

Bridging the Second Year Gap

Midwest International Band Clinic

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WHAT IS THE SECOND YEAR?

What it is

1. Advanced Beginner Band
2. Dependent Students
3. The “new and shiny” has faded

What it is not

1. Performing Band Lite
2. Independent Students
3. Fancy Curriculum



**Who am I
for my
students?**

**I am a music
literacy
teacher,**

**but also a
teacher who
helps raise good
humans**

**What do you
expect your
students to know
each year?**



**Gautier Middle School
Instrumental Music Department
Yearly Curriculum Content - Woodwinds and Brasses**

6th Grade

1. Demonstrate good posture (front edge of chair, feet flat)
2. Demonstrate correct instrument position (hands on horn correctly; horns assembled correctly; check mouthpieces and reed alignment)
3. Demonstrate the following articulation/tonguing styles: normal and staccato
4. Recognize and Apply the following notes/rests:
 - a. Whole
 - b. Half
 - c. Quarter
 - d. Beamed 8th Notes
 - e. Dotted Half Notes
 - f. Dotted Quarter Notes
5. Demonstrate Music Penmanship (develop and make students write this stuff)
6. Understand sharps, flats, and naturals; Apply Order of Flats and Order of Sharps
7. Apply the following time signatures: 2/4, 3/4, 4/4, and cut time
8. Play the following major scales: Concert Ab, Bb, and F
9. Play a 1 octave chromatic scale
10. Ear Training - match pitch through singing, identify major vs. minor chords, notate basic rhythms from listening examples

7th Grade

1. Demonstrate and articulate consistent good posture, instrument position, and tone quality
2. Demonstrate the following articulation/tonguing styles - legato, staccato, and accents
3. Recognize and apply the following notes/rests:
 - a. All 6th Grade rhythms
 - b. 8th rests
 - c. 16th note combinations
 - d. Syncopation
 - e. Triplets
4. Identify Downbeat versus Upbeat
5. Understand accidentals, how to write scales, and enharmonics
6. Play in 6/8 Time Signature in 6
7. Play the following scales and in the key signature: Concert G, C, F, Bb, Eb, Ab, Db, and Gb (2 octaves where appropriate)
8. Play a 2 octave chromatic scale
9. Ear Training - notate rhythms from listening examples, identify solfege syllables and how they apply to scales, learn how to use the tuner/metronome

8th Grade

1. Reinforce Posture, Instrument Position, and Tone Quality
2. Demonstrate the following articulation/tonguing styles - legato, staccato, accents, and marcato
3. Recognize and apply all 6th and 7th grade rhythms in addition to:
 - a. 16th notes and 16th rest combinations
4. Play in 6/8 Time Signature in 2
5. Play the following scales and in the key signature:
 - a. All Scales from 6th and 7th Grade
 - b. Concert D, A, E, and B Major
6. Play the Chromatic Scale on the Full Practical Range of the Instrument
7. Ensemble Concepts - Intonation, Balance (Column vs. Pyramid), and Blend; Identify Melody versus Accompaniment
8. Ear Training - tune chords by sight and listening; identify the role of the 3rd of the chord

