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ABSTRACT

This program for intermediate band classes in the Vermilion Parish Schools bridges the gap between the beginning stages of instrumental music and the advanced level of performance. Grade levels are 6 through 9. In this guide, written by teachers, administrators, and supervisors, suggestions are given for scheduling, band method books, concert pieces, solos, and supplementary books for use at this level of musical achievement. The 36-week school year is divided into 6 units, with each unit briefly reviewing material previously covered, and introducing new activities. There is also a week-by-week activity guide with suggestions and correlated material noted. A short bibliography is included. Related guides are SO 006 546-549. (Author/OPH)

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Curriculum Guide for Intermediate Band First Year



Vermilion Parish School Board
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ELEMENTARY AND SECONDARY EDUCATION ACT
TITLE III
A COMPREHENSIVE PROJECT FOR IMPROVEMENT IN LEARNING

Curriculum Guide for Intermediate Band - First Year

Under the Direction
of
W. Gayre Bazar
Music Supervisor

Issued By
Vermilion Parish School Board
Abbeville, Louisiana
Dr. Joseph C. Kite, Superintendent

1970

MUSIC CURRICULUM COMMITTEE

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FOREWORD

Over the years the Vermilion Parish Public Schools have had a successful music program, but while the whole pace of life around us is being changed beyond recognition, we cannot stand still. As we look to the future, we can be sure of one thing-- change will be the pervasive characteristic of our lives.

Our music curriculum and instructional program must be flexible and resilient enough to meet the test of change and new developments as they occur in the field of music education. Teachers and administrators must hold in constant review the existing program and make necessary changes and adaptations that will enable students to function effectively in our contemporary society.

This Curriculum Guide is the product of a cooperative effort involving teachers and administrative and supervisory personnel. I feel the Curriculum Committee under the direction of Mr. W. Gayre Bazar has done an excellent job of preparing this Guide, which should make it simpler and easier for teachers to complete more successfully the transition to modern techniques in music education.

This is a tentative Guide. Your active involvement and participation in the continuing development and strengthening of our music curriculum is encouraged. The Curriculum Committee will welcome suggestions and comments from teachers and parents throughout the school year. Revisions and modifications of the Guide will be made as required and/or deemed necessary.

Schools in this country have set the pattern for the world by making room for every child, but that objective is being superseded by another--quality education for every child. That is the objective for our schools--a system for all, dedicated to the pursuit of excellence.

I urge all teachers to work diligently in helping children achieve success with this program and, in so doing, help our school system achieve a higher standard of excellence.

Joseph C. Kite, Ph.D
Superintendent of Schools

Introduction

A study of public school music history points out differences of opinion among music educators concerning aims and objectives of the music program. It has been found that most successful music programs are those that provide a wide range of musical endeavors which offer the opportunity for every child to investigate the many and varied aspects and implications of music. It is important that objectives be clearly defined in each segment of the curriculum in order that the contribution of each activity be directed toward the total music program.

Point of View

We as music educators believe that:

Music education gives young people the opportunity to find a richer life through music, to guide students into a better understanding of, and love for music, to teach the pupil through music. It emphasizes the values of human living. It assists in developing an integrated person who may take his rightful place in the world in which he lives. Music may be his career, his hobby, his recreation, or simply another experience in his life.

Music education offers activities and studies which tend to develop the social aspects of life. Group activities in music in elementary, junior and senior high schools offer some of the most effective ways of developing cooperation, discipline, personal initiative, individual responsibility, and fellowship.

Music education contributes to the health of the student through the development of correct posture, rhythmical deep breathing, voice hygiene and other social habits. It also contributes to the mental and emotional health which is known to respond to the stimulus of music.

Music education contributes to the development of good work habits. It demand and encourages self discipline.

Music education aids in developing wholesome ideals of conduct.

Music education contributes to the development of citizenship by helping to produce an integrated personality; by giving

students an opportunity to experience the democratic way of life which music groups demand; by teaching love of country, pride in achievements, knowledge of its history, dedication to its improvement, hope for its future, and neighborly regard for the people of other lands through their music.

Music education contributes to home life by encouraging the pupils to take their music to their homes.

Music education contributes to recreation and to the fun of living.

In discovering talent, music education aids the pupil in discovering himself.

Music education affords a foundation for vocational training for all pupils whose interest and aptitude warrant their preparation for a professional career in some phase of music.

