

Nov. 17-21

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS: Highlighted in SGC Band TEKS Side Document	TEKS:	TEKS:	TEKS:	TEKS:
SLO: I will	SLO: I will	SLO: I will	SLO: I will	SLO: I will
Warm Up:	Warm Up:	Warm Up:	Warm Up:	Warm Up:
Activity:	Activity:	Activity:	Activity:	Activity:
Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:
HOTQ:	HOTQ:	HOTQ:	HOTQ:	HOTQ:
Closing Task:	Closing Task:	Closing Task:	Closing Task:	Closing Task:

HEY EVERYONE!

***Monday:** Final pre-op for Traugher, Hannah covering last period double reeds-Thank you!!

***Thank you all again for helping David and I out this week. We would not be able to do this or be prepared for our winter concert without you. I'm so sorry that everything aligned the way that it did and put us in a pinch. Before my surgery was even scheduled, the surgeon told me, "whatever date/time you are contacted about, that's it, you take that." Maybe we can apply that to band dates in the future too :) In all seriousness though, I appreciate everyone stepping in to help! For reference, Here is the schedule Jason sent out:**

Wednesday AM - Gusic/Hannah

Wednesday PM - Jason/Fletcher/Hannah

Thursday AM - Cote (BR)/Hannah (WW)

Thursday PM - Hannah/Frybergh (WW)/Kunkel (BR)

Friday AM - Cote (BR)/Hannah (WW)

Friday PM - Frybergh (BR)/Hannah (WW)

***David and I will both send plans out to everyone. Big picture plan will be counting, small warm up, instrument specific skill, a book line or 2, and winter concert music. A STRONG emphasis of getting kids comfortable on their concert music. We'll send specifics before our absence days though.**

***If I don't get to see you before break, I hope each of you have a wonderful week with family, friends, good food, fun, naps, and time to do what YOU want to do that will fill your cup! I'm thankful for each of you, what I've learned while being here, being part of a great team with great kids, and counting each of you great new friends as well as colleagues.**

UPCOMING DATES:

Monday 12/1: Band Director Mtg.

Tuesday 12/2: WW/Percussion Rehearsal

Thursday 12/4: Brass/Percussion Rehearsal

Sunday 12/7: Evan's Birthday!

Monday 12/8: SGC Winter Concert

12/9-12/11: SGC MAP Testing

Thursday 12/11: Mallow PM Classes & HS Band Concert

Tuesday 12/16: MS Band Concert

[12/17-12/19: Semester Exam Schedule](#)

12/31: Jason's Birthday!

DAILY CLASS ANNOUNCEMENTS:

*Practice Journals Due on Tuesday!

*What should your practice look like this week? (brief class discussion, update the board with what they should be doing this week)

*All instruments go home over Thanksgiving Break! Play your winter concert music for your families!

*Thanksgiving Extra Credit Sheet! (Pass out Tuesday-Due Monday we come back from break!)

CLASSROOM PROCEDURES

-Foot Tap: Everyday for everything! Constant reminders and using the hand as a visual while they're playing.

-Positions: Students should be at 1 of 3 positions, and need to be called into those positions and held to them: Rest Position-when waiting for instructions, Ready Position-when receiving information, note name/fingering, about to play, and Playing Position-when playing. Hand position is part of this too-constant corrections of hand positions!

-Freeze: When finishing a repetition sequence or finishing a line of music being read, students should freeze at their release as a group. They will have to be reminded every time for it to be a habit. Freeze is not necessary when working a skill individually or doing a down the row.

-Music Stands: Remind students before counting that their stand height needs to be adjusted so they are not looking down. Stands should also always be an arms length away from the student and 1 stand foot pointing towards them.

ALL WW/BRASS CLASSES EVERYDAY: This week, concert music prep will take more time than noted!

-Counting 2-5 minutes: 9.5/10 (8th rests then ties) 2 lines a day minimum. Repeat lines that they're not mastering the next day (overlap-1 old line/1 new line) if needed.

-Tone 10-15 minutes- Long tones, Start (with the tongue!), Sustain, Stop together. Includes MP and full instrument. Not reading anything, just a lot of I play/you play, listening/matching, individuals, pair play, down the rows, etc.

-Articulation 5ish minutes: Simple rhythms 4 quarters...1, 2, 3 te, 4...1 te, 2, 3 te, 4...1 te, 2 te, 3 te, 4. All on one note, as able to advance and articulation is clean and EVERYONE is doing it correctly, then we can look at doing it on 2 open notes for brass. Reminding kids that we always start the first note with a tongue. When we do down the rows-asking kids what part of the tongue do you feel, touching what part of the reed/or teeth/gums. They KNOW the right answer, but asking them to really self evaluate if that is what is ACTUALLY happening.

-Technique and Expanding Range 5-10 minutes: combination of exercises by rote and in Musical Mastery. This is where we need to focus on quality over quantity. We shouldn't be going over a whole page of exercises. Picking one or two and making those one or two BETTER by correcting mistakes. I will usually do one that is not on the page (like a mini scale) and one that is written out (in Musical Mastery).

-Literacy 5-7 minutes on "old lines"-giving students a chance to review and just play with minimal corrections, EVEN if they mess up. Keep it going and play 3-4 lines like they are one "song" with just a whole rest inbetween.

-Literacy 8-10 minutes on new material (Book and Concert Music!) Note name and finger, then play on new lines. (Keep emphasizing posture, hand position, FOOT TAP, good embouchure AIR, and TONE!) Be sure to also read a few old lines too-I love doing 3-4 lines straight through just like a full piece (whole rest in between each line, keep going even if they have a mistake) Reading an old line backwards is also fun-do they really understand how to read the notes, or are they just Memorizing. BOOOO!

-Playing Test/Playing Test Grade every week-other portions of the class will be shortened to allow for the test 1 time a week. At this point in the year, playing through the test 1 time together should be sufficient, then test it down the row! Don't reteach it to them before the test. They need to know this is the expectation for the test. Chair Test Tuesdays!!!

-Maintenance reminders

WOODWIND CLASSES ORDER OF OPERATION:

1. Counting: 2+ lines every day
2. Embouchure reminders/MP Long Tone & Articulation
3. Full instrument hand position review and long tone notes/waterfalls (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. clarinets are taking off their bell and have to all earn it by playing to fake low E this week, intro to octave/register slurs, flutes are adding pulsing to their octave slurs)
4. Articulation: Identify anyone who is NOT tonguing/or is doing so incorrectly-daily down the rows on this! Tip of the tongue, where does the tongue touch, is it fast or slow, is it heavy or light, is it up and down or back and forth, does it feel the same every time, does it sound the same every time, should the notes be connected or spaced, From this point on, constant reminders to always start the first note with the tongue!!! Intro tonguing 8th notes for classes that are ready.
5. Musical Mastery Instrument specific packets (longtone, exercise, wiggle pages)
6. Book & Concert Music-for reading/sightreading

BRASS CLASSES ORDER OF OPERATION:

1. Counting 2+ lines every day
2. MP work daily-even just a few minutes worth of open note long tones and slurs between them. Then finish with a full siren up and full siren down. Embouchure reminders & MP airy buzz long tones/sirens (foot tap and matching?) Always need a drone or model to match on MP.
3. Full instrument hand position review and long tone notes (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Long tones on their first 5, building C, CD, CDE, CDEF, CDEFG. This will work tone and fluency of technique. Then you can go down, then up and down.) This is definitely something that needs to be built though. This past week, it was thrown on them and it was too much too fast. What they were doing wasn't clean. Going up would be a great goal this week. Whole note C, Half/Half CD, Quarter Quarter Half CDE, 4 quarters, CDEF, then 5 quarters CDEFG, finally CDEFG in four 8ths and a half note.
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5. Musical Mastery Instrument Specific Pages. Remington is important, but I'd work on the Bugle/lip slur pages more at this point to begin building fluidity/range/strength.
6. Book & Concert Music-for reading/sightreading

PERCUSSION CLASS

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

--



Lindsey Traughber

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Argyle Sixth Grade Center

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www.argyleband.com



Nov. 10-14

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UPCOMING DATES:

11/7-11/11: BOA & State Marching

Tuesday 11/11: SGC Veterans Assembly Schedule [HERE](#)

Tuesday 12/2: WW/Percussion Rehearsal (Possible Full Band?)

Thursday 12/4: Brass/Percussion Rehearsal (Possible Full Band?)

Monday 12/8: SGC Winter Concert

12/9-12/11: SGC MAP Testing

Thursday 12/11: Mallow PM Classes & HS Band Concert

Tuesday 12/16: MS Band Concert

Friday, 1/2: ATT Stadium Fundraiser Trip (Traugher/DeSoto)

DAILY CLASS ANNOUNCEMENTS:

*Practice Journals Due on Tuesday!

*What should your practice look like this week? (brief class discussion, update the board with what they should be doing this week)

*AHS Band wins their classification and sweeps all caption awards: Music, Visual, and GE! Congratulations!

