

The Book Before the Book

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1-2 EXPECTATIONS & PROCEDURES:

☐ [Expectations & Procedures Matrix](#)

☐ Band Room Rules

- | | |
|-----------------------|--------------------------------|
| 1. Be kind. | Don't be a jerk. |
| 2. Make good choices. | Don't do dumb stuff. |
| 3. Be present. | Don't zone out. |
| 4. Work hard. | Don't be lazy. |
| 5. Have fun. | Don't be too cool to have fun. |

☐ Hand Signs

☐ Asking a question / how to raise your hand

☐ [ASL Hands Signs in Band](#)

- | | |
|----------------------|---|
| i. Restroom | |
| ii. Water | |
| iii. Counting 0-10 | |
| iv. <i>Page</i> | (thumb across palm of opposite hand) |
| v. <i>Number</i> | ("O" handshapes. Touch, separate, twist, and touch again) |
| vi. <i>Thank you</i> | (bring open hand from chin down & forward) |

☐ Battle of the Bands

☐ Points

☐ Rewards

☐ Expectations

☐ Personal Introductions & Instruments - stand up, introduce yourself & the instrument you will play

☐ Instrument Storage

☐ Instrument Rentals & Contract

☐ Band Handbook

☐ Supplies

☐ Name Tags

3-9 MUSIC CONCEPTS & VOCABULARY:

Concept of Sound:

- ☐ What is music? Organized sound & silence.
- ☐ We aim for a consistent...
 - ☐ Beginning
 - ☐ Middle
 - ☐ End / Cutoff
 - i. Sound begins with, and is sustained by, air or roll / stroke
 - ii. Teach that cutoff happens on next count *after* the note (ex: whole note off on 1)
 - iii. Teach guillotine cutoff
- ☐ Guillotine Cutoff

Rhythm:

Use [Teaching Rhythm](#) teacher guide or [Teaching Rhythm Logically](#)

- ☐ Beat
- ☐ Pulse
- ☐ Metronome
- ☐ Tempo
- ☐ Counting System:
 - ☐ Beat & Pulse counting: 1+ 2 + 3 + 4 +
 - ☐ Grid Counting Game: Turn on metronome or drum beat. Students say 1 on beat 1, 2 on 2, etc.
 - ☐ Metronome Drop Game: tap 8th notes w/metronome, turn met off & on to check consistency

Assessment = Written test

- ☐ Notes
- ☐ Rests
- ☐ Note Anatomy
- ☐ Rhythm Chart
 - ☐ For each rhythm, focus on the number of PULSES. *Do not focus on beats!*
 - i. Whole
 - ii. Half
 - iii. Quarter
 - iv. Eighth
 - v. Sixteenth
 - vi. Dotted Rhythms

Assessment = clap & count rhythms. Roll on lap. Sight read rhythms.

Organization of Time:

- ☐ Bar lines / Measure lines
- ☐ Bars / Measures
- ☐ Duple Meter vs Triple Meter
- ☐ Time Signatures
 - ☐ 4/4
 - ☐ 3/4
 - ☐ 2/4
 - ☐ 6/8

Rhythm Practice:

- ☐ Write counts below the rhythms.
- ☐ Clap & count, hum, or sing the rhythms.

Assessment = time signature quiz

Conducting:

- ☐ Conducting
- ☐ Prep Beat
- ☐ Downbeat
- ☐ Time Signature Patterns: 4/4 3/4 2/4
- ☐ Sustain
- ☐ Cutoff
- ☐ Dynamics
- ☐ Articulation

Musicianship:

- ☐ Phrase = a complete musical thought
 - A phrase should not be interrupted by a breath, or it becomes awkward.
 - Always try to identify the musical phrase and breathe accordingly.
- ☐ Articulation
 - ☐ Legato long & connected
 - ☐ Staccato short & separated
 - ☐ Accent strong & connected
 - ☐ Marcato strong & separated

Dynamics:

- ☐ [Dynamics Guide](#)
- ☐ Piano vs forte
- ☐ mezzo (medium / mostly)
- ☐ -issimo (very / intensifier)
- ☐ Abbreviations: *pp* *p* *mp* *mf* *f* *ff*
- ☐ *crescendo*
- ☐ *decrescendo* / *diminuendo*