**Gautier Middle School
Instrumental Music Department
Yearly Curriculum Content - Percussion**

6th Grade

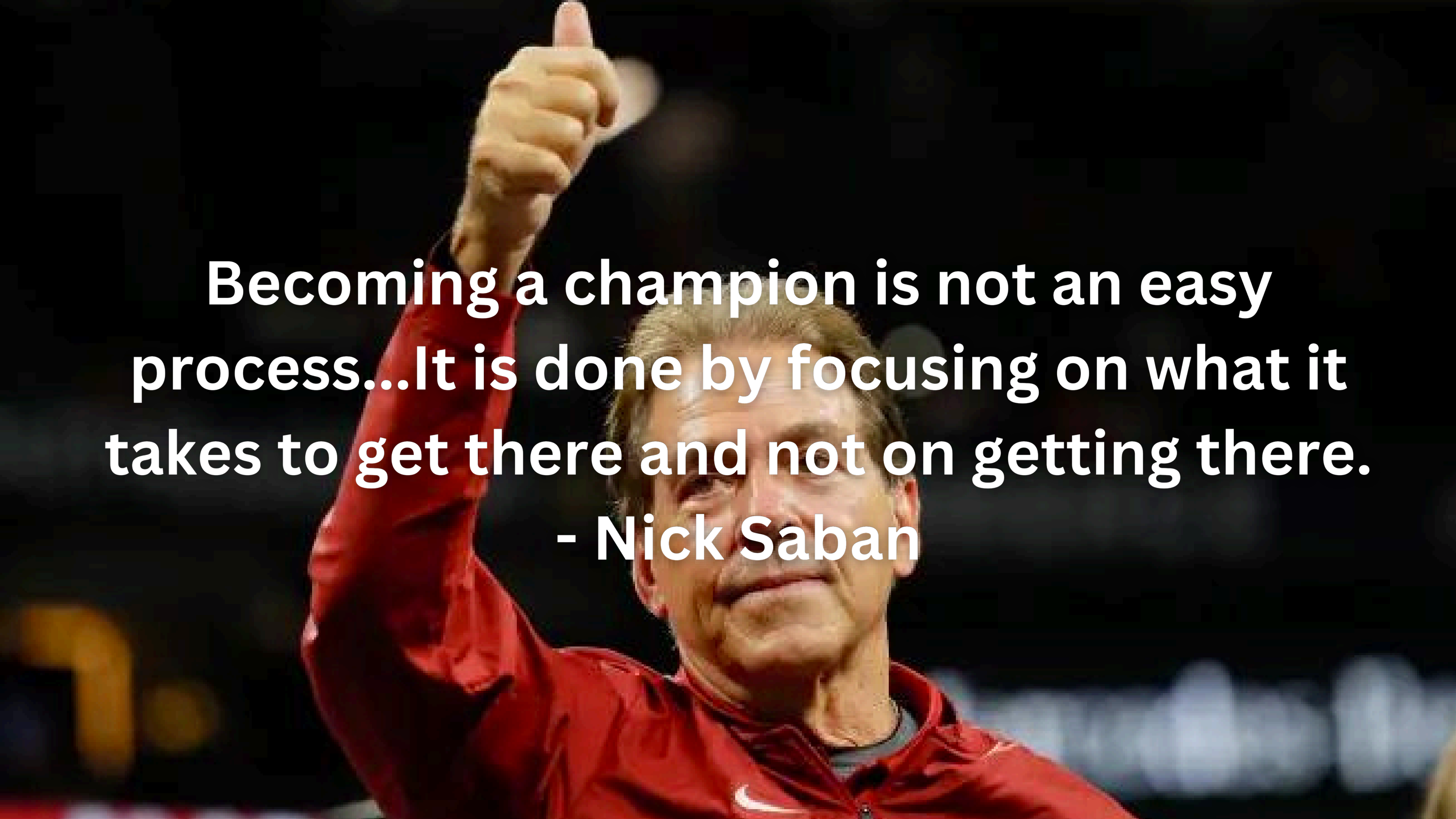
1. Demonstrate and articulate good posture
2. Demonstrate and articulate good hand position (how to hold sticks correctly)
3. Recognize and apply the following notes/rests:
 - a. All Wind Rhythms - whole, half, quarter, eighth, and dotted notes
 - b. 16th note combinations
 - c. 8th note syncopations
4. Play the following rudiments: Long Roll, 5 Stroke Roll, Flam, Flam Accent, Paradiddles
5. Play the following scales: Concert C, F, Bb, Eb, Ab, and Db
6. Play the Chromatic Scale
7. Music Penmanship (develop and make students write this stuff)
8. Understand sharps, flats, and naturals
9. Time Signatures (2/4, 3/4, 4/4, and cut time)
10. Ear Training - match pitch through singing, identify major vs. minor chords, notate basic rhythms from listening examples