*AHS Band competes in SMC Monday-Good Luck!! :)

CLASSROOM PROCEDURES

-Foot Tap: Everyday for everything! Constant reminders and using the hand as a visual while they're playing.

-Positions: Students should be at 1 of 3 positions, and need to be called into those positions and held to them: Rest Position-when waiting for instructions, Ready Position-when receiving information, note name/fingering, about to play, and Playing Position-when playing. Hand position is part of this too-constant corrections of hand positions!

-Freeze: When finishing a repetition sequence or finishing a line of music being read, students should freeze at their release as a group. They will have to be reminded every time for it to be a habit. Freeze is not necessary when working a skill individually or doing a down the row.

-Music Stands: Remind students before counting that their stand height needs to be adjusted so they are not looking down. Stands should also always be an arms length away from the student and 1 stand foot pointing towards them.

ALL WW/BRASS CLASSES EVERYDAY:

- Counting 2-5 minutes: 7.5-8 (8th rests then ties) 2 lines a day minimum. Repeat lines that they're not mastering the next day (overlap-1 old line/1 new line) if needed.
- Tone 10-15 minutes- Long tones, Start (with the tongue!), Sustain, Stop together. Includes MP and full instrument. Not reading anything, just a lot of I play/you play, listening/matching, individuals, pair play, down the rows, etc.
- Articulation 5ish minutes: Simple rhythms 4 quarters...1, 2, 3 te, 4...1 te, 2, 3 te, 4...1 te, 2 te, 3 te, 4. All on one note, as able to advance and articulation is clean and EVERYONE is doing it correctly, then we can look at doing it on 2 open notes for brass. Reminding kids that we always start the first note with a tongue. When we do down the rows-asking kids what part of the tongue do you feel, touching what part of the reed/or teeth/gums. They KNOW the right answer, but asking them to really self evaluate if that is what is ACTUALLY happening.
- Technique and Expanding Range 5-10 minutes: combination of exercises by rote and in Musical Mastery. This is where we need to focus on quality over quantity. We shouldn't be going over a whole page of exercises. Picking one or two and making those one or two BETTER by correcting mistakes. I will usually do one that is not on the page (like a mini scale) and one that is written out (in Musical Mastery).
- Literacy 5-7 minutes on "old lines"-giving students a chance to review and just play with minimal corrections, EVEN if they mess up. Keep it going and play 3-4 lines like they are one "song" with just a whole rest inbetween.
- Literacy 8-10 minutes on new material (Book and Concert Music coming out this week!) Note name and finger, then play on new lines. (Keep emphasizing posture, hand position, FOOT TAP, good embouchure AIR, and TONE!) Be sure to also read a few old lines too-I love doing 3-4 lines straight through just like a full piece (whole rest in between each line, keep going even if they have a mistake) Reading an old line backwards is also fun-do they really understand how to read the notes, or are they just Memorizing. BOOOO!
- Playing Test/Playing Test Grade every week-other portions of the class will be shortened to allow for the test 1 time a week. At this point in the year, playing through the test 1 time together should be sufficient, then test it down the row! Don't reteach it to them before the test. They need to know this is the expectation for the test. I'm even thinking I may start moving to chair test Tuesdays next week-Assign it Thursday or Friday and that way it's up to them to practice it over the weekend and have it ready. Individual accountability
- Maintenance reminders

WOODWIND CLASSES ORDER OF OPERATION:

1. Counting: 2+ lines every day
2. Embouchure reminders/MP Long Tone & Articulation
3. Full instrument hand position review and long tone notes/waterfalls (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. clarinets are taking off their bell and have to all earn it by playing to fake low E this week, intro to octave/register slurs, flutes are adding pulsing to their octave slurs)
4. Articulation: Identify anyone who is NOT tonguing/or is doing so incorrectly-daily down the rows on this! Tip of the tongue, where does the tongue touch, is it fast or slow, is it heavy or light, is it up and down or back and forth, does it feel the same every time, does it sound the same every time, should the notes be connected or spaced, From this point on, constant reminders to always start the first note with the tongue!!! Intro tonguing 8th notes for classes that are ready.
5. Musical Mastery Instrument specific packets (longtone, exercise, wiggle pages)
6. Book & Concert Music-for reading/sightreading

BRASS CLASSES ORDER OF OPERATION:

1. Counting 2+ lines every day
2. MP work daily-even just a few minutes worth of open note long tones and slurs between them. Then finish with a full siren up and full siren down. Embouchure reminders & MP airy buzz long tones/sirens (foot tap and matching?) Always need a drone or model to match on MP.
3. Full instrument hand position review and long tone notes (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Long tones on their first 5, building C, CD, CDE, CDEF, CDEFG. This will work tone and fluency of technique. Then you can go down, then up and down.) This is definitely

something that needs to be built though. This past week, it was thrown on them and it was too much too fast. What they were doing wasn't clean. Going up would be a great goal this week. Whole note C, Half/Half CD, Quarter Quarter Half CDE, 4 quarters, CDEF, then 5 quarters CDEFG, finally CDEFG in four 8ths and a half note.

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5. Musical Mastery Instrument Specific Pages. Remington is important, but I'd work on the Bugle/lip slur pages more at this point to begin building fluidity/range/strength.

6. Book & Concert Music-for reading/sightreading

PERCUSSION CLASS

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

Nov. 3-7

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Closing Task:	Closing Task:	Closing Task:	Closing Task:	Closing Task:

HEY EVERYONE!

*Congratulations AHS on your advancement to the State Marching Contest!

*Please check with Classroom Procedures and All WW/Brass Classes Everyday sections below. Detailing further in effort to align WW and Brass better! Reminders for me as well!

UPCOMING DATES:

11/7-11/11: BOA & State Marching

Tuesday 11/11: SGC Veterans Assembly Schedule [HERE](#)

Tuesday 12/2: WW/Percussion Rehearsal (Possible Full Band?)

Thursday 12/4: Brass/Percussion Rehearsal (Possible Full Band?)

Monday 12/8: SGC Winter Concert

12/9-12/11: SGC MAP Testing

Thursday 12/11: Mallow PM Classes & HS Band Concert

Tuesday 12/16: MS Band Concert

Friday, 1/2: ATT Stadium Fundraiser Trip (Traughber/DeSoto)

DAILY CLASS ANNOUNCEMENTS:

*Practice Journals Due on Tuesday!

*There are some students who NEVER picked up their fundraiser prizes from the first fundraiser. Please see Traughber before/after school or eagle time.

*What should your practice look like this week? (brief class discussion, update the board with what they should be doing this week)

*AHS Band advances to State Marching Contest in San Antonio! Congratulations!

*AHS Band Community performance Monday 11/3 at 8:30pm at the middle school stadium.

CLASSROOM PROCEDURES

-Foot Tap: Everyday for everything! Constant reminders and using the hand as a visual while they're playing.

-Positions: Students should be at 1 of 3 positions, and need to be called into those positions and held to them: Rest Position-when waiting for instructions, Ready Position-when receiving information, note name/fingering, about to play, and Playing Position-when playing. Hand position is part of this too-constant corrections of hand positions!

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ALL WW/BRASS CLASSES EVERYDAY:

-Counting 2-5 minutes: 7.5-8 (8th rests then ties) 2 lines a day minimum. Repeat lines that they're not mastering the next day (overlap-1 old line/1 new line) if needed.

-Tone 10-15 minutes- Long tones, Start (with the tongue!), Sustain, Stop together. Includes MP and full instrument. Not reading anything, just a lot of I play/you play, listening/matching, individuals, pair play, down the rows, etc.

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-Literacy 8-10 minutes on new material Note name and finger, then play on new lines. (Keep emphasizing posture, hand position, FOOT TAP, good embouchure AIR, and TONE!) Be sure to also read a few old lines too-I love doing 3-4 lines straight through just like a full piece (whole rest in between each line, keep going even if they have a mistake) Reading an old line backwards is also fun-do they really understand how to read the notes, or are they just Memorizing. BOOOO!

-Playing Test/Playing Test Grade every week-other portions of the class will be shortened to allow for the test 1 time a week. At this point in the year, playing through the test 1 time together should be sufficient, then test it down the row! Don't reteach it to them before the test. They need to know this is the expectation for the test. I'm even thinking I may start moving to chair test Tuesdays next week-Assign it Thursday or Friday and that way it's up to them to practice it over the weekend and have it ready. Individual accountability

-Maintenance reminders

WOODWIND CLASSES ORDER OF OPERATION:

1. Counting: 2+ lines every day

2. Embouchure reminders/MP Long Tone & Articulation

3. Full instrument hand position review and long tone notes/waterfalls (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. clarinets are taking off their bell and have to all earn it by playing to fake low E this week, intro to octave/register slurs, flutes are adding pulsing to their octave slurs)

4. Articulation: Identify anyone who is NOT tonguing/or is doing so incorrectly-daily down the rows on this! Tip of the tongue, where does the tongue touch, is it fast or slow, is it heavy or light, is it up and down or back and forth, does it feel the same every time, does it sound the same every time, should the notes be connected or spaced, From this point on, constant reminders to always start the first note with the tongue!!! Intro tonguing 8th notes for classes that are ready.