Assessment = written test

Standard Musical Notation:

- ☐ [Musical Alphabet](#)
 - ☐ ← A B C D E F G A B C D E F G A → (continuous in both directions)
 - ☐ ascending & descending alphabet
 - ☐ Upper Neighbors & Lower Neighbors
 - ☐ Reciting in various rhythms
 - ☐ Reciting in legato, staccato, accent, & marcato styles
 - ☐ Reciting using dynamics: *piano* & *forte* *crescendo* & *decrescendo*

Assessment = students recite alphabet memorized

Students write notes on [Blank Staff Paper](#).

- ☐ Written Notation
 - ☐ Staff - lines & spaces
 - ☐ Treble Clef / G Clef
 - ☐ Bass Clef / F Clef
 - ☐ Percussion Clef
 - ☐ Ledger Lines
- ☐ Sharp
- ☐ Flat
- ☐ Natural
 - ☐ Piano & Keyboard Percussion
 - i. Black keys = flat & sharp notes
 - ii. White keys = natural notes
 - ☐ Wind Instruments
 - i. Woodwind & Brass have flat, sharp, & natural notes, too
 - ii. Fingerings, air, & face work together to play the note
- ☐ Percussion Drum Notation
 - ☐ Snare Drum on 3rd Space (standard notehead)
 - ☐ Bass Drum on 1st Space (standard notehead)
 - ☐ Cymbals above or below the staff (X notehead)

Assessment = written test memorized

10 PHYSICAL:

- ☐ Body Balance / Body Mechanics / Posture
 - ☐ Posture in seat
 - ☐ Posture while standing
- ☐ Tension vs relaxation
- ☐ Air - Breathing - inhale
- ☐ Air - exhale / compressed air
 - ☐ Snap the gut as though belly laughing, “*ha ha ha*” or “*ho ho ho*” or shout “*hey!*”
 - ☐ Speed of air: 10 mph vs 60 mph
 - ☐ Quantity of air: garden hose vs fire hose
 - ☐ Demonstration for Speed & Quantity:
“Crumpled Paper Toss”: tiny paper ball & big paper ball, thrown at slow speed vs high speed
- ☐ Student Activity “Paper on Wall”: put sheet of paper on wall, use focused air to hold it against the wall
- ☐ Air - sizzle
- ☐ Direction of Air
 - ☐ Student Activity: hold head still, hand in front of face, blow air at bottom of palm to fingertips
- ☐ Tongue Shape / Tongue Elevator
 - ☐ *aah* tongue low in mouth maximum amount of space
 - ☐ *eh* tongue mid-low in mouth moderate amount of space / neutral position of tongue
 - ☐ *ih* tongue mid-high in mouth a little bit of space
 - ☐ *eee* tongue high in mouth a tiny bit of space
 - ☐ *aah* → *eee*
 - ☐ *eee* → *aah*

11 TONE PRODUCTION:

- ☐ Tone production
 - ☐ Embouchure = the shape of our mouth to play our instrument
 - ☐ Woodwind & Brass: combination of air, tongue, & embouchure
 - ☐ Percussion: combination of grip, velocity, & location of impact
- ☐ Tone quality
 - ☐ Descriptive words for tone quality:

pleasant	unpleasant
resonant	thin
vibrant	dull
full	empty
- ☐ Articulation / Tonguing
 - ☐ How a note is played
 - ☐ Winds: Use tip of the tongue. Tongue moves very quickly & strikes lightly.
 - i. Ta Too Dah Doo
 - ii. Reed articulation
 - iii. Flute & Brass Articulation
 - ☐ Percussion: use tip of the stick or round end of the mallet

12 INSTRUMENT ANATOMY

- ☐ Flute
- ☐ Clarinet
- ☐ Saxophone
- ☐ Trumpet
- ☐ Trombone
- ☐ Baritone/Euphonium
- ☐ Snare Drum

13 CASES, ASSEMBLY, & INSTRUMENT CARE:

- ☐ Open & close a case - which way is up & where do things go?
- ☐ Instrument anatomy
- ☐ Assembly: WW instruments Brass instruments Percussion snare & mallet stands
- ☐ Disassembly: WW instruments Brass instruments Percussion snare & mallet stands
- ☐ Reed Care
- ☐ Cleaning
- ☐ Maintenance - oil, grease, swabs
- ☐ Balancing points of instruments, sticks, & mallets in hands
- ☐ Hand & finger position on instrument
- ☐ Moving keys, valves, slides, sticks, mallets
- ☐ Rest position (not playing)
- ☐ Playing position / Set position (playing)

Students write notes on a blank piece of paper (no lines). Students can draw Graphic Organizers, if needed.