FOREWORD

Intermediate band classes are composed of students who have successfully completed the beginning band program. This required program, sequentially, bridges the gap between the beginning stages of instrumental music and the advanced level of performance. Although the grade levels may vary, these classes generally include grades 6, 7, 8 or 7, 8, 9.

Reasonable, worthwhile daily assignments should be made. Testing, both playing and written, should be a regular part of the pupil's class.

Intermediate Band - First Year

SECTION I

Objectives

1. To further the development of correct playing habits with continued emphasis on posture, holding position, embouchure, breathing, and refinement of tone qualities
2. To continue the development of music fundamentals and develop sight reading ability
3. To further the development of good listening habits
4. To develop "esprit des' corps" within the group
5. To motivate each individual to assure personal growth, musicianship, and technical facility
6. To provide an atmosphere which is conducive to enjoyment, and satisfaction in personal achievement
7. To continue the development of awareness of the esthetic value of music

8. To further enrich solo, small ensemble, and full band repertoire

SECTION II

Scheduling

Depending upon the situation, one of the following methods of organization should be employed.

I. Full Band Method

- A. All instruments taught in the same class
- B. If this method is utilized, provision for more daily class time is advisable

II. Families of Instruments

- A. This plan has the obvious advantage of dealing with common problems
- B. The groups are usually smaller and more individual attention is possible

For best results, regardless of method, time should be allocated on a regular daily basis for a minimum of forty-five minutes for 6th grade and sixty minutes for grades 7, 8 and 9.

SECTION III

Eligibility

Students should successfully complete all required work at each level of instruction before advancement.

SECTION IV

Materials

First Year

Text: First Division Band Method, Part two - Belwin

Correlated Materials

I. Books

- A. Fun with Fundamentals - Belwin
- B. Time Out for Ensembles - Belwin
- C. Flying High - Belwin

II. Concert Pieces

- A. Festival - Erickson
- B. Celebration - Ployhar
- C. Village Charm - Osterling
- D. We Know Cha-Cha - Osterling

III. Solos

- A. Correlated
- B. Selected

Supplementary

I. Books

- A. Frank Erickson Band Book - Belwin
- B. John Kinyon Band Book - Belwin
- C. Cadet Concert Folio - Belwin
- D. Belwin Intermediate Band Book

Unit I
Six Weeks

Review

Instrument Inspections (every third week)

Emphasize accurate playing and listening habits

Daily individual attention

Master music in students' book (First Division, Book Two)

pages 4 through 7

Introduce dotted quarter followed by eighth

Introduce chromatics

Correlated material:

a. "Fun with Fundamentals" - Ex. 2 & 6, Ex. 15 & 16, Ex. 42

b. "Time Out for Ensembles" - Page 3 - Ex. 4 & 5, page 4 - Ex. 6,
page 8 - Ex. 10

c. "Celebration" - Ployhar (band arr.)

Playing and written tests

Unit 2
Six Weeks

Review

Instrument inspections (every third week)

Playing and listening habits

Individual attention

Students' book page 8 through 13

Introduce quarter note staccato

Unit 2 (Continued)

Introduce and explain enharmonic tones

Introduce $\frac{3}{8}$ time

Introduce C concert scale

Alternate fingering or positions for brasses

Correlated materials:

- a. "Fun with Fundamentals" - page 16 - Ex. 74, 75, 76
- b. "Flying High" - pages 2 & 3, page 4, page 14
- c. Selected solos

Playing and written tests

Unit 3

Six Weeks

Review

Instrument inspections (every third week)

Playing and listening habits

Individual attention

Students' book, pages 14 - 17

Introduce $\frac{6}{8}$ time

Introduce C minor (concert)

Introduce new notes (see book)

Transposition ("America")

Complete review

Unit 3 (Continued)

Correlated materials

- a. "Fun with Fundamentals" - page 18 - Ex. 87
- b. "Flying High" - page 9
- c. "Frank Erickson Book" - page 16
- d. "We Know Cha-Cha" (separate band arrangement)

Playing and written tests

Unit 4

Six Weeks

Review

Instrument inspections (every third week)

Playing and listening habits

Individual attention

Students' book - pages 18 through 21, page 22 - Ex. 1 through 4

Introduce eighth note staccato.