7th Grade

1. Demonstrate and articulate consistent good posture and hand position
2. Recognize and apply the following notes/rests:
 - a. All 6th Grade Rhythms
 - b. 16th rests
 - c. 16th note syncopations
3. Identify Downbeat versus Upbeat
4. Understand accidentals, how to write scales, and enharmonics
5. Play in 6/8 Time Signature in 6
6. Play all 12 major scales in Scale Pattern and Green Scales
7. Play the following rudiments:
 - a. All rudiments from 6th Grade
 - b. Flam Tap, Flam Paradiddles, All Roll Varieties, Drags, Pataflafla, Double Paradiddle, Paradiddle diddle
8. Demonstrate the diddle with mastery
9. Identify, articulate, and perform good wrist turns and hand speed
10. Demonstrate Rhythms, not Stickings
11. Demonstrate the Grid

8th Grade

1. Reinforce Posture and Hand Position - Build Better Sound Quality and Speed.
2. Recognize and apply all 6th and 7th grade rhythms in addition to:
 - a. Duple vs. Triple
3. Play in 6/8 Time Signature in 2
4. Review and perform all Major Scales and music written in their key signatures.
5. Play the Chromatic Scale on the Full Practical Range of the Instrument
6. Ensemble Concepts
 - a. Percussion Role in the Ensemble
 - b. Etiquette during rehearsals
7. Demonstrate 4 Mallet Technique, Permutations, and Stroke Types
8. Demonstrate appropriate timpani technique and tuning
9. Demonstrate Marching Drum Techniques (Traditional Grip)
10. Demonstrate appropriate technique on the following concert percussion instruments: triangle, crash cymbals, suspended cymbal, and bass drum

A close-up photograph of Nick Saban, a man with short brown hair, wearing a red zip-up jacket. He is pointing his right index finger upwards with a determined expression. The background is dark and out of focus, suggesting an indoor sports arena.

Becoming a champion is not an easy process...It is done by focusing on what it takes to get there and not on getting there.
- Nick Saban

5 Aspects of Music

As students learn to read music, they need to develop skills within the 5 aspects so they can become successful readers and musicians.

- Pitch
- Rhythm
- Dynamics
- Style
- Roadmap

Pitch

Vertical Movement of Music



Note Name Identification

- Say note names before you play lines or sections of music
- Note Name Quizzes
 - [MusicTheory.net](https://www.musictheory.net)
 - [Mad Minute Music](https://www.madminute.com)



Tone Quality Development

- Work long tones every day
- [John McAllister Music](https://www.johnmcallistermusic.com) - free resources!



Key Signature and Accidental Mastery

- Gautier Middle School Thinking Tools Page
- Read music in the key signature

Rhythm

Organizing sound and silence

Dynamics

Communicating Volume



Downbeat vs. Upbeat

Count rhythms every day!

Words that make the rhythms meaningful to students

Down Up Method



Resources

“Developing Rhythm Logically” - Joel Rothman

“The Pie Game” - Joe Berryman

“Teaching Rhythm Logically” - Darcy Vogt Williams



Physical Manipulation of Air

Soft - Smaller embouchure aperture, same speed of air

Loud - Strong enough embouchures to be able to handle the speed of air

Maintain good tone quality at soft as well as loud



Resources

Section 8 of “Habits of a Successful Middle School Musician” - Scott Rush

Style

How music is articulated

How the tongue and air work together

- Tenuto
- Staccato
- Accents
- Marcato
- Slurs

Syllables

- Tenuto - Doo
- Staccato - Di
- Accents - DAh
- Marcato - DAht

Road Map

Things where students watch you!

Repeats, Repeats, Repeats...

- D.C. al Coda/Fine
- D.S. al Fine
- 1 Measure Repeats
- Full Line Repeats
- 1st and 2nd Endings