14a FIRST SOUNDS - WOODWINDS:

- ☐ Flute
 - i. Embouchure
 - ii. Aperture - the opening, or hole, between the lips
 - iii. Pneumo pro
 - iv. Produce high "A" on open headjoint
 - v. Produce low "A" on closed headjoint
 - vi. Produce high "E" on closed headjoint
- ☐ Clarinet
 - i. Embouchure
 - ii. Produce a "F#" on the mouthpiece & barrel (use a tuner)
 - iii. Perform all notes down the tube with left hand (G F E D C)
 - iv. Perform all notes down the tube with left then right hand (+ Bb A G)
- ☐ Saxophone
 - i. Embouchure
 - ii. Alto Sax: Produce "Ab" on the mouthpiece & neck (use a tuner)
 - iii. Tenor Sax: Produce "E" on the mouthpiece & neck (use a tuner)
 - iv. Perform all notes down the instrument with left hand (B A G)
 - v. Perform all notes down the instrument with left then right hand (F E D)

14b FIRST SOUNDS - BRASS:

- ☐ Air
 - i. Cold air blowing on "hot soup"
 - ii. Cold air on center of palm
 - ☐ Aim air high & low (fingertips to base of palm)
 - ☐ Increase air velocity each repetition
 - iii. "Air play" long tones & articulated quarter notes (finger in front of mouth = louder)
- ☐ Embouchure
 - i. Students say "mmm"
 - ii. Firm corners
 - iii. Soft / flexible / squishy center
 - iv. Aperture - the opening, or hole, between the lips
- ☐ Air through small aperture
 - i. mmm → say "pu" (corners are still firm)
 - ii. mmm → blow air in "pu" shape
- ☐ Buzz on **mouthpiece & straw** for the remaining exercises
 - i. Hold gently with thumb & two fingers only
 - ii. Place mouthpiece on bottom lip (or below), blow across, then bring up
 - iii. mmm → pu → buzz (close lips until buzz)
- ☐ Perform high buzz - fast air & high **eee** tongue
- ☐ Perform mid buzz - medium air & mid height **eh** tongue
- ☐ Perform low buzz - slower air & low **aah** tongue
- ☐ Perform long straight buzz —————→
- ☐ Perform Low buzz → High buzz
- ☐ Perform High buzz → Low buzz
- ☐ Perform Siren Circle buzz (Low→High→Low→High→Low→High→Low)

14c FIRST SOUNDS - PERCUSSION CHECKLIST:

Mallet Instruments

- ☐ Teacher demonstrates correct grip
- ☐ Student demonstrates correct grip
- ☐ Teacher demonstrates single stroke & rebound on the note F
- ☐ Students perform the following Sticking Patterns on the note F at slow, medium, and fast speeds:
 - i. R R R R x 4
 - ii. L L L L x 4
 - iii. R R L L x 4
 - iv. L L R R x 4
 - v. R L R L x 4
 - vi. L R L R x 4
 - vii. R L R R x 4
 - viii. L R L L x 4
- ☐ Teacher demonstrates roll on Concert F.
- ☐ Perform roll on Concert F.
- ☐ Perform Bb Major scale, first 5 notes (Bb, C, D, Eb, F)

Drums / Practice Pads

- ☐ Teacher demonstrates correct grip
- ☐ Student demonstrates correct grip
- ☐ Teacher demonstrates downstroke & rebound on a practice pad
- ☐ Students perform the following Sticking Patterns on a practice pad at slow, medium, and fast speeds:
 - i. R R R R x 4
 - ii. L L L L x 4
 - iii. R R L L x 4
 - iv. L L R R x 4
 - v. R L R L x 4
 - vi. L R L R x 4
 - vii. R L R R x 4
 - viii. L R L L x 4
- ☐ Read these same patterns using standard drum notation.