Introduce tempo markings

Explain theme and variations

Introduce sixteenth note

Correlated materials

- a. "Fun with Fundamentals" - page 22, Ex. 10
- b. "Flying High" - pages 7 and 15
- c. "Cadet Band Folio" - page 5
- d. "Time Out for Ensembles" - page 4, Ex. 6; page 12, Ex. 15;
page 13, Ex. 16
- e. Selected solos

Unit 4 (continued)

- f. "Village Charm" - Osterling (separate band arrangement)

Listening

- a. Light Calvary Overture or
- b. 1812 Overture

Playing and written tests

Unit 5

Six Weeks

Review

Instrument inspections (every third week)

Playing and listening habits

Individual attention

Students' book - pages 22 - Ex. 5 & 6 - through 26

Introduce syncopation

Tempo markings

Introduce dotted eighth followed by sixteenth

Introduce dynamic and accent markings

Correlated materials:

- a. "Fun with Fundamentals" - page 24, Ex. 117 & 118;
page 25 - Mismatch March; page 26, Ex. 126 & 127
- b. "Flying High" - Pages 10 & 11
- c. John Kinyon - pages 5 and 9
- d. Cadet Band Folio - page 15
- e. Frank Erickson - pages 2 & 12
- f. Program materials (selected)

Unit 5 (Continued)

Playing and written tests

Unit 6

Six Weeks

Review

Instrument inspections (every third week)

Playing and listening habits

Individual attention

Students' book - pages 27 through 28

Prepare concert materials

Correlated material:

- a. "Time Out for Ensemble" - page 16, Ex. 20
- b. Selected solos

Sight reading (selected material)

Prepare for test

Written and playing tests

Check in music

Check in school-owned instruments

Inspect student-owned instruments and recommend needed repairs

FIRST YEAR
LESSON PLANS

Unit I
First Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
Set up class roll		
Fill out personnel cards		
Distribute books and music		
Issue school-owned instruments	Fill out receipt and bond sheets. Send home with pupil for parents' signature.	
Check individually-owned instruments	Recommend needed repairs	
Review fundamentals in First Division, Book One	Beginning band material	
Discuss and check playing habits	This should become part of daily routine. Hand and finger positions, embouchures, tonguing, breathing, tone production, counting, intonation and posture.	
Discuss care of instrument and equipment	Should include assembly, dis-assembly, oiling, greasing, polishing, handling, cleaning mouthpiece and instrument, care of reeds and care of percussion equipment.	

Unit 1
Second Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
Check roll		
Warm up and tune band	Use scales, chorales, or familiar material. Make this a part of daily routine.	
Stress good playing habits	Review Eb Concert Scale	"Fun with Fundamentals" Exercise 2 & 6
First Division Book Two Page 4 - Ex. 1-4; 5-7	Outlined first week. Requires constant attention. Correct faults immediately.	
Exercise 1	Material to be covered in basic text.	
Exercise 4	Always stress good tone production, intonation, and accuracy in counting. Correct mistakes.	
Exercise 5	Introduce and explain the dotted quarter note followed by the eighth before playing. Correct mistakes. Explain again if necessary.	
Exercise 7	Reinforces the above. Insist upon accuracy.	
	Follow book directions, carefully.	
	introduce	

"Time Out for Assemblies"
14

Instrument inspection

This routine is recommended:

- (a) Brasses - valves unscrewed and showing, slides pulled enough to show cleanliness and grease. Outside of horn clean. Instrument held in position to be checked at a glance.
- (b) Woodwinds - clean mouthpiece and instrument, reeds good, corks or joints greased where necessary, straps good and properly adjusted.
- (c) Percussion - All equipment in position, adjusted and ready to be played, sticks and mallets displayed.
- (d) Check posture and grooming

Director walks between rows, checking each instrument. This should be graded.

