

A FUNDAMENTALS GUIDELINE FOR THE FIRST AND
SECOND YEAR BAND STUDENT

The Midwest Clinic
Chicago, Illinois
Friday, December 19, 2003
2:00 pm
Sponsored by Phi Beta Mu, Alpha Chapter



Presented by:

Diane Gorzycki, Bailey Middle School - Austin, Texas
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Melodianne Mallow, North Richland Middle School - North Richland Hills, Texas
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Jollette Wine, Cross Timbers Middle School - Grapevine, Texas
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Diane Gorzycki is a graduate of The University of Texas at Austin, and has taught in the Austin I.S.D. for 27 years. She has been the Director of Bands at Bailey Middle School since it opened in 1993. Her bands have performed at the 1996 national MENC convention, at the 2001 J.P. Sousa Middle School Honor Band Clinic in Charleston, South Carolina, at the 2002 Western International Band Clinic in Seattle, Washington, and will perform at the 2004 CBDNA/NBA Southern Division Conference in Atlanta, Georgia. Her band is the 2001 recipient of the prestigious Sudler Silver Cup International Award. Ms. Gorzycki serves on the State Board of Directors for Texas Music Educators Association, Phi Beta Mu, and Texas Music Educators Conference. She is a member of TMAA, MENC, NBA, Phi Delta Kappa, WBDI, SAI, and TBS.

Melodianne Mallow is in her tenth year as band director at North Richland Middle School in the Birdville ISD. She received her undergraduate degree from Howard Payne University and a Master of Music from East Texas State. She has taught middle school band in the metroplex for 21 years with the last 15 in the Birdville ISD. Ms. Mallow's bands have earned consistent UIL Sweepstakes awards as well as "Best in Class" at numerous festivals. In 1998, her band was named TMEA Class CC State Honor Band and 4th runner-up in 1996. Ms. Mallow is an active clinician and adjudicator throughout Texas. Professional affiliations include Phi Beta Mu, Texas Music Adjudicators Association, Texas Music Educators Association and Texas Bandmasters Association.

Jollette Mitchell Wine is Director of Bands at Cross Timbers Middle School in the Grapevine-Colleyville I.S.D. located in Texas in the heart of the Dallas-Ft. Worth metroplex. Ms. Wine began her study of music at West Texas A&M University where she studied flute with Dr. Gary Garner. She received a Bachelor of Music Education at the University of Texas at Arlington and a Master of Music in flute performance from the University of North Texas. In 1994, her band was named TMEA Class CC State Honor Band and 2nd runner-up in 2002. Ms. Wine's professional affiliations include Texas Music Educators Association, Texas Bandmasters Association, Phi Beta Mu, and the Association of Texas Professional Educators. She has an 11 year-old son named Carson Wine who keeps her busy with his baseball activities. He is the joy of her life and her top priority.

I. THE INSTRUMENT SELECTION PROCESS

A. MENTAL TRAITS

1. Academic grades
2. Conduct grades
3. Gifted and talented status
4. Music aptitude tests
5. Piano experience
6. Pitch recognition

7. Rhythmic recognition

B. PHYSICAL TRAITS

1. Facial features
2. Finger and arm length

- Be aware of instrumentation needs
- Special consideration needs to be given to certain instruments

II. THE FIRST YEAR STUDENT

A. AUGUST THROUGH OCTOBER

1. Fundamentals are introduced including posture, breathing, embouchure, instrument carriage, tone production and tonguing
2. A warm up routine is established and used on a daily basis
3. Students can play and read five to six pitches
4. Rhythm reading includes whole, half, quarter, dotted half notes and their corresponding rests using an established counting system
5. Students are given instrument specific supplemental material in addition to their band method book
6. Teacher demonstrates and models on a daily basis
7. Listening opportunities of professional musicians are provided
8. Note naming and rhythm drills are practiced in both an aural and written format

B. NOVEMBER THROUGH DECEMBER

1. Fundamentals are reinforced with continued improvement in breathing, tone, range and endurance
2. The daily warm up routine expands to include specific instrumental exercises such as lip slurs, register slurs, octave slurs, Remingtons, etc.
3. Students can play and read eight to twelve pitches
4. Rhythms are expanded to include eighth notes, dotted quarter notes and their corresponding rests
5. Scale development is introduced
6. Sheet music is introduced through possible fall and winter concerts which provides students additional experience with key signatures, time signatures, musical terminology, non-unison playing, balance, extended rests, dynamics, etc.