5. Musical Mastery Instrument specific packets (longtone, exercise, wiggle pages)

6. Book-for reading/sightreading

BRASS CLASSES ORDER OF OPERATION:

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5. Musical Mastery Instrument Specific Pages. Remington is important, but I'd work on the Bugle/lip slur pages more at this point to begin building fluidity/range/strength.
6. Book-for reading/sightreading

PERCUSSION CLASS

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

Oct. 27-31

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HEY EVERYONE!

*Congratulations to AMS on their students who auditioned and special shout out to all of the kids who earned a spot in the band!!

*Good luck and great skill to the AHS Band this week at their Area Marching Contest!

*Thank you to everyone for helping David, Christine, and I pull the beginner World Premiere together! As I talked to all of the woodwinds on Friday, they all seemed like they had a great time and LOVED playing with a big group. They also had very insightful comments as we talked about the concert.

*David out 3rd period Tuesday: Traugher=Trombones and Prendergast=Clarinet

*Happy Halloween Week!!

I hope everyone has a GREAT week!

Lindsey :)

UPCOMING DATES:

Thursday 10/23: World Premiere Concert

Tuesday 10/28: SGC Pumpkin Painting Party

Tuesday 10/28: AHS Community Performance @ 8:30pm

Thursday 10/30: SGC K9 Assembly Schedule (will get you schedule asap! Admin says they'll send it this week. The assembly they said will be from around 9:30-10:30am. Still not sure what that means for the rest of the day. We'll be in touch!)

Friday 10/31: Argyle HS home game

Saturday 11/1: Area Marching

Sunday 11/2: Daylight Savings Ends, Fall Back

--Tuesday 11/4: Booster Meeting--

11/7-11/11: BOA & State Marching

Tuesday 11/11: SGC Veterans Assembly Schedule (will get you schedule asap!)

Tuesday 12/2: WW/Percussion Rehearsal

Thursday 12/4: Brass/Percussion Rehearsal

Saturday 12/6: ATT Stadium Fundraiser Trip

Monday 12/8: SGC Winter Concert

12/9-12/11: SGC MAP Testing

Thursday 12/11: HS Band Concert

Tuesday 12/16: MS Band Concert

DAILY CLASS ANNOUNCEMENTS:

***Practice Journals Due on Tuesday!**

***What should your practice look like this week?** (brief class discussion, update the board with what they should be doing this week)

***Band Pumpkin Painting Party:** Tuesday October 28, 3:45-4:45pm. Bring a bag of candy to share, paint pens, and a smallish pumpkin (smaller than a individual watermelon-pumpkin pie size pumpkins) In the cafeteria.

***AHS Band Community performance THIS Tuesday at 8:30pm in the HS Stadium!**

ALL CLASSES:

-Counting: EVERYDAY at the start of class for 2-3 minutes! 7.5-8 (8th rests then ties)

-Tone: work this skill a lot at the start with a lot of I play/you play. Long tones, Not reading anything, just a lot of listening, individuals, pair play, down the rows, etc.

-Articulation: this should be something we are hearing down the row daily. Some days more detail work, some days small verbal corrections.

-Technique and Expanding Range: combination of exercises by rote and in Musical Mastery.

-Literacy: Note name and finger, then play on new lines. (Keep emphasizing posture, hand position, FOOT TAP, good embouchure AIR, and TONE!) Be sure to also read a few old lines too-I love doing 3-4 lines straight through just like a full piece (whole rest in between each line, keep going even if they have a mistake)

Reading an old line backwards is also fun-do they really understand how to read the notes, or are they just Memorizing. BOOOO!

-Playing Test/Playing Test Grade every week-please assign the playing test at the start of the week/test at the end of the week so students can prepare!

-Maintenance reminders

WOODWIND CLASSES ORDER OF OPERATION:

1. Counting: 1-2 lines every day

2. Embouchure reminders/MP Long Tone & Articulation

3. Full instrument hand position review and long tone notes/waterfalls (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions, clarinets are taking off their bell and have to all earn it by playing to fake low E this week, intro to octave/register slurs, flutes are adding pulsing to their octave slurs)

4. Articulation: Identify anyone who is NOT tonguing/or is doing so incorrectly-daily down the rows on this! Tip of the tongue, where does the tongue touch, is it fast or slow, is it heavy or light, is it up and down or back and forth, does it feel the same every time, does it sound the same every time, should the notes be connected or spaced, From this point on, constant reminders to always start the first note with the tongue!!! Intro tonguing 8th notes for classes that are ready.

5. Musical Mastery Instrument specific packets (longtone, exercise, wiggle pages)

6. Book-for reading/sightreading

BRASS CLASSES ORDER OF OPERATION:

1. Counting 1-2 lines every day

2. Embouchure reminders & MP airy buzz long tones/sirens (foot tap and matching?)

3. Full instrument hand position review and long tone notes (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions, Long tones on their first 5, possibly without reading-but building. C, CD, CDE, CDEF, CDEFG. This will work tone and fluency of technique. Then you can go down, then up and down.)

4. Articulation: Identify anyone who is NOT tonguing/or is doing so incorrectly-daily down the rows on this! Tip of the tongue, where does the tongue touch, is it fast or slow, is it heavy or light, is it up and down or back and forth, does it feel the same every time, does it sound the same every time, should the notes be connected or spaced, From this point on, constant reminders to always start the first note with the tongue!!! Intro

tonguing 8th notes for classes that are ready. (Be careful they are not doing disconnected notes. Everything should be fluid and touching at this point.

5. Musical Mastery Instrument Specific Pages. Remington is important, but I'd work on the Bugle/lip slur pages more at this point to begin building fluidity/range/strength.

6. Book-for reading/sightreading

PERCUSSION CLASS

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

Oct. 20-24

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS: Highlighted in SGC Band TEKS Side Document	TEKS:	TEKS:	TEKS:	TEKS:
SLO: I will	SLO: I will	SLO: I will	SLO: I will	SLO: I will
Warm Up:	Warm Up:	Warm Up:	Warm Up:	Warm Up:
Activity:	Activity:	Activity:	Activity:	Activity:
Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:
HOTQ:	HOTQ:	HOTQ:	HOTQ:	HOTQ:
Closing Task:	Closing Task:	Closing Task:	Closing Task:	Closing Task:

HEY EVERYONE!

Congratulations AHS Band on an exceptional UIL contest performance this weekend! Congratulations to the MS Band on their fun Fall Concert!

*Nuts and Bolts week for the World Premiere this week. We will give students a hard copy of the Student Info sheet and you should all have the Director Info sheet. (Both are attached to this email)

*Fire and Evacuation Drill on Tuesday AM (8:20am?)

*Thank you Marlie and Hannah for helping cover morning classes on Tuesday while I go to the doctor over in Dallas @ UT Southwestern. Hoping for some good news or at least a plan to make everything good! I email you a class plan for periods 1, 2, and 3. I should be back around lunch.

I hope everyone has a GREAT week!

Lindsey :)

UPCOMING DATES:

Thursday 10/23: World Premiere Concert

Tuesday 10/28: SGC Pumpkin Painting Party

Thursday 10/30: SGC K9 Assembly Schedule (will get you schedule asap!)

Friday 10/31: Argyle HS home game

Saturday 11/1: Area Marching

Sunday 11/2: Daylight Savings Ends, Fall Back

Tuesday 11/4: Booster Meeting,

11/7-11/11: BOA & State Marching

Tuesday 11/11: SGC Veterans Assembly Schedule (will get you schedule asap!)

Tuesday 12/2: WW/Percussion Rehearsal

Thursday 12/4: Brass/Percussion Rehearsal

Saturday 12/6: ATT Stadium Fundraiser Trip

Monday 12/8: SGC Winter Concert

12/9-12/11: SGC MAP Testing

Thursday 12/11: HS Band Concert

Tuesday 12/16: MS Band Concert

DAILY CLASS ANNOUNCEMENTS:

*Practice Journals Due on Tuesday! They should have 2 of them to turn in (The first 2 on the yellow journal)

***What should your practice look like this week? (brief class discussion, update the board with what they should be doing this week)**

*Poinsettia Sale goes until Thursday! Winning class that sells the most (per capita-average of students in class) will get a donut or ice cream party!

*Band Pumpkin Painting Party: Tuesday October 28, 4:45-5:45pm. Bring a bag of candy to share, paint pens, and a smallish pumpkin (smaller than a individual watermelon-pumpkin pie size pumpkins)

*World Premiere Info Sheet-Go over! Use the accompaniment tracks in class! Remind students that they can access them in Google Classroom! Be sure to explain what they will look like in "rest," "ready," and "playing" positions-and how we will communicate that non-verbally for the section feature song and for the group songs.