Warm up and tune band

Stress good playing habits

Review

Page 4 - Exercises 2, 3, 6

Basic text

Page 5 - Exercises 1, 2, 4, 5

Basic text

Unit 1
Third Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
Page 4 - Exercise 2, 3	Play B _b concert scale and assign to be memorized	
	Introduce	"Fun with Fundamentals" F Concert Scale -- Exercise 15; Practice Drill - Exercise 16
Page 4 - Exercise 6	Familiar melody in F Concert	
Page 5 - Exercise 1, 2	Same melody but two keys (E _b Concert and F Concert)	
Exercise 4	Insist upon accuracy in counting. Correct mistakes.	
	Introduce	"Time Out for Ensembles" Page 4 - Exercise 6
Exercise 5	Intervals clean, precise	

Test

Unit 1
Fourth Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
Warm up and tune band	Check playing habits	
Review		
Page 5 - Exercises 3, 6, 7	Basic text	
Exercise 3	Introduce chromatics. Explain. Check fingering and intonation	
	Introduce	"Fun with Fundamentals" Exercise 42 - Chromatics
Exercise 6	Counting precision very necessary in 4 and in cut time. Clap rhythm. If trouble is evident, one group play, others count rhythm.	
	Play in march style - Explain Rallentando.	"Time Out for Ensembles" Page 8 - Exercise 10
Test	Selected material	

Unit 1
Fifth Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
Warm up and tune band	Check playing habits	
Review		
Page 6 - Exercises 1-5	Basic text	
	Review A ^b Concert Scale	"Fun with Fundamentals" Page 14
Page 5 - Exercise 4	Review dotted quarter	
	Insist upon accuracy in counting and good intonation	
Exercises 2-3	Review E _b Concert Scale	
	Apply varied rhythms as suggested	
Exercise 4	Play in $\frac{4}{4}$ and Cut Time. Compare dotted half note in Cut Time to dotted quarter in $\frac{4}{4}$.	
Exercise 5	Review tempo markings, dynamic markings, and introduce fermata sign. Practice parts separately as necessary.	
Written test	Introduce	Selected material if time allows
	In book	

Unit 1
Sixth Week

Weekly Guide	Suggestions	Correlated Material
Instrument inspection	Spelled out in third week plan.	
Warm up and tune band	Instill good listening habits and check playing habits	
Review		
Page 7 - Exercises 1-5	Basic text	
Exercise 1	Review D. C., Al Fine. Explain and demonstrate differences in major and minor. Always insist upon accuracy in counting. Review F Concert Scale	"Fun with Fundamentals" Page 6, Exercise 15
Exercises 2, 3	Follow book directions.	
Exercise 4	Review 1st and 2nd endings. Attention to dynamics, and review alternate fingering and positions for brasses.	
Exercise 5	Follow book directions.	
Page 7	Assign instrumental extra.	
Test	Introduce Selected material	"Celebration" - Ployhar



Unit 2
Seventh Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
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Warm up and tune

Stress good playing habits.

Review

Page 8 - Exercises 1-6

Basic text.

Exercise 1

Follow book suggestions.

Exercises 2, 3

Review A Concert Scale.
Apply varied rhythms as suggested.

Exercise 4

Introduce quarter note staccato.
Play in a detached manner
(eighth note followed by
eighth rest).

Exercise 5

Review Slur.
Insist upon accuracy.

Exercise 6

Review tie.
Divide as recommended for part
practice and then play together.

Review, strengthen, weak parts. "Celebration"

Test

Unit 2
Eighth Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
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Warm up and tune.	Stress good playing habits. Emphasize development of technique - articulation, counting, tonguing.	
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Review

Page 9 - Exercises 1-8

Exercise 1-7

Exercise 8

Basic text.

Articulation studies.

Explain enharmonic tones.
Demonstrate on piano. If
piano is not available,
draw small section of
keyboard on chalk board for
demonstration.

Introduce. Check chromatic
fingering and accuracy in
note playing.

"Flying High" - Page
15, Exercise 19

Test

Unit 2
Ninth Week

Weekly Guide

Suggestions

Correlated Material

Instrument inspection

Warm up and tune

Continually stress good playing habits.

Review

Page 10 - Exercise 1-5

Basic text.

Exercise 1

Review pick up notes and play in common time and cut time.

Exercise 2

Further development of chromatic scale. Special attention to new fingering for some instrument.

Exercise 3

Reinforce dotted quarter.

Exercise 4

Emphasize accurate counting.

Exercise 5

Introduce use of Tom Tom in percussion.