C. JANUARY THROUGH MARCH

1. Fundamentals continue to be refined through the use of warm up routines
2. Supplemental material is provided to further develop range
3. Note recognition expands through the performance of major and chromatic scales, method books and supplemental material
4. Rhythmic development expands and includes the use of syncopation
5. Enharmonic notes are introduced
6. Students are introduced to tuning tendencies and alternate fingerings

7. Student capabilities are more diverse and the curriculum is further tailored to meet individual needs

D. APRIL THROUGH END OF YEAR

1. Fundamentals continue to be refined through the use of warm up routines
2. Technical development is enhanced through fingering and tonguing exercises
3. Note recognition expands through the performance of full range major and chromatic scales
4. Rhythms include sixteen notes, dotted eighth notes, triplets and their corresponding rests
5. Meter development expands to include compound meter and cut time
6. Students will develop higher level sight reading skills

III. THE SECOND YEAR STUDENT

- A. Rehearsal skills are learned through the use of ensemble participation which broadens the concepts of balance, blending, intonation, precision, watching, listening, independence of line, mental discipline, etc.
- B. Fundamental development continues through the use of higher level warm up routines
- C. Technical development includes seven to twelve major scales, thirds, arpeggios, chromatic and other technical drills
- D. Extended range continues to develop at a higher level
- E. Endurance increases
- F. Rhythmic development expands
- G. Sight reading skills are refined and UIL procedures are introduced.
- H. Individual growth is enhanced through preparation of District and Region etudes as well as Solo and Ensemble performances
 - The pacing will be different for the 2nd year varsity and non-varsity student.

IV. BEGINNING BAND REFERENCE MATERIAL

- A. Class Method Books
 1. Best in Class, Pearson, Kjos publ.
 2. Accent on Achievement, O'Reilly & Williams, Alfred publ.
 3. Standard of Excellence, Pearson, Kjos publ.
- B. Supplementals
 1. Ed Sueta Rhythm Charts
 2. Rubank Elementary Method Books
 3. 5 Minute Theory, Mark Wessels, Wessels publ.
 4. Master Theory, Peters & Yoder, Kjos publ.

C. Beginning Band Literature

1. Fall Concert

- a. Beethoven's Ninth Symphony, arr. Paul Lavender
- b. Latin Magic, John Higgins
- c. Let's Rock, Michael Sweeney
- d. Power Rock, Michael Sweeney
- e. Section Features

2. Holiday Concert

- a. Jing-A-Ling Bells, Feldstein & O'Reilly
- b. First Rockin' Christmas, arr. John O'Reilly
- c. Frosty the Snowman, arr. Michael Sweeney
- d. Section Features

3. Spring Concert

- a. Ceremonium, Robert Smith
- b. Furioso, Robert Smith
- c. Anasazi, John Edmondson
- d. The Tempest, Robert Smith
- e. Tribal Drums, David Shaffer
- f. Brandy Station March, John Edmondson

STUDENT NAME _____ Name you go by, if other than first name _____

ADDRESS _____ ZIP _____ SCHOOL NOW ATTENDING _____

PARENTS' NAMES _____ WORK PHONE _____

E-MAIL ADDRESS _____ HOME PHONE _____

Please add information on the above lines and insert any Instrument preference below.

Preliminary Student Instrument Preference: 1) _____ 2) _____

1) PHYSICAL CHARACTERISTICS:

Lips (fullness, tear drop) _____

2) COORDINATION FACTORS:

Hand Dominance _____

Teeth/Bite _____
 Braces (now or anticipated) _____
 Stature _____
 Hand Size _____

Hand-Eye Coordination _____
 Hand-Foot Coordination _____
 Finger Dexterity (double jointed?) _____
 Sequencing - RH _____ LH _____ Both _____

3) MUSICAL CHARACTERISTICS:

Visual Pitches _____
 Aural Pitches _____
 Prior Musical Training? _____

4) HEALTH FACTORS:

Any Concerns _____

5) ACADEMICS:

Aim High? _____ Class Behavior _____

6) MOUTHPIECE SOUNDS: (Scores of 4 or 5 indicate a strong chance of success on that instrument.)

