

Bridging the Second Year Gap

Midwest International Band Clinic

December 19, 2024, 8:30 a.m

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I. What is the Second Year?

A. It is not:

1. _____
2. _____
3. _____

B. It is:

1. _____
2. _____
3. _____

II. I should think of myself as a music _____ teacher, but also a teacher who helps raise good humans.

III. Create a plan to help guide your instruction. Please refer to the Gautier Middle School Yearly Curriculum Content documents.

IV. Five Aspects of Music

A. _____

1. Vertical Movement of Music

- a) Note Name Identification
- b) Tone Quality Development
- c) Key Signatures and Accidental Mastery

(1) Please refer to the Gautier Middle School Thinking Tools Document and Scale Worksheet

B. _____

1. Horizontal Movement of Music

- a) Downbeat vs. Upbeat

C. _____

1. Communicating Volume

- a) Physical Manipulation of Air

D. _____

1. How music is articulated

- a) Tongue and air have to work together
- b) Have syllables

E. _____

1. "Watch Me" or the "Stuff around the Notes"

- a) Repeats
- b) Tempo
- c) Fermatas, Cesuras

- V. Social and Emotional Needs of "Gap Year" students
- A. Learning how to make _____.
 - B. Accepting personal and community _____.
 - C. Developing _____.
 - D. Demonstrate _____.
 - E. Demonstrate the ability to set _____.
- VI. Puberty Sucks!
- VII. Praise _____, criticize _____.
- A. Something positive _____!
 - B. What incentives can you think of?
- VIII. Begin with the End in Mind
- A. Develop _____ with students.
 - B. Practice _____ when students make mistakes.
 - C. Create the _____ you want for your classroom.
 - D. Encourage _____ and _____.
 - E. _____ go a long way!

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

Intermediate Band Weekly Learning Goals

Concept	Monday	Tuesday	Wednesday	Thursday	Friday
Music Theory					
Fundamental					
Articulation					
Dynamic					
Rhythm Study					
Scale Work					
Music					
HW Check					
Test					

Gautier Middle School Band

Thinking Tools

Order of Flats _____

Order of Sharps _____

3 Rules to Writing Scales

1. _____

2. _____

3. _____

3 Rules to Enharmonics

1. _____

2. _____

3. _____

3 Rules to Accidentals

1. _____

2. _____

3. _____

Common Musical Terms for Middle School Band

Grave - very slow

Largo - broadly

Lento - slowly

Adagio - slow and stately

Andante - at a walking pace

Moderato - moderately

Allegretto - moderately fast

Allegro - fast, quickly, and bright

Vivace - lively and fast

Presto - very fast

Rallentando - gradually slow down

Ritardando - gradually slow down

Accelerando - gradually speed up

Con - with

Meno - less

Molto - much

Poco - little

Subito - suddenly

Cantabile - in a singing style

Dolce - sweetly

Maestoso - majestic

a tempo or tempo primo - return to original tempo

D.C. - da capo (the beginning)

D.S. - dal segno (the sign)

Fine - the end

Gautier Middle School Band

Thinking Tools

Order of Flats	<u>Bb</u>	<u>Eb</u>	<u>Ab</u>	<u>Db</u>	<u>Gb</u>	<u>Cb</u>	<u>Fb</u>
Order of Sharps	<u>F#</u>	<u>C#</u>	<u>G#</u>	<u>D#</u>	<u>A#</u>	<u>E#</u>	<u>B#</u>

3 Rules to Writing Scales

1. Start on Your Pitch
2. Go up alphabetically
3. Apply key signature

3 Rules to Enharmonics

1. Find It
2. Follow It
3. Flip It

3 Rules to Accidentals

1. Any sharp, flat, or natural
2. not in the key signature
3. and lasts the whole measure

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