ALL CLASSES:

-Counting: EVERYDAY at the start of class for 2-3 minutes! 7/7.5 (8th rests)

-Playing Test/Playing Test Grade every week-please assign the playing test at the start of the week/test at the end of the week so students can prepare!

-Maintenance reminders

WOODWIND CLASSES ORDER OF OPERATION:

1. Counting: 1-2 lines every day
2. Embouchure reminders/MP Long Tone & Articulation
3. Full instrument hand position review and long tone notes/waterfalls (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions)
4. Articulation: **Tip of the tongue, where does the tongue touch**, is it **fast** or slow, is it heavy or **light**, is it **up and down** or back and forth, does it feel the same every time, does it sound the same every time, should the notes be **connected** or spaced, From this point on, constant reminders to always start the first note with the tongue!!!
5. Musical Mastery Instrument specific packets
6. Book
7. World Premiere Lines

BRASS CLASSES ORDER OF OPERATION:

1. Counting 1-2 lines every day
2. Embouchure reminders & MP airy buzz long tones/sirens
3. Full instrument hand position review and long tone notes (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions) **This would be a great opportunity to work matching pitch on their first 5 notes (CDEFG for trumpet/horn and F**EB**DCBb for low brass) without their music. Just you play/they play. It's good to look at the notes, but at the start of class I like to just have them listen and focus on matching.**
4. Articulation: **Tip of the tongue, where does the tongue touch**, is it **fast** or slow, is it heavy or **light**, is it **up and down** or back and forth, does it feel the same every time, does it sound the same every time, should the notes be **connected** or spaced, From this point on, constant reminders to always start the first note with the tongue!!!
5. Musical Mastery Instrument Specific Pages
6. Book
7. World Premiere Lines

PERCUSSION CLASS

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

Oct. 6-10

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS: Highlighted in SGC Band TEKS Side Document	TEKS:	TEKS:	TEKS:	TEKS:
SLO: I will	SLO: I will	SLO: I will	SLO: I will	SLO: I will
Warm Up:	Warm Up:	Warm Up:	Warm Up:	Warm Up:
Activity:	Activity:	Activity:	Activity:	Activity:
Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:
HOTQ:	HOTQ:	HOTQ:	HOTQ:	HOTQ:
Closing Task:	Closing Task:	Closing Task:	Closing Task:	Closing Task:

HEY EVERYONE!

Congratulations AHS Band on a great contest performance this weekend! I can't wait to see the whole thing!! Good luck to the MS on their Fall Concert Monday, it's going to be amazing!

This week is making sure students all understand performance expectations for the World Premiere the Thursday after Fall Break. Students should have all nuts and bolts for practicing their section feature song along with the 2 combined songs (Hot Cross Buns and Mary.) We'll talk logistics after fall break with them.

I hope everyone has a GREAT week!

Lindsey :)

UPCOMING DATES:

Monday 10/6: Alphabet Pizza Party after school

Monday 10/6: AMS Fall Concert

Tuesday 10/7: Booster Meeting

Wednesday 10/8: Mel coming morning

Friday 10/10: End of Quarter 1

Week of 10/13-17: Fall Break

Friday 10/17: AHS Home Game

Saturday 10/18: UIL Region Marching, Argyle at 2pm, Denton HS at 2:15 :)

Thursday 10/23: World Premiere Concert

Tuesday 10/28: SGC Pumpkin Painting Party

Thursday 10/30: SGC K9 Assembly Schedule (will get you schedule asap!)

Saturday 11/1: Area Marching

Sunday 11/2: Daylight Savings Ends, Fall Back

DAILY CLASS ANNOUNCEMENTS:

***Practice Journals Due on Tuesday! There will be a new one to pass out.**

***What should your practice look like this week? (brief class discussion, update the board with what they should be doing this week)**

***Poinsettia Sale starts on Monday! Winning class that sells the most (per capita-average of students in class) will get a donut or ice cream party!**

ALL CLASSES:

-Counting: EVERYDAY at the start of class for 2-3 minutes! 7/7.5 (8th rests)

-World Premiere Music

-How to practice: Be sure to write on the board/keep it updated what they should be filling in on their practice journal. What should their practice look like? (It should look like what we do in class, and with what they're doing in private lessons)

-Playing Test/Playing Test Grade every week-please assign the playing test at the start of the week/test at the end of the week so students can prepare!

-Maintenance reminders

WOODWIND CLASSES ORDER OF OPERATION:

1. Counting
2. Assembly of small instrument/embouchure reminders
3. Whole note on small instrument (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions) Flutes doing low/high
4. Articulation: **Tip of the tongue, where does the tongue touch**, is it **fast** or slow, is it heavy or **light**, is it **up and down** or back and forth, does it feel the same every time, does it sound the same every time, should the notes be **connected** or spaced, From this point on, constant reminders to always start the first note with the tongue!!!
5. Full instrument hand position review
6. Whole note on instrument working on maintaining embouchure/hand position/tone (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions)
7. Full Waterfalls
8. Instrument specific packets
9. Book
10. World Premiere Lines

BRASS CLASSES ORDER OF OPERATION:

1. Counting
2. Embouchure & MP Reminders
3. Mouthpiece Air/Mouthpiece Airy Buzz, (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions) **For this week to help accuracy, and to aid with note of the day below-focus more time on the note of the day for each day when buzzing.**
4. Siren down/siren up/match tone on MP
5. MP on instrument-hand position reminders
6. Whole note on instrument working on maintaining embouchure/hand position/tone (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions) **This would be a great opportunity to work matching pitch on their first 5 notes (CDEFG for trumpet/horn and FEbDCBb for low brass) without their music. Just you play/they play. It's good to look at the notes, but at the start of class I like to just have them listen and focus on matching.**
7. Articulation: **Tip of the tongue, where does the tongue touch**, is it **fast** or slow, is it heavy or **light**, is it **up and down** or back and forth, does it feel the same every time, does it sound the same every time, should the notes be **connected** or spaced, From this point on, constant reminders to always start the first note with the tongue!!!
7. When students are more consistent with First Notes page-begin Bugle Page (2 note lip slurs), **but by rote before you ever look at it!**
8. Instrument Specific Pages
9. Book
10. World Premiere Lines

PERCUSSION CLASS

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

Sept. 29-Oct. 3

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS: Highlighted in SGC Band TEKS Side Document	TEKS:	TEKS:	TEKS:	TEKS:
SLO: I will	SLO: I will	SLO: I will	SLO: I will	SLO: I will
Warm Up:	Warm Up:	Warm Up:	Warm Up:	Warm Up:
Activity:	Activity:	Activity:	Activity:	Activity:
Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:
HOTQ:	HOTQ:	HOTQ:	HOTQ:	HOTQ:
Closing Task:	Closing Task:	Closing Task:	Closing Task:	Closing Task:

HEY EVERYONE!

Congratulations AHS Band on a great 1st contest of the season! Proud of you all!

Thank you for helping to cover my classes in my absence tomorrow (Monday.) I will have a plan for Marlie and Hannah tonight before I go to bed. It can be given to the sub as well so they know what is going on. Marlie and Hannah for periods 1, 2, 3 and Hannah with saxes and double reeds in the afternoon with the sub with her.

We're introducing slurs/ties on the theory sheet. Still refining small instrument/MP sounds, tone on the instrument, articulation, correct hand position and moving around first notes on the instrument. Still going on Musical Mastery supplementary sheets. Starting the book this week (not flutes-they're doing other supplementary stuff until they're ready for the book!! Also, we have 2 weeks until "fall break." Beginner world premiere is Oct. 23. Counting as a full group. Then each instrument class will do a short demonstration of: small instrument or mouthpiece, articulation, full instrument long tone warm up (I play/you play), note name/finger then play 1 line of your choice. We will finish with the full group playing 2 songs in unison. Hot Cross Buns and Mary Had a Little Lamb that has been done in the past:

https://drive.google.com/drive/folders/1DIXbl2DPFM3iGChP_7qIKKwT_Vk4xg1u?usp=sharing I still need to ask Marlie, David, or Bojan how I can change all of the info on these PDF's to reflect this year's date and times. Help! :)

I hope everyone has a GREAT week!

Lindsey :)

UPCOMING DATES:

Wednesday 10/1: Band Director Mtg.

Friday 10/3: AHS Home Game

Saturday 10/4: McKinney Marching

Monday 10/6: AMS Fall Concert

Wednesday 10/8: Mel coming morning

Friday 10/10: End of Quarter 1

Week of 10/13-17: Fall Break

Friday 10/17: AHS Home Game

Thursday 10/23: World Premiere Concert

Tuesday 10/28: SGC Pumpkin Painting Party

Thursday 10/30: SGC K9 Assembly Schedule (will get you schedule asap!)

