

Designing a Curriculum to Develop Young Players AND Ensemble Awareness

Brent Biskup and Jana Harvey

Flower Mound High School

- I. Introduction
 - A. Flower Mound Background
 - 1. Who are we?
 - 2. Where did we start?
 - 3. What was our ultimate goal?

- II. Fall Semester
 - A. Marching Band
 - 1. Student Accountability
 - B. Holiday Concert
 - 1. Introduction of chamber ensembles
 - 2. Student organized/rehearsed
 - 3. Performance groups selected from the top 2 bands
 - C. All State Process
 - 1. Weekly Masterclasses
 - 2. Student-Led Sectionals
 - 3. Auditions
 - D.. Semester Auditions
 - 1. Multi-Faceted
 - a. Mock Auditions
 - b. All Region Auditions
 - c. Student "Etiquette"

- III. Spring Semester
 - A. Solo and Ensemble Contest
 - 1. Every student performs a solo
 - a. How do we select?
 - i. Students in private lessons
 - ii. Students not in private lessons
 - 2. Every student is assigned a chamber ensemble
 - a. How do we select?
 - i. Brass Quintets
 - ii. Woodwind Quintets
 - iii. Other Chamber Groups
 - iv. Younger Students
 - b. Student-Led Rehearsals
 - c. Chamber Ensemble Coaches
 - B. Concert and Sightreading Contest
 - C. Auditions

D. Solo Contest

1. How do we organize?
2. Who participates?
3. Soloists from all bands and levels are recognized

E. Chamber Ensemble Contest

1. How do we organize?
2. Who participates?
3. Chamber ensembles from all bands and levels are recognized

IV. Summer

A. Summer Lessons

B. Student Leadership Accountability