Introduce

"Flying High" - Pages
2 and 3

Test

In book - (page 10)

Unit 2
Tenth week

Weekly Guide | Suggestions | Correlated Material

Warm up and tune	Check playing habits
Review	
Page 11 - Exercises 1-5	Basic text.
Exercises 1, 2	Compare $\frac{3}{4}$ and $\frac{3}{8}$ time.
Exercise 3	Have students listen for balance and intonation.
Exercise 4	Lip slurs for brasses. Interval practice.
Exercise 5	Call attention to accidentals. Follow book directions for assignment of parts.
	Assign - for six weeks playing test.
	(Memorize - check individually).
	Selected solos

Test

Unit 2
Eleventh Week

Weekly Guide	Suggestions	Correlated Material
Warm and tune	Check playing habits.	
Review		
Page 12 - Exercise 1-7	Basic text.	
Exercises 1, 2, 3	Reinforce 3 time. 8	
Exercises 4, 5	Introduce C Concert Scale - Apply varied rhythms as suggested.	
	Assign	"Fun with Fundamentals" (selected exercises) Page 16
Page 4 (basic text)	"America" Try playing in C Concert (ear training). Assign to write.	
Exercise 6	Further technical development.	
Exercise 7	Explain march form (Play recorded march, if available).	
	Introduce	"Flying High" 1. Toyland 2. Greensleeves

Test

Weekly Guide	Suggestions	Correlated Material
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Instrumental inspection

Warm up and tune

Check playing habits

Review

Page 13 - Exercises 1-6

Basic text.

Exercise 1

Reinforce $\frac{3}{4}$ and $\frac{3}{8}$ study.

Exercise 2

Review staccato.

Exercise 3

Emphasize legato style, intonation and balance.

Exercise 4

Introduce and explain alternate fingerings or positions for brasses.

Exercise 5

Special emphasis on counting. Insist upon accuracy.

Exercise 6

March Tric in Cut Time.

Assign instrumental extra and check individually

Introduce

"Flying High" - Page 6
Gypsy Love Song

Test

Unit 3
Thirteenth Week

Weekly Guide	Suggestions	Correlated Material
Warm up and tune	Check playing habits.	
Review		
Page 14 - Exercises 1-4	Basic text.	
Exercise 1	Introduce 6 time. 8	
Exercise 2	Introduce c minor concert.	
Exercise 3, 4	Familiar Tunes	
Test	Introduce and assign.	"Fun with Fundamentals" Page 18 - Exercise 87
	Introduce	Frank Ericksons Band Book, page 16 "Silent Night" (if available)



Unit 3
Fourteenth Week

Weekly Guide	Suggestions	Correlated Materials
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Warm and tune

Check playing habits.

Review

Page 14 - Exercises 5, 6

Basic text.

Assign B_b - E_b - F - A_b
and C Concert Scales

These to be assigned for
memory work.

- a. Clarinets and flutes
two octaves if possible.
- b. To be tested.

Exercise 5

Reinforce transposition
(play in C and B_b)
Insist upon accuracy.

Exercise 6

Reinforce march style.
Assign drum extra.

Introduce

"Flying High Book"

Page 9 - Yankee
Doodle

Test

Unit 3
Fifteenth Week

Weekly Guide	Suggestions	Correlated Material
Instrument inspection		
Warm up and tune	Check playing habits. Strive for good tone quality and intonation.	
Review		
Page 15 - Exercises 1-5	Basic text.	
Exercise 1	Comparison of 3 and 3 - 4 8 (Reinforcing material).	
Exercise 2	Further 8 study.	
Exercise 3	Emphasis on staccato and articulation.	
Exercise 4	Chromatic Study a. Test	
Exercise 5	Special emphasis on dynamics, march form and style.	
Written test (Page 15)		Selected material if time allows (Recent publications)

Unit 3
Sixteenth Week

Weekly Guide	Suggestions	Correlated Material
Warm up and tune	Check playing habits.	
Review	Emphasis on assigned scales.	
Page 16 - Exercises 1-5	Special supplemental technique and articulation drill page. Accuracy very essential.	"We Know Cha-Cha" - Osterling (band arrangement)
Test	Introduce	

Unit 3
Seventeenth Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
Warm up and tune	Check playing habits	
Review	Scales Assigned for memory work (14th week)	
Page 16 - Exercises 6-10	Basic text	
Exercises 6-9	Continue technique and articulation development.	
Exercises 10	Memorize chromatic scale.	
Test	Continue	"We Know Cha-Cha"

Unit 3
Eighteenth Week

Weekly Guide

Suggestions

Correlated Material

Instrument inspection

Warm up and tune

Check playing habits.