Saturday 11/1: Area Marching

Sunday 11/2: Daylight Savings Ends, Fall Back

DAILY CLASS ANNOUNCEMENTS:

***Practice Journals Due on Tuesday!**

***What should your practice look like at home and how often? (brief class discussion, update the board with what they should be doing this week)**

ALL CLASSES:

- Tuesday:** intro slurs and ties officially on the theory sheet. (and how it relates to our new super power of articulation)
- Counting:** EVERYDAY at the start of class for 2-3 minutes! Finishing chart 6.5, going to chart 7 (8th rests)
- How to practice:** Be sure to write on the board/keep it updated what they should be filling in on their practice journal. What should their practice look like? (It should look like what we do in class, and with what they're doing in private lessons)
- Maintenance reminders**
- Playing Test/Playing Test Grade every week-please assign the playing test at the start of the week/test at the end of the week so students can prepare!**

WOODWIND CLASSES CONTENT:

Instrument Assembly Reminders
2 count breath reminders
Refining small instrument assembly (clarinet/sax)
Refining embouchure & tone on small instrument (matching tone, volume, air speed)
Waterfall down/up, **adding right hand**
Tone on full instrument
Hand Position-fingers numbered 1-6) Finger wiggles
Articulation
Musical Mastery 1st Notes page, Flute starting Blocki book pages (left hand reading)
Maintenance Reminders

WOODWIND CLASSES ORDER OF OPERATION:

1. Counting
2. Assembly of small instrument/embouchure reminders
3. Whole note on small instrument (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions) Flutes doing low/high
4. Articulation: **Tip of the tongue, where does the tongue touch**, is it **fast** or slow, is it heavy or **light**, is it **up and down** or back and forth, does it feel the same every time, does it sound the same every time, should the notes be **connected** or spaced, From this point on, constant reminders to always start the first note with the tongue!!!
5. Full instrument or clarinets top joint, hand position review (clarinets will be able to earn their bottom joint/bell later this week.)
6. Whole note on instrument working on maintaining embouchure/hand position/tone (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions)
7. Adding one note at a time/finger wiggles/waterfalls
8. Start First Notes Page/Flutes Blocki Book pages

BRASS CLASSES CONTENT:

2 count breath reminders. I love the out, then in. **Can we transition this to counting them off, "1, 2, bre-athe"**-teaching them to breathe in on count 3 and 4? That way WW's and Brass are being counted off the same?
Embouchure & MP reminders: Hold MP with 2 fingers and a thumb, MP slight angle down, slight anchor to bottom lip, hot soup face, lips are soft and touching, teeth apart, tongue is down, and corners engaged
MP Airy Buzz-**learning to match (how to siren to the correct note if they're incorrect.)**
Assembly/Hand Position/Review Positions
Consistency in matching (reps!) the correct note on instrument, volume, and air speed.
Articulation
Musical Mastery 1st Notes page
Maintenance Reminders

BRASS CLASSES ORDER OF OPERATION:

1. Counting
2. Embouchure & MP Reminders
3. Mouthpiece Air/Mouthpiece Airy Buzz, (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions) **For this week to help accuracy, and to aid with note of the day below-focus more time on the note of the day for each day when buzzing.**
4. Siren down/siren up/match tone on MP
5. MP on instrument-hand position reminders
6. Whole note on instrument working on maintaining embouchure/hand position/tone (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions) **This week, suggestion to pick a note of the day-C on Monday, D on Tuesday, E on Wednesday, etc. so that students can get more consistent with finding the correct pitch. Still do other notes on the first notes page, but with focus on the note of the day for a bit longer for more accuracy.**
7. Articulation: **Tip of the tongue, where does the tongue touch**, is it **fast** or slow, is it heavy or **light**, is it **up and down** or back and forth, does it feel the same every time, does it sound the same every time, should the notes be **connected** or spaced, From this point on, constant reminders to always start the first note with the tongue!!!
7. When students are more consistent with First Notes page-begin Bugle Page (2 note lip slurs), **but by rote before you ever look at it!**
8. Literacy element: Just based on 6th period trumpet, be sure they're understanding and getting more reps on what each note feels like and how it's relative to their open notes. Keep going on the First Notes page, getting more reps.

PERCUSSION CLASS

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

Sept. 22-26

MONDAY-FRI DAY Refinement through the week!				
TEKS: 1B, 1C, 2D, 3A, 3B, 5B SLO: I will learn the purpose of accidentals (flats, sharps, and naturals) I will count using the Eastman Counting System. I will refine my tone to be more characteristic on my small instrument and full instrument. I will start working on articulation. I will work on finger coordination to play my first 5 notes with a characteristic tone. Warm Up: Counting Charts 6 and 6.5 Activity: *Small instrument tone *Articulation *Longtone on the full instrument/hand position review! *First 5 notes on the instrument. *Beginning to read/work on music literacy on first notes page. Differentiation: *Students will listen to	TEKS: SLO: I will Warm Up: Activity: Differentiation: HOTQ: Closing Task:	TEKS: SLO: I will Warm Up: Activity: Differentiation: HOTQ: Closing Task:	TEKS: SLO: I will Warm Up: Activity: Differentiation: HOTQ: Closing Task:	TEKS: SLO: I will Warm Up: Activity: Differentiation: HOTQ: Closing Task:

teacher and imitate/model understanding of characteristic tone. *Students will model individually for teacher to hear themselves outside of the group. *Students will model in small groups to listen and adjust. Students will partner with neighbors to help assess. *Students will self assess continually. HOTQ: *How would you improve: skill we are practicing? *What is the relationship between flats, sharps, and naturals? Closing Task: Reviewing what to practice on the board and on practice journals.				
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WEEKLY EMAIL TO BAND STAFF (SGC/MS/HS)

HEY EVERYONE!

This week is all about Eighth Notes/Rests and I will be introducing Flats, Sharps, and Naturals. (I know brass kids have done some-but there's a spot on the theory sheet for it!) Still refining small instrument/MP sounds, tone on the instrument, correct hand position and moving around first notes on the instrument. I'll be introducing articulation this week in preparation for Oc-tongue-ber. (The month of refining articulation!) Also, we have 3 weeks until "fall break."

Beginner world premiere is Oct. 23. That's pretty quick! 🤪 My quick thoughts are that we demo counting together, then each class can do a demo of their warm up and a book line/song. Is that kind of what happened last year? I hope everyone has a GREAT week!

Lindsey :)

UPCOMING DATES:

Thursday, 9/25: AHS Community Performance

Friday, 9/26: SGC/AMS Movie Night

Saturday 9/27: Melissa Marching

Saturday 10/4: McKinney Marching

Monday 10/6: AMS Fall Concert

Wednesday 10/8: Mel coming morning
Friday 10/10: End of Quarter 1
Week of 10/13-17: Fall Break
Friday 10/17: AHS Home Game
Thursday 10/23: World Premiere Concert
Tuesday 10/28: SGC Pumpkin Painting Party
Thursday 10/30: SGC K9 Assembly Schedule (will get you schedule asap!)
Saturday 11/1: Area Marching
Sunday 11/2: Daylight Savings Ends, Fall Back

DAILY CLASS ANNOUNCEMENTS:

***Practice Journals Due on Tuesday!**

***What should your practice look like at home and how often? (brief class discussion)**

***Band Movie Night THIS Friday, 9/26 outside @ AMS, 7:30-9pm**

ALL CLASSES:

-Monday: Introduce Eighth note/rest on Theory Page, then to chart 6.

-Thursday: Go over flats, sharps, naturals on theory sheet/demo what it sounds like!

-Counting: EVERYDAY at the start of class! Chart 6 and 6.5

-How to practice: Be sure to write on the board/keep it updated what they should be filling in on their practice journal. What should their practice look like? (It should look like what we do in class, and with what they're doing in private lessons)

-Always teaching maintenance

-Playing Test/Playing Test Grade every week

WOODWIND CLASSES CONTENT:

Instrument Assembly Reminders

2 count breath reminders

Refining small instrument assembly (clarinet/sax)

Refining embouchure & tone on small instrument (matching tone, volume, air speed)

Waterfall down/up is new-finger height

Tone on full instrument

Hand Position-fingers numbered 1-6) Finger wiggles

Articulation when your class is ready (super steady on their whole note tone on both small and full instrument)

Musical Mastery 1st Notes page

Maintenance Reminders

WOODWIND CLASSES ORDER OF OPERATION:

1. Counting
2. Assembly of small instrument/embouchure reminders
3. Whole note on small instrument (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions) Flutes doing low/high
4. Adding in Articulation this week on small instrument. From this point on, constant reminders to always start with the tongue!!!
5. Full instrument or clarinets top joint, hand position review
6. Whole note on instrument working on maintaining embouchure/hand position/tone (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions)
7. Adding one note at a time/finger wiggles/waterfalls this week when ready
8. Adding literacy element: Start First Notes Page/Flutes Blocki Book pages

BRASS CLASSES CONTENT:

2 count breath reminders. I love the out, then in. Can we transition this to counting them off, "1, 2, bre-ath"-teaching them to breathe in on count 3 and 4? That way WW's and Brass are being counted off the same?