FLUTE:	1	2	3	4	5	_____
OBOE/BASSOON:	1	2	3	4	5	_____
CLARINET:	1	2	3	4	5	_____
SAXOPHONE:	1	2	3	4	5	_____
TRUMPET:	1	2	3	4	5	_____
*FRENCH HORN:	1	2	3	4	5	_____
*check "Aural Pitches" thoroughly						
TROMBONE:	1	2	3	4	5	_____
EUPHONIUM:	1	2	3	4	5	_____
TUBA:	1	2	3	4	5	_____
*PERCUSSION:	1	2	3	4	5	_____
*check "Coordination Factors" thoroughly						

Student conferred with: _____

* * * * *

Director's Recommendations:

- 1) _____
- 2) _____

APPROVED SELECTION: _____

**Honors Band Objectives
 2nd Six Weeks
 Sept. 22 – Oct.31**

Name: _____

- 1. _____ Perform Dist./Region scales (Concert C, G, D, A, Db, Ab, Eb, Bb & F) at 2nd level tempo by Thursday, Oct. 23rd. District Auditions are Sat., Oct. 25th.

2. _____ Perform Chromatic scale at 2nd level tempo by Thursday, Oct. 23rd
3. _____ Perform lines 11, 12 & 13 on Rhythm Sheet (= 84-92) by Oct. 9.
4. _____ Foundations book: __ Long Tone 2; __ Long Tone 3a, by Oct. 3rd.
5. _____ Perform assigned section of **Tribute & Triumph** by Tues., Oct. 21
6. _____ Perform assigned section of **Enter, The Clowns** by Tues., Oct. 21
7. _____ Perform assigned section of **Quintology** by Tues., Oct. 21
8. _____ Perform School Song, = 84, (individual or pairs) by Oct. 9th.
9. _____ Perform assigned section of Technical Etude in class by Oct. 30th.
10. _____ Perform assigned section of Lyrical Etude in class by Oct. 30th.

Pass Off Standard for Honors Band Members

Perform with characteristic tone quality and/or vibrato, correct notes, rhythms, dynamics, phrasing and intonation. Minor flaws, if any, did not distract from the overall performance.

PREPARATION IS CLEARLY EVIDENT.

Important Dates to Remember:

Tux Shirt fittings – Monday, Sept. 29th, in class
Fall Break – Oct. 10, 13-14. (BISD Marching Contest – Sat., Oct. 11th – FAAC)
Fall Band Concert – Thursday, Oct. 23rd
8th Grade Band Night at RHS game – Friday, Oct. 24th
District Band Auditions – Saturday, Oct. 25th, North Ridge MS
Region Band Auditions – Saturday, Nov. 8th, Fossil Hill MS, Keller

BEGINNING BRASS OBJECTIVES
2nd SIX WEEKS

Name: _____

1. _____ Say the musical alphabet forward and backward (9/26).
2. _____ Say the names of the lines and spaces in bass clef (9/26)

3. _____ Best In Class Book, Pg. 7, Line 10, =84, (10/3)
4. _____ Best In Class Book, Pg. 7, Line 14, same tempo as above (10/9)
5. _____ Best In Class Book, Pg. 7, Line 15, same tempo as above (10/17)
6. _____ Best In Class Book, Pg. 8, Line 20, with a partner, same tempo as above (10/24)
7. _____ Best In Class Book, Pg. 8, Line 23, = 84-92, (10/24)
8. _____ Best In Class Book, Pg. 8, Line 24, same tempo as above, (10/28)
9. _____ Remington exercises, = _____, (French Horns play arpeggios) (10/29)
10. _____ Chromatic exercise from fingering chart, = _____, (10/29)
11. _____ Verbal counting exercise (details in class) by 10/30.

EACH LINE IS A GRADE!

**tone quality is huge determining factor in
your success!!!**

check the dates at the end of each objective.