *Also practice new music on your mouthpiece only.*

J. S. Pierpont

Musical score for 'Jingle Bells' in 4/4 time. The first staff begins with a dynamic marking of *mf*. The second staff begins with a dynamic marking of *f*. The music consists of two staves of treble clef notation with eighth and quarter notes.

**38. JINGLE BELLS** *Also practice new music on your mouthpiece only.*

J. S. Pierpont

Musical score for 'Jingle Bells' in 4/4 time, identical to the first image but with colored annotations. The first staff has a dynamic marking of *mf* and the second staff has a dynamic marking of *f*. The annotations include: blue lines under the first four notes of both staves; a yellow line under the first note of the second staff; a red line under the next three notes of the second staff; a blue line under the next four notes of the second staff; a red line under the next three notes of the second staff; a blue line under the next four notes of the second staff; a green line under the final note of the second staff; and a red line under the final note of the first staff.

LET THE STUDENTS FIND THE CONCEPTS!



# ASSESSMENT

- Individual vs. Ensemble
- Teach them the UIL rubric and how to use it
- Google Classroom (honor system)
- Individual playing tests (other directors)
- Sectionals
- Note Naming Tests/Mad Minute
- Just Read It! YOPO!

3.3



SEQUENCE

SCALE PATTERNS

CHROMATICS/ACCIDENTALS

SKIPS

# THE NEXT YEAR

- Transferring knowledge from the end of the beginner year into more advanced music
- Pep tunes, All Region etudes, Jazz music, Concert music
- UIL Concert & Sight-Reading Evaluation

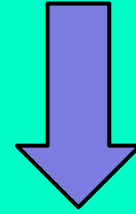
# ATLANTIS

FLUTE

By ANNE MCGINTY

*Allegro*

To this in the Next Year



# CRUNCH TIME!

Bb Clarinet 1  
068-2554-00

*Driving Rock*

*div.*

Jim Swearingen

From this in Beginner Year

# Region 24 Middle School All Region Etude

Clarinet in B $\flat$

Lyrical 2018 - 2019

Adagio  $\text{♩} = 58$

1 *p* *mf* *f* *p*

5 *f* *mf*

9 *p* *mf* *p* *mf* *f* *mf* *p*

14 *f* *p* *mf*

17 *f* *sempre f* *pp*

21 *mf* *p*

WHAT CONCEPTS DO YOU SEE?

HOW CAN STUDENTS TEACH THEMSELVES?

REPEATED MATERIAL?

SMALL CHUNKS FOR TEACHING

SUBDIVISION

# TEACH STUDENTS TO TEACH THEMSELVES (AND EACH OTHER!)

- It starts with trust and knowledge
- Possible uses in future Music Literacy Evaluations
- Peer teaching/coaching, Section Leaders, Band Buddies/Mentor Program
- The power is in THEIR hands!

# Apollo 17

Trombone

William Owens (ASCAP)

Allegro

*f* *mf*

16 *mp*

22 *f*

32 *mp* Andante

39 *mf* *poco rit.*

47 *f* Allegro

55

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UHL SR 2011 - Grade 2

TEACH THE STUDENTS WHAT TO  
LOOK FOR

STARS (YES, AGAIN)

INTERVALS

HARMONIC PART RECOGNITION

LOOK FOR POTENTIAL TROUBLE

SPOTS

Flute

# Apollo 17

William Owens (ASCAP)

Allegro

5

7

16

22

32 Andante

39

47 Allegro

55

# Apollo 17

William Owens (ASCAP)

Trombone

Allegro

5

7

16

22

32 Andante

39

47 Allegro

55



# SUGGESTED TEXTS, GAMES AND APPS

- Musical Mastery - [mrnsmusic.com](http://mrnsmusic.com)
- 40 Days of Sightreading for Full Band + Sightreading Drills for Band - [mrnsmusic.com](http://mrnsmusic.com)
- Any Band Method book - beginner and advanced
- Staff Wars App
- Rhythm Cat + Treble Cat Lite
- [Musicracer.com](http://Musicracer.com)
- [Musictheory.net](http://Musictheory.net)
- Tone Savvy - [tonesavvy.com](http://tonesavvy.com)
- Make your own!

## Note Names (treble staff)

In this exercise, you'll see a staff with a note on it. Identify the note by clicking the correct button at the bottom.

**MIDI:** Your browser supports MIDI input, so you can plug in a MIDI device to practice on your own instrument.

You can also try this exercise with other clefs: grand, bass, alto, soprano, mezzosoprano, and tenor.

Notes

-1

Middle-C

1

2

Select all

Select none

Remove ledger lines

Remove notes on lines

Remove notes on spaces

Play sounds

Yes

Note names

C D E F G A B

Keyboard Shortcuts

- Select answers with keyboard shortcuts. The hotkey for each choice will be displayed in [square brackets].

Start Quiz

## Note Names (treble staff)

Completed: 0

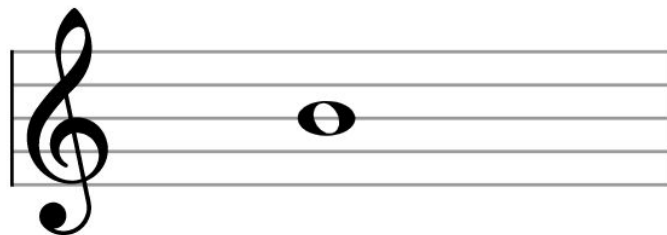
Errors: 0

Score: 100%

Time: 11 sec

Avg time: 0.0 sec

Hints: 0



## Choices

C D E F G A B Hint

Settings

Stop Quiz

QUESTIONS? EMAIL US!

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