Embouchure & MP reminders: Hold MP with 2 fingers and a thumb, MP slight angle down, slight anchor to bottom lip, hot soup face, lips are soft and touching, teeth apart, tongue is down, and corners engaged

MP Airy Buzz-learning to match (how to siren to the correct note if they're incorrect.)

Assembly/Hand Position/Review Positions

Consistency in matching (reps!) the correct note on instrument, volume, and air speed.

Articulation when your class is ready (super steady on their whole note tone on both small and full instrument)

Musical Mastery 1st Notes page

Maintenance Reminders

BRASS CLASSES ORDER OF OPERATION:

1. Counting
2. Embouchure & MP Reminders
3. Mouthpiece Air/Mouthpiece Airy Buzz, (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions)
4. Siren down/siren up/match tone on MP
5. MP on instrument-hand position reminders
6. Whole note on instrument working on maintaining embouchure/hand position/tone (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions)
7. When students are more consistent with First Notes page-begin Bugle Page (2 note lip slurs), but by rote before you ever look at it! Need to intro slurs vs ties on Theory sheet first-that was on my next week to-teach list.
8. Literacy element: Just based on 6th period trumpet, be sure they're understanding and getting more reps on what each note feels like and how it's relative to their open notes. Keep going on the First Notes page, getting more reps.

PERCUSSION CLASS

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

Sept. 16-19

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS: Highlighted in SGC Band TEKS Side Document	TEKS:	TEKS:	TEKS:	TEKS:
SLO: I will	SLO: I will	SLO: I will	SLO: I will	SLO: I will
Warm Up:	Warm Up:	Warm Up:	Warm Up:	Warm Up:
Activity:	Activity:	Activity:	Activity:	Activity:
Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:
HOTQ:	HOTQ:	HOTQ:	HOTQ:	HOTQ:
Closing Task:	Closing Task:	Closing Task:	Closing Task:	Closing Task:

HEY EVERYONE!

This week is all about TIME SIGNATURES, refining small instrument/MP sounds AND tone on the instrument. Learning correct hand position and moving around first notes on the instrument. Articulation can wait till closer to "Oc-toungue-ber," I mean October/end of September (only when class is consistent on small instruments! So, maybe NEXT week.) Flutes are ready to start though.

I hope everyone has a GREAT week!

Lindsey :)

UPCOMING DATES:

Friday, 9/26: SGC/AMS Movie Night

Saturday 9/27: Melissa Marching

Saturday 10/4: McKinney Marching

Monday 10/6: AMS Fall Concert

Wednesday 10/8: Mel coming morning

Friday 10/10: End of Quarter 1

Week of 10/13-17: Fall Break

Friday 10/17: AHS Home Game

Thursday 10/23: World Premiere Concert

Tuesday 10/28: SGC Pumpkin Painting Party

Thursday 10/30: SGC K9 Assembly Schedule (will get you schedule asap!)

Saturday 11/1: Area Marching

Sunday 11/2: Daylight Savings Ends, Fall Back

DAILY CLASS ANNOUNCEMENTS:

***Practice Journals Due on Tuesday!**

***Are you missing any work?** 2 Google classroom assignments, alphabet page, consistency practice page, your practice journal?

***Band Movie Night rescheduled to Friday, 9/26**

***Private Lessons**-let us know if you'd like to be added to the call list!

***Missing Supplies?** Contact home this week if any students are still missing anything

***Fees:** Contact home this week if any students are missing. Set up payment plan if needed and notate on the spreadsheet.

ALL CLASSES:

-Tuesday: Introduce Time Signatures on Theory Page. Learn Time Signature Chants. **Director:** "What's your time?"

Students: "4/4 time, 4 beats per measure, the quarter note gets the beat, HUH!"

-Counting: Chart 5 and 5.5

-How to practice: as you finish class each day this week, really take time to write on the board what they should be filling in on their practice journal. What should their practice look like? (It should look like what we do in class, and with what they're doing in private lessons)

-Always teaching maintenance

-Playing Test/Playing Test Grade every week

WOODWIND CLASSES CONTENT:

Breathing in for 2, out for 4.

Refining small instrument assembly (clarinet/sax)

Refining embouchure & tone on small instrument (matching tone, volume, air speed)

Working towards playing test this week of LH Waterfall/Flutes doing steady tone ON the flute (G or B?)

Maintenance

Earning their instrument with tone that matches the teacher

Instrument Assembly

Tone on full instrument (clarinet upper joint only, then will earn bottom joint/bell)

Hand Position-fingers numbered 1-6) Finger wiggles

Start LH waterfall, then low waterfall (RH) then full waterfall (all 6 fingers)

Double Reeds starting Bocal Majority Book this week

COMING SOON as each class progresses

Articulation when your class is ready (super steady on their whole note tone on both small and full instrument)

Musical Mastery 1st Notes page

WOODWIND CLASSES ORDER OF OPERATION:

1. Counting
2. Assembly of small instrument/embouchure reminders
3. Whole note on small instrument (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions)
4. Adding instrument or clarinets top joint, hand position review and new.
5. Whole note on instrument working on maintaining embouchure/hand position/tone (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions)
6. Adding one note at a time/finger wiggles/waterfalls this week when ready
7. Only add literacy element when students can hold steady tone/have basic idea of correct hand position, and have already moved across the notes on the First Notes Page (by rote!)

BRASS CLASSES CONTENT:

Review Positions

Breathing in for 2, out for 4

Embouchure/Hot Soup Face and corners engaged

MP placement and Air only through MP. Students should be able to do call and response to these questions: (Hold the shank-2 fingers and a thumb, MP angle-slightly down, more pressure on top or bottom lip-bottom, teeth-apart, lips are-soft and touching)

MP Airy Buzz, whatever note comes out naturally held steady

Working towards playing test this week of 3 steady whole/half notes with rest in between.

Maintenance

Sirens/air direction/aperture size/paint the hand with their air

Earning their instrument with MP tone that matches the teacher

Matching tone on MP-their first note they will play on their instrument.

Assembly/Hand Position

Consistency in matching the correct note on instrument, volume, and air speed.

COMING SOON as each class progresses

When class is showing consistency in 1 note, start showing different partial or 2nd position, 3rd position, etc.

Articulation when your class is ready (super steady on their whole note tone on both small and full instrument)

Musical Mastery 1st Notes Page

BRASS CLASSES ORDER OF OPERATION:

1. Counting
2. Embouchure reminders & MP reminders-Hold the shank-2 fingers and a thumb, MP angle-slightly down, more pressure on top or bottom lip-bottom, teeth-apart, lips are-soft and touching
3. Mouthpiece Air/Mouthpiece Airy Buzz, (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions)
4. Siren down/siren up/match tone on MP
5. MP on instrument-hand position review/new
6. Whole note on instrument working on maintaining embouchure, hand position/correct tone. Adding another note when the majority of the class can match the 1st note. (I play/you play, down the row, pairs, etc. Being sure students are thinking 1, 2, 3, 4, off. Ready/Playing Positions)
7. Only add literacy element when students can hold steady tone/have basic idea of correct hand position, and have already moved across the notes on the First Notes Page (by rote!)

PERCUSSION CLASS

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

Sept. 8-12

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS: Highlighted in SGC Band TEKS Side Document	TEKS:	TEKS:	TEKS:	TEKS:
SLO: I will	SLO: I will	SLO: I will	SLO: I will	SLO: I will
Warm Up:	Warm Up:	Warm Up:	Warm Up:	Warm Up:
Activity:	Activity:	Activity:	Activity:	Activity:
Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:
HOTQ:	HOTQ:	HOTQ:	HOTQ:	HOTQ:
Closing Task:	Closing Task:	Closing Task:	Closing Task:	Closing Task:

Hey Everyone!

This week is all about The DOT in counting, refining small instrument/MP sounds, adding the instrument, and articulation (only when class is consistent on small instruments! So, maybe not this week.)

Happy Homecoming and have a great week!!

UPCOMING DATES

Tuesday 9/9: Fundraiser done and Booster Mtg. 6p,

Friday 9/12: Hunter's BDAY! Homecoming Game

Monday 9/15: Virtual Workday (and Traughber's Birthday!)

Friday 10/3: AHS Home Game

Saturday 10/4: McKinney Marching

Monday 10/6: AMS Fall Concert

Wednesday 10/8: Mel coming morning

Friday 10/10: End of Quarter 1

Friday 10/17: AHS Home Game

Thursday 10/23: World Premiere Concert

DAILY CLASS ANNOUNCEMENTS

***Check stand leg placement at the start of every class.**

***Last day for Fundraiser TUESDAY!!! Sell 20 to come with us to Cowboys Stadium!!!**

***Band Movie Night rescheduled to Friday, 9/26**

***Weekly Playing Test this Friday:** (my classes did a "participation chair test" last week-I went down the row, gave them a 100/95/90/85/80 so I could decipher where they were within the class and to see how I'm doing as a teacher. I DID tell them this grade) But I gave everyone a 100 in the gradebook. THIS week moving forward, it will be a true chair test with grades and a chair order. Half note/half rest 3 times with the met. (PS-I'm not against doing playing test on Google Classroom SOMETIMES. I feel like most playing tests should be in person the majority of the time for instant feedback.

