

BEGINNING A BAND INSTRUMENT

by Connecting to

**the Elementary General Music
Classroom**



**Do You Truly Understand
What Is Happening
In Your Elementary
General Music Program**





MY JOURNEY

FIFTY YEARS AGO IN MY ELEMENTARY SCHOOL

Band method books were almost identical to today.

**However, visionaries like Kodály, Feierabend,
Gordon, and Orff have revolutionized General Music
instruction,**

**which accentuates auditory skills,
nurturing both musicality and literacy.**

One of the Biggest Problems

**We Face in Band Programs Today
is Retention
& The Inability to Reach
and Teach All Students.**

**General Music Programs
Are Reaching & Teaching
ALL STUDENTS!**

When we Begin Band Instruments by Connecting
with the Elementary General Music Program,
we build on a strong foundation
for ALL Students.

Diversity,
Equity, And Inclusion
ARE GUIDING PRINCIPLES

*Teaching ALL Students - all races,
all ethnicities, all religions, all abilities,
all genders, all sexual orientations.*

What is Happening

GENERAL MUSIC:

- *ALL Students sing a diverse repertoire of songs representing all ethnicities.*
- *ALL Students develop age appropriate literacy skills by engaging with solfege and rhythm syllables.*
- *ALL Students have genuine musical experiences in every class where musicality is prioritized over literacy.*
- *All Students create music.*

MOST BEGINNING BANDS

DO NOT BUILD

ON The GENERAL MUSIC FOUNDATION:

- **Currently in most beginning Band Programs, students play a narrow collection of folk songs from outdated Band Method Books.**
- **Students learn to play with a primary focus on literacy which is not connected to the General Music classroom.**
- **Literacy becomes more important than musicality, and we sacrifice the joy of making music and playing songs.**
- **Students rarely create music.**

A VISION FOR

FOR BEGINNING BAND:

- *ALL Students play a diverse repertoire of songs representing all ethnicities - in addition to Band Literature.*
- *ALL Students build on the foundation of literacy from the General Music Classroom using a multistep process.*
- *ALL Students have genuine musical experiences in every class where musicality flourishes while literacy is developed.*
- *All Students create music and improvise.*

11 LEAPS to LITERACY

Learning the Song

- 1. The teacher sings a song for the students while they participate with movement or a game for the song.*
- 2. The students sing the song with the same movement or game.*

11 LEAPS to LITERACY

Singing with Solfege

- 3. The teacher sings the song for the students using solfege syllables (and solfege hand signs - optional).*
- 4. The students sing the song using solfege syllables (and solfege hand signs - optional).*
- 5. The teacher sings the song using solfege syllables (with piano accompaniment) while students finger along on their instrument.*
- 6. Students sing and finger the same song using solfege syllables.*

11 LEAPS to LITERACY

Singing with Note Names

7. *Students sing and finger the song using note names.*

11 LEAPS to LITERACY

Singing with Rhythm Syllables and Counting

- 8. The teacher sings/speaks the rhythm syllables (Kodaly, Gordon or Takadimi syllables coordinated with General Music Class) and then the students sing/speak the rhythm syllables.*
- 9. The teacher sings/speaks the rhythmic counting and then the students sing/speak the rhythmic counting.*

11 LEAPS to LITERACY

Playing the Song

- 10. Students play the song; by the time the students play, they have already sung and fingered the song many times.*
- 11. Final Step - Students read the notation and play the song without using any syllables or note names.*

It's Time to Take a Closer Look
At the National Arts Standards!

~ Creating ~

~ Performing ~

~ Responding ~

~ Connecting ~

REACH & TEACH ALL STUDENTS

by Connecting to

**the Elementary General Music
Classroom**



Finally,
It's Time to Play
a Band Instrument!