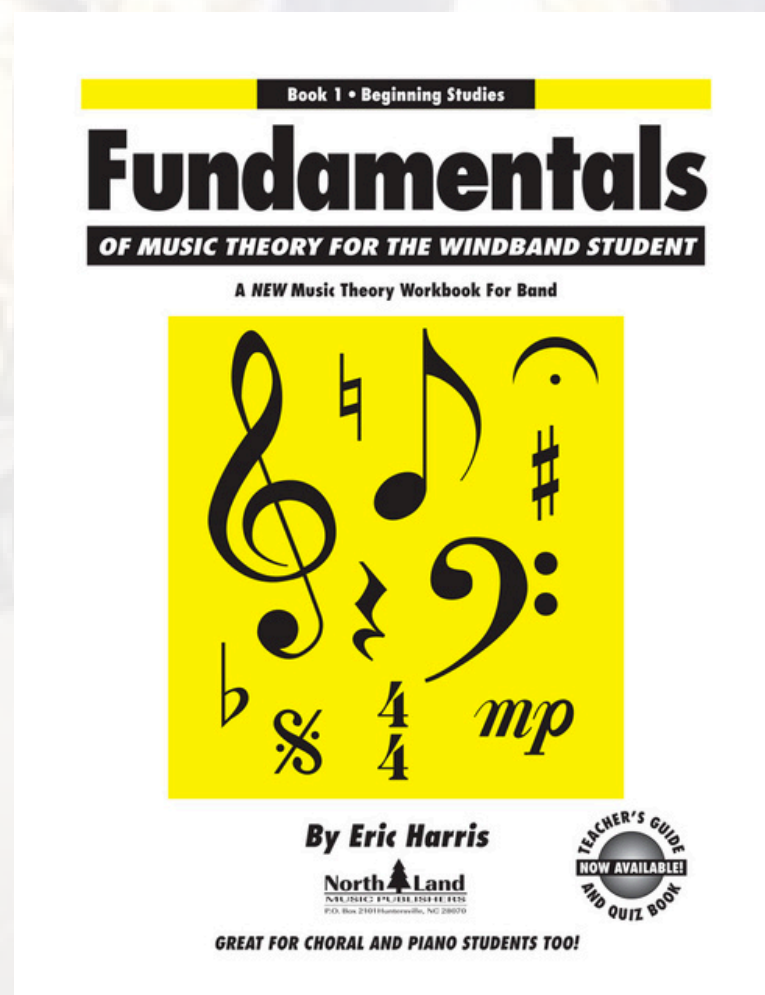
Tempo Words

- Adagio, Andante, Moderato, Allegro, Presto, Vivace, etc.
- Ritardando, Accelerando

Fermatas and Cesuras

Incorporate Music Theory

When you have students do written music theory work, you discover where the holes are in their knowledge quickly. Find some way to incorporate a written music theory lesson into your curriculum weekly. Use that data to adjust your planning and lessons to increase the achievement level of your students.



“Fundamentals
of Music Theory
for the
Windband
Student”
- Eric Harris



Readymade
Music Theory.
- Rob Chilton

Motivation

How to keep
students in it
for the long
haul...

A black and white portrait of Maya Angelou. She is wearing a headwrap with a bold, wavy pattern. Her hands are clasped together in front of her chin. The background is a plain, light-colored wall.

“I’ve learned that people will forget what you said,
people will forget what you did, but people will
never forget how you made them feel.”

- Maya Angelou

Social and Emotional Needs of “Gap Year” Students



Learning
to Make
Good
Choices



Accepting
Personal and
Community
Responsibility



Developing
Leadership
Skills



Demonstrate
Empathy



Demonstrate
the ability to
set personal
goals

Puberty Sucks

Remember these kids are struggling with hormones, and they really can't help it.



- Emotional
- Take things the wrong way
- Have trouble concentrating
- Feel the need to be social or NOT
- Think everyone is always looking at them
- Processing skills are not great

Praise Publicly, Criticize Privately



Something Positive - Every day!

Finding something positive about every student daily will go a long way in developing positive relationships.

Incentives

Tangible incentives are great, but bigger is not always better!