***Straight Tone Homework:** Due by Friday during class. They can turn in any day this week. Students should do this at home! See attachment.

***Practice Journals** due every Tuesday. Students should have their top 3 things to practice on the board. Please give yourself time to talk them through it and give them time to fill out at the end of class!

***Alphabet sheet due/will turn in on Friday!**

***Mad Minute** If anyone would like to correct their Mad Minute grade, they may come in before or after school OR request an Eagle Time Pass for THIS WEEK ONLY. After that the grade is locked in.

***Private Lessons**-let us know if you'd like to be added to the call list!

***Missing Supplies?** Contact home this week if any students are still missing anything

***Fees:** Contact home this week if any students are missing. Set up payment plan if needed and notate on the spreadsheet.

All Classes

-Alphabet pass offs-FINAL WEEK! Due THIS FRIDAY Sept. 12! Please take sheets up to enter grades. The stickers were just for the kids-we grade the actual sheets. **Notate HERE if level 2, 3, or 4 was COMPLETED.** (For prizes!)

-Monday: introduce The Dot=Use theory sheet to fill in the definition "A DOT adds HALF OF WHAT IT'S DOTTING" Then do the dot math section. (a dotted 4 is $4+2=6$, a dotted 10 is $10+5=15$, a dotted 80 is $80+40=120$, then it finishes up with a dotted 2 and a dotted 1. THEN fill in the note grid on line 4, finally writing in counts and arrows at the start of the first line on chart 4.

-Counting: Chart 4-4.5, MUDO on Friday (Mess Up Drop Out) 1 line at a time, each line the met goes faster!

-Playing homework: Once mouthpieces/small instruments go home, give them a hard copy of **THIS PAGE**. Their objective is to illustrate with a line what each of their 20 attempts sound like. Straight line is a steady tone, if it wiggles it would be a squiggle, if it dies off it would go down, if it gets louder it would go up and get bigger, etc. Simple assignment for a minor grade, but effective in getting them to listen to what their sound sounds like.

-Always teaching maintenance

-Playing Test/Playing Test Grade every week

Woodwind Classes:

Learning finger wiggles/finger independence on a pencil

Breathing in for 2, out for 4.

Refining small instrument assembly (clarinet/sax)

Refining embouchure & tone on small instrument (matching tone, volume, air speed)

Working towards playing test this week of 3 steady whole/half notes with rest in between.

Maintenance

Earning their instrument with tone that matches the teacher

Articulation starting next week (fingers crossed!)

COMING SOON as each class progresses

Instrument Assembly

Tone on full instrument (clarinet upper joint only, then will earn bottom joint/bell)

Hand Position-fingers numbered 1-6) Finger wiggles

Start LH waterfall, then low waterfall (RH) then full waterfall (all 6 fingers)

Articulation when your class is ready (super steady on their whole note tone on both small and full instrument)

Musical Mastery 1st Notes page

Brass Classes:

Learning Positions

Breathing in for 2, out for 4

Embouchure/Hot Soup Face and corners engaged

MP placement and Air only through MP. Students should be able to do call and response to these questions: (Hold the shank-2 fingers and a thumb, MP angle-slightly down, more pressure on top or bottom lip-bottom, teeth-apart, lips are-soft and touching)

MP Airy Buzz, whatever note comes out naturally held steady

Working towards playing test this week of 3 steady whole/half notes with rest in between.

Maintenance

Sirens/air direction/aperture size/paint the hand with their air

Earning their instrument with MP tone that matches the teacher

COMING SOON as each class progresses

Matching tone on MP-their first note they will play on their instrument.

Assembly/Hand Position

Consistency in matching the correct note on instrument, volume, and air speed.

When class is showing consistency in 1 note, start showing different partial or 2nd position, 3rd position, etc.

Articulation when your class is ready (super steady on their whole note tone on both small and full instrument)

Musical Mastery 1st Notes Page

Percussion Class:

Class went well on Friday. On Monday, Michael Lemish will stop by as I run the class, just to be percussion eyes and will make comments to the kids as I teach. (He was emailing me last week about utilizing one of our rooms for a security thing, and I invited him to come by just in Christine's absence b/c I would be running the class. I KNOW his eyes will be more able to catch things that I might miss!

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

Sept. 2-5

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS: Highlighted in SGC Band TEKS Side Document	TEKS:	TEKS:	TEKS:	TEKS:
SLO: I will	SLO: I will	SLO: I will	SLO: I will	SLO: I will
Warm Up:	Warm Up:	Warm Up:	Warm Up:	Warm Up:
Activity:	Activity:	Activity:	Activity:	Activity:
Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:
HOTQ:	HOTQ:	HOTQ:	HOTQ:	HOTQ:
Closing Task:	Closing Task:	Closing Task:	Closing Task:	Closing Task:

Hey Everyone!

Hope you had a great Labor Day Weekend! Congrats to the AHS students and staff on a great first halftime performance! It was fun to see everyone at the game and watch the students perform and have fun! Thank you David for hosting a fun get together on Saturday! The pizza was fabulous and the company was even better!

UPCOMING DATES

Friday 9/5: Movie night with AMS 8-9:30pm AND fundraiser due/done

Wednesday 9/10: Mel coming morning

Friday 9/12: Hunter's BDAY! Homecoming Game

Monday 9/15: Virtual Workday (and Traughber's Birthday!)

Friday 10/3: AHS Home Game

Saturday 10/4: McKinney Marching

Monday 10/6: AMS Fall Concert

Wednesday 10/8: Mel coming morning

Friday 10/10: End of Quarter 1

Friday 10/17: AHS Home Game

Thursday 10/23: World Premiere Concert

DAILY CLASS ANNOUNCEMENTS

***Band Movie Night THIS Friday! AMS & SGC Band Students only, 8-9:30pm, AMS lawn by band hall, bring blanket/chair/snacks/drinks.**

***Did you turn in your 2 Google Classroom Assignments?** That zero will hit this week if it wasn't submitted. We told you it was due, we showed you how to do it, we emailed you and your parents, do the work kids!

***First Playing Test this Friday!**

***Straight Tone Homework this week or next (???)**

***Practice Journals** come out Tuesday: Practice every day OUTSIDE of class. What does practice look like for your class now? Alpha, Chart 3/3.5, Flash Cards, Small Instrument/MP Whole Notes.

-Due Every Tuesday, Wednesday is -10, No journals taken after Wednesday as they should be filling them out for the next turn in date.

-Last 5 minutes of class if filling in top 3 things they should be practicing. (they can add more!)

-Teacher will grade Tuesday/put in the gradebook write any needed comments on students journal to help know HOW to practice and return at the start of class Wednesday (have student helpers return to owner)

-Student must fill in EVERYTHING, what they practiced, how many minutes, total minutes up, write grade in (grading scale on back) FIRST 2 WEEKS is COMPLETION-100 as long as everything is filled in.

-2 or more dates left blank= -10, no parent signature -10 (practice journal process is detailed on the back of the journal as well as upcoming dates.

***Weekly Playing Tests/Chair Tests** start this week. I usually start playing tests on Fridays as it preps them through the week. Then will usually move them to Tuesdays-Chair Test Tuesdays!! I will assign on a Thursday or Friday and it then becomes THEIR job to have the chair test prepared for the test day. I will always run the chair test 1x before we test once they're on Tuesdays. I love giving them what the chair test could be-book line 30 or 31, Bb or F scale, etc. Or for those bigger classes, I'll tell them what it will be over, but only hear 4 measures of it, depending on how much time I have. For THIS week, My test is going to be either 3 whole notes with half rests between or 3 half notes with half rests between on their small instruments, depending on size of class. The goal in this is can they make a steady tone that is the same each time. I'm keeping my grades on my clipboard, it sounds like Christine and David want to do spreadsheets? LMK if you'd like a clipboard!!! :) The clipboard and paper element make it easier to put kids into their chairs.

***Mad Minute** (60 note names in 90 seconds) Tuesday and Thursday this week. We will collect the papers on both days. That way if someone is absent on Thursday, we can pull from the Tuesday pile for the grade. Both days trade/grade. Have them write how many they got RIGHT at the top and multiply by 2. That is their grade. Have them circle it. Give back to the owner. Be sure their first/last name and instrument/period # is on there then collect them.

***Band Fees!**

***Private Lessons**-let us know if you'd like to be added to the call list!

***Missing Supplies?** Contact Bell's Music and go pick it up!!!

***Missing Name Tag, Binder Spine, or Locker Name?** Mel is coming next week-want to be sure we have everyone's name!!

All Classes

-alphabet pass offs- 2 weeks left until Due Date Sept. 12!