Test

Scales assigned in 14th week.
(B_b - E_b - F - A_b - C)

Page 17

These concert numbers may be
played if time allows.

Unit 4
Nineteenth Week

Weekly Guide	Suggestions	Correlated Material
Warm up and tune	Check playing habits - stress good band tone, intonation, style, etc.	
Review		
Page 18 - Exercises 1-5	Basic text.	
Exercises 1, 2	Compare $2/4$ and $6/8$ time.	
Exercise 3	Reinforce dotted quarter note.	
Exercise 4	Emphasize intonation, balance and phrasing.	
Exercise 5	Interval study and introduction of eighth note staccato.	
Test	Continue	"We Know Cha-Cha"
	Assign	Selected Solos

Unit 4
Twentieth Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
Warm up and tune	Check playing habits.	
Review		
Page 18 - Exercises 6, 7	Basic text.	
Exercise 6	Book directions.	
Exercise 7	Review tempo marking (Andante) and dynamics.	
	Assign drum extras.	
	Introduce	"Flying High Book" Page 15 - Robin Hood
	Introduce	"Cadet Concert Folio" Page 5 - Overture
		Listening material Overture a. "Light Calvary" or "1812 Overture"
Test		

Unit 4
Twenty-first Week

Correlated Material

Suggestions

Weekly Guide

Instrument inspection

Check playing habits.

Warm up and tune

Review

Basic text.

Page 19 - Exercises 1-5

6/8 rhythm. Slow and fast.

Exercises 1, 3

Continue interval study and use of alternate fingerings.

Exercise 2

Play in common time and cut time.

Exercise 4

Chorale Style. Emphasize phrasing, intonation, and balance.

Exercise 5

Introduce

"Time Out for Ensembles"
Page 12 - Exercise 15
(8 theme)
Page 13 - Exercise 16
(6 march)
(8)

Test

Written. Fingering (in book).

Unit 4
Twenty-second Week

Weekly Guide	Suggestions	Correlated Material
Warm up and tune band	Check playing habits.	
Review		
Page 20 - Exercises 1-5	Basic text.	
Exercises 1, 2, 4	Reinforcement of $6/8$ rhythm. Count in 6 and then in slow two. Check accents (Exercise 4).	"Time Out for Ensembles" Page 12, Ex. 15 and Page 13, Ex. 16.
Exercise 3	Continue	
Exercise 5	Articulation problems. Precision important. Phrasing study. Check carefully. Use soft tongue.	"Time Out for Ensembles" Exercise 6, Page 4.
Test	Introduce	



Unit 4
Twenty-third Week

<u>Weekly Guide</u>	<u>Suggestions for Teachers</u>	<u>Correlated Material</u>
Warm up and tune band	Check playing habits.	
Review		
Page 21 - Exercises 1-5	Basic text.	
Exercises 1, 3	Reinforcing 6 (count in two).	
Exercise 2-4	Articulation problems (pre- cision necessary). Observe lip slurs for brasses in Exercise 4.	
Exercise 5	Explain theme and variations. Solos or group play melody - others play accompaniment. Exchange.	Listening materials: Carnival of Venice (if available)
Test	Introduce	"Village Charm" Osterling

Unit 4
Twenty-fourth Week

Weekly Guide	Suggestions to Teachers	Correlated Material
Instrument inspection		
Warm up and tune	Check playing habits.	
Page 22 - Exercises 1-4	Basic text.	
Exercise 1, 2	Introduce sixteenth note. Compare to eighth notes in cut time.	
Exercise 3	Sixteenth note study and alternate fingering.	
Exercise 4	Follow book directions.	
	Introduce	"Fun with Fundamentals" Page 22 - Exercise 10
	Introduce	"Flying High" - Page 7 This Old Man in cut time (familiar tune)
	Continue	"Village Charm"

Test

Unit 5
Twenty-fifth Week

Weekly Guide	Suggestions to Teachers	Correlated Material
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Warm and tune band	Check playing habits.	
Review	Basic text.	
Page 22 - Exercises 5, 6	March style (crisp).	
Exercise 5	Concentrate on tone quality.	
Exercise 6	Call attention to E natural as used in minor. Emphasis on cantabile style.	
Test	Introduce	Frank Erickson Band Book - Page 3 (Scottish March)
	Continue	"Flying High" - Page 11 "Captain Kid"
	Continue	"Village Charm"