Stickers, ETs, Extra Points, Food, Junk Drawer

Begin with the End in Mind



Develop
relationships
with students



Practice
grace
when
students
make
mistakes



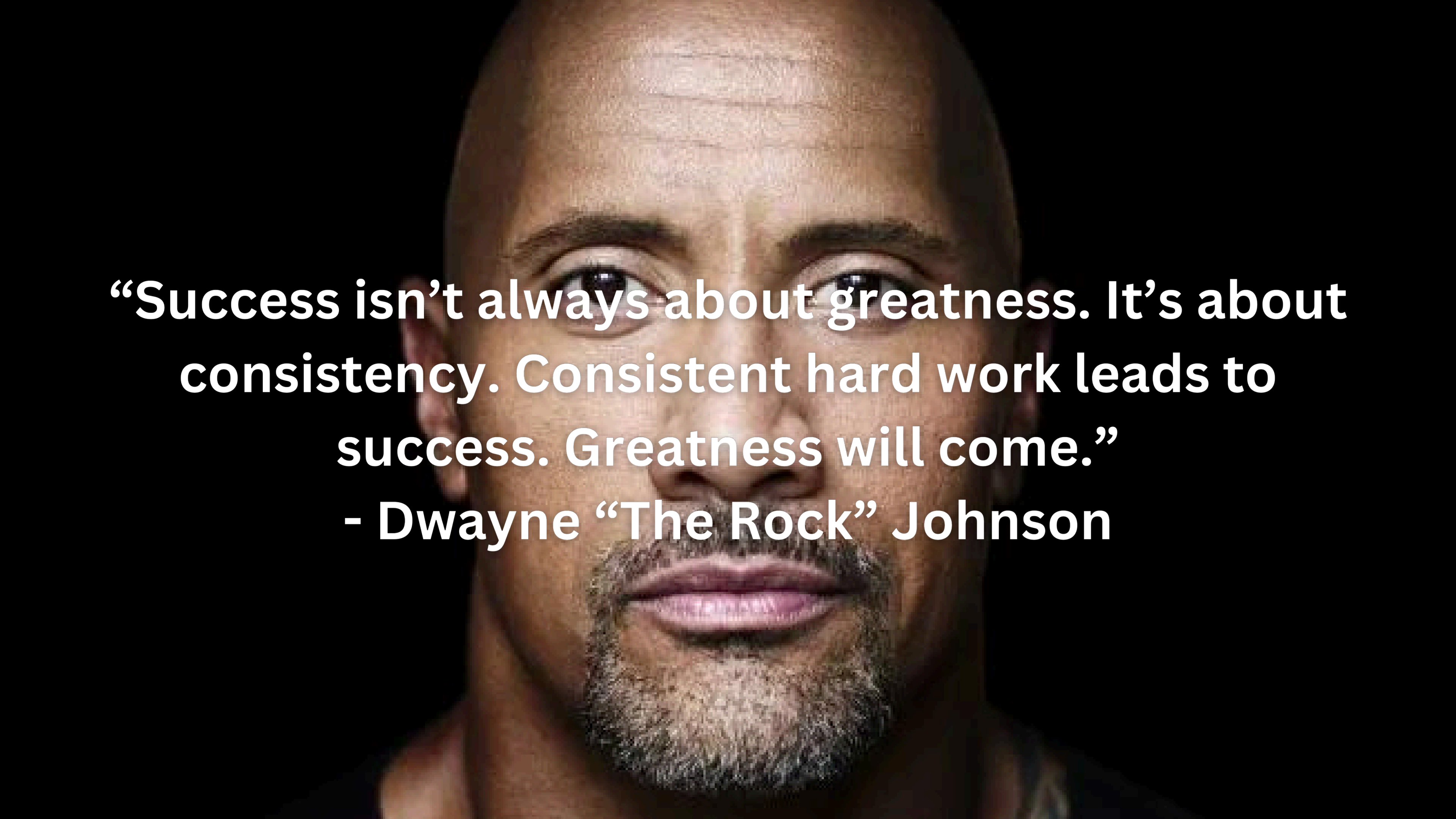
Create the
environment
you want for
your
classroom



Encourage
individually
and
individuality



Positive
parent
contacts go a
long way

A close-up portrait of Dwayne 'The Rock' Johnson, a Black man with a short beard and mustache, looking directly at the camera with a slight smile. The background is dark and out of focus.

“Success isn’t always about greatness. It’s about consistency. Consistent hard work leads to success. Greatness will come.”
- Dwayne “The Rock” Johnson

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