15 HOW TO PRACTICE & WHAT TO PRACTICE:

- ☐ Take your instrument out of its case.
 - ☐ Set a small & achievable goal. Example: *"I will perform note 3 correctly five times in a row"*
 - ☐ Choose a reasonable amount of time to practice (start with 10 minutes). Set a timer if needed.
 - ☐ Practice = working on achieving the goal. Do the things your teacher taught you to do.
 - ☐ If you achieve the goal, set a new goal and repeat the process.
- *Remember, achieving several small goals is better than trying to do one big goal.

16 ROTE TEACHING FIRST 5 NOTES:

- ☐ Use the [First 5 Notes Fingering Charts](#)
- ☐ ALL instruments start on note 3 (concert D)
 - ☐ Teach note fingerings
 - ☐ Say the note name
 - ☐ Hum the note
 - ☐ Sing the note name: "note 3 is ____"
 - ☐ Play the note
 - ☐ Review the note name: "note 3 is called ____ on your instrument"
- ☐ ALL instruments learn note 4 (concert Eb)
 - ☐ Teach fingerings
 - ☐ Say the note name
 - ☐ Hum the note
 - ☐ Sing the note name: "note 4 is ____"
 - ☐ Play the note
 - ☐ Review the note name: Review: "note 4 is called ____ on your instrument"
 - ☐ Note pattern: 3 → 4
- ☐ ALL instruments learn note 5 (concert F)
 - ☐ Teach fingerings
 - ☐ Say the note name
 - ☐ Hum the note
 - ☐ Sing the note name: "note 5 is ____"
 - ☐ Play the note
 - ☐ Review the note name: Review: "note 5 is called ____ on your instrument"
 - ☐ Note patterns: 5→4 5→3 5→4→3 3→4→5
Improvise more patterns. Ask students to create patterns. Perform these patterns.
- ☐ ALL instruments learn note 2 (concert C)
 - ☐ Teach fingerings
 - ☐ Say the note name
 - ☐ Hum the note
 - ☐ Sing the note name: "note 2 is ____"
 - ☐ Play the note
 - ☐ Review the note name: Review: "note 2 is called ____ on your instrument"
 - ☐ Note patterns: 2→3 2→4 2→5 2→3→4 4→3→2
Improvise more patterns. Ask students to create patterns. Perform these patterns.
- ☐ ALL instruments learn note 1 (concert Bb)
 - ☐ Teach fingerings
 - ☐ Say the note name
 - ☐ Hum the note
 - ☐ Sing the note name: "note 1 is ____"
 - ☐ Play the note
 - ☐ Review the note name: Review: "note 1 is called ____ on your instrument"

- 17 ROTE TEACHING SONGS USING FIRST 5 NOTES:**

☐ Learn short songs using first 5 notes

☐ Jaws	3 4 3 4
☐ Baby Shark	1 2 4 4 4 4 4 4 4
☐ Hot Cross Buns	3 2 1 3 2 1 1 1 1 2 2 2 2 3 2 1
☐ Mary Had a Little Lamb	3 2 1 2 3 3 3 2 2 2 3 3 3
☐ Au Claire de la Lune:	1 1 1 2 3 2 1 3 2 2 1
☐ Jingle Bells:	3 3 3 3 3 3 5 1 2 3
☐ Dreydl Dreydl:	5 3 5 3 5 3 5 5 4 3 2
☐ Go Tell Aunt Rhody:	3 3 2 1 1 5 5 4 3 2 1
☐ Wizard of Oz Guards:	1 5 1 5 1
☐ Lightly Row:	5 3 3 4 2 2 1 2 3 4 5 5 5
☐ Star Wars:	1 5 4 3 2 1 5 4 3 2 1 5 4 3 4 2
☐ Super Mario:	3 3 3 1 3 5
☐ Super Mario Underworld:	5 5 3 3 4 4

☐ Have students figure out songs on their own using the first 5 notes. Or ask students to compose their own melodies using the first 5 notes. The more repetition they get, the better their technical facility will be on their instruments.

18 THE BOOK OF BAND!!!

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