An introduction to music emphasizing harmony, this course provides a laboratory approach in which pupils will develop skill in playing brass and woodwind instruments, sing, listen to, read and compose music with emphasis on elementary concepts of harmony. This handbook provides, in outline format, the following: Course Description; Course Enrollment Guidelines; Course of Study Objectives—Musicianship, Technique—Course Content; Course Procedures, Strategies and Suggested Learning Activities (for nine weeks); Resources for Pupils; Resources for Teachers; and Assessment. (DB)
INSTRUMENTAL TECHNIQUES - BAND

COURSE NUMBERS: MUSIC:

5642.45
5643.45

WRITTEN BY Mack Sutton

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971
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Miami, Florida 33132

Published by the Dade County School Board
I. COURSE TITLE
   Instrumental Techniques - Band

II. COURSE NUMBERS
   5642.45
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III. COURSE DESCRIPTION
   An introduction to music emphasizing harmony. A laboratory approach in which pupils will develop skill in playing brass and woodwind instruments, sing, listen to, read and compose music with emphasis on elementary concepts of harmony.

IV. COURSE ENROLLMENT GUIDE LINES
   Successful completion of Music Lab. Level III or have studied piano privately. Consideration should be given to the student's motivation for study and the teacher's assessment of the probability of his success.

V. COURSE OF STUDY REQUIREVES
   A. Musicianship
      The pupil will select the title of a familiar melody heard from a list provided.
      The pupil will identify the performing medium by ear from the following choices: violin, clarinet, piano, trumpet, flute.
cello, trombone, recorder, oboe, saxophone, French horn, English horn, and bassoon.
The pupil will determine by ear whether an example is in major, minor, or chromatic mode.
The pupil will determine by ear whether an example contains a complete cadence, an incomplete cadence, or no cadence.

B. Technique

The pupil will demonstrate basic body posture for intonation.
The pupil will demonstrate the elements of style by employing appropriate phrasing, articulation, and tempo in performing a military march, a waltz, a chorale, or an anthem.
The pupil will demonstrate production of style through articulation, staccato, legato, detaché, etc., and the use of dynamics.
The pupil will demonstrate the elements of breath control for the reproduction of phrases and maintaining intonation.
The pupil will demonstrate recognition of musical symbols to insure musical performance.
The pupil will demonstrate memory-playing of short phrases.

Review of skills

VI. COURSE CONTENT

A. Development of Performance Skills

These will receive heavy concentration at first to build range and control sufficient to do other selections, and continue to develop concurrently with music development.
Logistic:
  Assembly of an instrument
  Care of instrument - daily, monthly

Tone:
  Embouchure
  Breath Control

Pitch:
  Fingerings
  Tuning of instrument
  Further embouchure and breath control development

Articulation:
  Tonguing
  Slurring
  Staccato

Review of staff notation reading skills.
Given a staff containing a clef sign, meter signature, bar lines and the initial note, the pupil will complete the notation for pitch and duration from melodic dictation.
Given a staff notated example, the pupil will indicate any pitch discrepancies in an example heard.
Given a staff notated example, the pupil will indicate any rhythmical discrepancies in an example heard.
Given several samples of staff notation, the pupil will select the one matching an example heard.
Given a familiar melody in staff notation without a key signature and aided by hearing a performance of the melody exactly
as notated, the student will select the key signature from
a group provided.
After hearing a melody performed, the student will select
from a group provided the proper sequence of letters to no-
tate the melody.
Given a staff notated example, the student will select from
a group provided the proper sequence of letters for the no-
tated melody.

B. Performance

The pupil will properly assemble and dissemble the band instru-
ment of his choice.
The pupil will play from memory two major scales and their
relative minors of his choosing, for one octave, with charac-
teristic timbre, at a speed of at least one tone per second,
in an articulation (legato, tongued, staccato) selected by
the teacher.
The pupil will play from memory a chromatic scale for a range
of a twelfth, with characteristic timbre, at a speed of at
least one tone per second.
The pupil will perform from music simple melodies employing
whole, half, quarter, and eighth note values, in time signa-
tures of 4/4, 3/4, 2/4, 4/8, 6/8 and any of at least three
different key signatures.
The pupil will demonstrate the elements of tone production for
expressive playing and intonation.
The pupil will demonstrate use of the embouchure for pitch
and quality control.

VII. COURSE PROCEDURES, STRATEGIES AND SUGGESTED LEARNING ACTIVITIES

Week I, II, III, and IV

These are to be suggestions for the use of the teacher, not to be considered mandatory.

Presentation and development of the following techniques.

Proper posture and correct hand positions for the instrument
Elements of tone production
Rhythm counting and sensing pulse in 2/4, 3/4, and 4/4
Care of equipment and music
Breath control and tone production

Week V and VI

Goals set by pupils - would like to know how to:

Get higher notes
Get clearer tone
Read ahead
Better group control
Be sure of fingering in both upper and lower register

Objectives
Learning how to handle rhythm problems and patterns
Learning how to handle new reading materials
Knowing and learning how to produce proper tone
Learning proper fingering of notes
Developing proper tuning methods

Procedures
Counting and clapping out rhythm patterns.
Sing material and rhythm patterns.
Breath control, lip slurs of 2 and 3 notes.
Playing scales D and G using alternate fingering.
Tuning within the section and compare.
Week VII, VIII, and IX

Further development and drill

Rhythm

Tonal memory and production

Harmonic understanding

Color sense

Sense of melodic phrase

VIII. RESOURCES FOR PUPILS

Belwin Band Builder Part I

Waltz

Jolly Old St. Nick

Merry Widow Waltz

Film Strips - Bowmar Series

Woodwind

Brass

Adventures in Band

All Stars Parade

Waltz With Me

Marine's Hymn

Band Boys March

Pro-Art Play Right Away

First Adventures in Band

Kenyon-Powers Concert Book

Selections from method books, selected exercises in E\text{b}, F\text{b}, and F Concert.

Exercises in multiple rhythm up to 16th notes.
Exercises introducing 8th note triplets.

Kenyon Powers Concert Book
  Gypsy Waltz
  Carnival for Trumpets
  Carnival for Trumbones

IX. RESOURCES FOR TEACHERS

Teacher's manuals for the above listed texts.

X. ASSESSMENT

Performance tests on major, minor and chromatic scales.
Reading tests on rhythms.
Teacher evaluation of pupil's progress and performance.
Pupil's self-evaluation in light of his goals.