Unit 5
Twenty-sixth Week

Weekly Guide	Suggestions	Correlated Material
Warm and tune band	Check playing habits	
Review		
Page 23 - Exercises 1-6	Material to be covered in basic text.	
Exercise 1	Interval technique study and review of variations.	
Exercise 2	Review of sixteenth notes and alternate fingerings for brass.	
Exercise 3, 4	Introduce and explain syncopation.	
Page 8, Exercise 2 in text	Review of A _b Concert Scale.	
	Introduce	"Fun with Fundamentals" Page 24 - Exercises 117, 118
Page 23 - Exercise 5	Reinforces syncopation.	
Exercise 6	Syncopation and tempo markings.	
	Introduce	"John Kinyon Book" Land of Hope and Glory - Page 5
	Introduce	"Fun with Fundamentals" Page 25 (Mismatched March).
		Supplemental band number if time allows.

Test

Unit 5
Twenty-seventh Week

Weekly Guide	Suggestions	Correlated Material
Instrument inspection	Check playing habits.	
Warm up and tune band		
Review		
Page 24 - Exercises 1-4	Basic text.	
Exercise 1	Book directions	
Exercise 2, 3	Introduce dotted eighth and sixteenth.	
	Introduce	"Fun with Fundamentals" Page 26 - Exercises 126, 127
	Introduce	"Flying High" - Page 10
Exercise 4	Note accents and dynamic markings.	
	Introduce	"Cadet Band Folio" - Battle Hymn of the Republic

Test



Unit 5
Twenty-eighth Week

Weekly Guide	Suggestions	Correlated Material
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Warm up and tune band	Check playing habits.	
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Review		
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Page 25 - Exercises 1-2	Memorize, (this must be emphasized). Prepare for playing test.	
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Introduce		"Frank Erickson" - Page 2 - Day Dream Page 3 - Gay 90's
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Test	Chromatic Scales	
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Unit 5
Twenty-ninth Week

Weekly Guide	Suggestions	Correlated Material
Warm up and tune band	Check playing habits	
Review		
Page 25 - Exercises 3-7	Basic text.	
Exercises 3, 4, 5, 6	Interval study, (Teaching suggestions: Perform as articulation study).	
Exercise 7	Reinforce 6 Time.	
	Introduce	Concert number John Kinyon Book - Page 2 - "Pride of Pittsford."
	Polish numbers for concert.	Band arrangements.
Test		

Unit 6
Thirtieth Week

Weekly Guide	Suggestions	Correlated Material
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Instrument inspection		
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Warm up and tune	Check playing habits.	
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Review		
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Page 25 - Exercises 8-11	Basic text.	
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Exercise 8	Articulation Study.	
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Exercise 9	F Concert varied articulation.	
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Exercise 10	Articulation study in A_b Concert.	
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Exercise 11	Follow book direction regarding circling of notes.	
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Page 26	Book directions.	
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Test		Program material
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Unit 6
Thirty-first Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
Warm up and tune	Check playing habits.	
Page 27	One tune variation (stress accuracy).	
	Introduce	"Time Out for Ensemble" Exercise 20
	Polish	Program material

Test

Unit 6
Thirty-second Week

<u>Weekly Guide</u>	<u>Suggestions</u>	<u>Correlated Material</u>
Warm up and tune	Check playing habits.	
Review		
Page 28 - Exercises 1-10	Assign for test.	
	Polish numbers for program if one is planned.	Program material
	Assign. Check individually and grade.	Solos
Test		

Unit 6
Thirty-third Week

Weekly Guide	Suggestions	Correlated Material
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Instrument inspection

Warm up and tune

Check playing habits.

Review

Page 28 - Exercises 1-10
Exercises 1-7

Test individually.

Exercise 8

Test on assigned scale from
memory.

Exercise 9

Check solos that were assigned.

Exercise 10

Ensemble testing to be selected
from program materials.

Polish numbers.

Program materials

Unit 6
Thirty-fourth Week

Weekly Guide	Suggestions	Correlated Material
Warm up and tune Review	Final Polish	Program material
Thirty-fifth Week		
Warm up and tune Review	Present Concert	Program material
Thirty-sixth Week		
Warm up and tune	Sight read Pick up music and school-owned instruments Recommend needed repairs.	

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SUGGESTED CHANGES

Unit	Lesson	Changes Needed