-Mad Minute (60 note names in 90 seconds) **Tuesday and Thursday** this week. We will collect the papers on both days. That way if someone is absent on Thursday, we can pull from the Tuesday pile for the grade. Both days trade/grade. Have them write how many they got RIGHT at the top and multiply by 2. That is their grade. Have them circle it. Give back to the owner. Be sure their first/last name and instrument/period # is on there then collect them.

-Wednesday= introduce whole note=show note tree from quarters/half/whole, fill in theory sheet grid, draw counts and arrows on 1st line of chart.

-Counting: Chart 3/3.5 Wednesday-Friday

-Whole notes on small instruments (Mouthpiece/barrel/neck/etc.) Add foot tap once they're fairly consistent, thinking 1, 2, 3, 4, OFF. Be mindful of how they're starting and stopping the note. Are they steady in the sustain of the note?

-Playing homework this week or next? Once mouthpieces/small instruments go home, assign steady tone homework. Students number 1-20 on a sheet of notebook paper. Their objective is to illustrate with a line what each of their 20 attempts sound like. Straight line is a steady tone, if it wiggles it would be a squiggle, if it dies off it would go down, if it gets louder it would go up and get bigger, etc. Simple assignment for a minor grade, but effective in getting them to listen to what their sound sounds like.

-Plan a maintenance day this week if you haven't already. Then after the initial maintenance day, please provide a time/info every week for them (Maintenance Mondays?)

-First chair test this week! Chair tests will be weekly and can be on whatever day you'd like. Just be sure I have a weekly grade on the clipboard! 😊 My chair tests this week will be 3 whole notes with rests between (or 3 half notes) depending on the class size.

Woodwind Classes:

Learning finger wiggles/finger independence on a pencil

Breathing in for 2, out for 4.

Refining small instrument assembly (clarinet/sax)

Refining embouchure & tone on small instrument (matching tone, volume, air speed)

Working towards playing test this week of 3 steady whole/half notes with rest in between.

Maintenance

COMING SOON as each class progresses

Instrument Assembly

Tone on full instrument (clarinet upper joint only, then will learn bottom joint/bell)

Hand Position-fingers numbered 1-6) Finger wiggles

Start LH waterfall, then low waterfall (RH) then full waterfall (all 6 fingers)

Articulation when your class is ready (super steady on their whole note tone on both small and full instrument)

Musical Mastery 1st Notes page

Brass Classes:

Learning Positions

Breathing in for 2, out for 4

Embouchure/Hot Soup Face and corners engaged

MP placement and Air only through MP. Students should be able to do call and response to these questions: (Hold the shank-2 fingers and a thumb, MP angle-slightly down, more pressure on top or bottom lip-bottom, teeth-apart, lips are-soft and touching)

MP Airy Buzz, whatever note comes out naturally held steady

Working towards playing test this week of 3 steady whole/half notes with rest in between. (maybe next week since you guys didn't play last week?)

Maintenance

COMING SOON as each class progresses

Sirens/air direction/aperture size/paint the hand with their air

Matching tone on MP-their first note they will play on their instrument.

Assembly/Hand Position

Consistency in matching the correct note on instrument, volume, and air speed.

When class is showing consistency in 1 note, start showing different partial or 2nd position, 3rd position, etc.

Articulation when your class is ready (super steady on their whole note tone on both small and full instrument)

Musical Mastery 1st Notes Page

Percussion Class:

If you need any help planning or want me to check out your plans, please let me know and I'm happy to help!

Aug. 25-29

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS: 1 & 2 (A-E) SLO: I will recall with quicker speed, my note names. Warm Up: Flash card review Activity: Note Name Chants, Flash Card review, Alphabet pass offs. Differentiation: worksheet, flash cards, use of staff on the hand. HOTQ: How would you improve your performance of our activity? Closing Task: Flash Card Races and Alphabet pass offs. SHORTENED CLASS B/C of FUNDRAISER KICK-OFF	TEKS: 1 & 2 (A-E) SLO: I will have all of my supplies for my instrument identified and put away. Warm Up: Mad Minute Note Names Activity: Counting Chart 2 Note Name Review Mad Minute Finish Unpacking Supplies Label with sharpie Watch teacher assemble. Differentiation: Through individual and small group performance. HOTQ: How would you improve your performance of our activity? Closing Task: How do I clean the instrument after playing?	TEKS: 1 & 2 (A-E) SLO: I will know how to assemble my small instrument parts. Warm Up: Counting chart 2.5 Activity: Counting chart 2.5 1-16 Instrument labeling sheet Breathing 2-4 Small instrument assemble Talk Reeds! Differentiation: Audio and Visual demonstration, individual/small group student checks HOTQ: How would you improve your performance of our activity? Closing Task: How to disassemble my small instrument.	TEKS: 1 & 2 (A-E) SLO: I will know how to assemble my small instrument parts. Warm Up: Mad Minute Note Names Activity: Counting chart 2.5 17-28 Small instrument assemble Breathing 2-4 Embouchure Holding tone Differentiation: Audio and Visual demonstration, individual/small group student checks HOTQ: How would you improve your performance of our activity? Closing Task: How to disassemble and clean my small instrument.	TEKS: 1 & 2 (A-E) SLO: I will know how to assemble my small instrument parts. Warm Up: Counting Chart MUDO on Ch. 2.5 and Whole Note Preview Activity: MUDO Small instrument assemble Breathing 2-4 Embouchure Holding tone Cleaning Differentiation: Audio and Visual demonstration, individual/small group student checks HOTQ: How would you improve your performance of our activity? Closing Task: How to disassemble and clean my small instrument.

Aug. 18-22

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS: 1 & 2 (A-E) SLO: I will identify quarter notes and rests with writing in counts and arrows for foot taps. Warm Up: Alphabet pass offs Activity: Theory Sheet, Counting Chart 1-1.5, Note Name Chants Differentiation: worksheet, flash cards, use of staff on the hand. HOTQ: How would you improve your performance of our activity? Closing Task: Note name flash card races.	TEKS: 1 & 2 (A-E) SLO: I will better understand note names on the staff Warm Up: Note Name Chants Activity: Making note name flash cards for individual and class practice. Differentiation: Students help check each others work on each card. HOTQ: What are different techniques I can use the cards for in my practice. Closing Task: Flash card races.	TEKS: 1 & 2 (A-E) SLO: I will understand how to count half notes and half rests. Warm Up: Counting chart 2/2.5 Activity: Theory Sheet, Counting Chart 2/2.5, Note Name Flash Cards, Instrument Supplies, teacher instrument parts. Differentiation: Theory Sheet, counting sheet, and performance. HOTQ: How would you improve your performance of our activity? Closing Task: Identify parts/supplies of teacher's instrument.	TEKS: 1 & 2 (A-E) SLO: I will learn the parts of my instrument and what my supplies are and what they are for. Warm Up: Counting chart 2/2.5 Activity: Theory Sheet, Counting Chart 2/2.5, Note Name Flash Cards, Instrument Supplies, teacher instrument parts, student identify parts of their instrument and their supplies. Differentiation: Theory Sheet, counting sheet, and performance. HOTQ: How would you improve your performance of our activity? Closing Task: Identify parts/supplies of student's instrument.	TEKS: 1 & 2 (A-E) SLO: I will learn the parts of my instrument and what my supplies are and what they are for. Warm Up: Counting chart 2/2.5 Activity: Theory Sheet, Counting Chart 2/2.5, Note Name Flash Cards, Instrument Supplies, teacher instrument parts, student identify parts of their instrument and their supplies. Differentiation: Theory Sheet, counting sheet, and performance. HOTQ: How would you improve your performance of our activity? Closing Task: Identify parts/supplies of student's instrument.

Aug. 12-15

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS: SLO: I will Warm Up: Activity: Differentiation: HOTQ: Closing Task: NO SCHOOL	TEKS: 1 & 2 (A-E) SLO: I will understand rules and procedures of the band room. Warm Up: Roll Call/Class Announcements Activity: Introduction of Posture Chant and the metronome and foot tap to the beat Differentiation: Use of metronome and music on bluetooth. HOTQ: I wonder what would happen if the metronome went faster? Closing Task: How do I enter the band room this year?	TEKS: 1 & 2 (A-E) SLO: I will be able to count quarter notes, quarter rests, and recite the music alphabet. Warm Up: Posture Chant Activity: Quarter Notes and Rests. Music Alphabet Intro Differentiation: Theory Sheet, counting sheet, and performance. HOTQ: How would you improve your performance of our activity? Closing Task: Begin Alphabet Pass-Offs	TEKS: 1 & 2 (A-E) SLO: I will count quarter notes, quarter rests. I will practice alphabet pass offs Warm Up: Alphabet pass offs Activity: rhythmrandomizer.com, Theory sheet 1-5 (staff attributes) Differentiation: Visual, audio, kinesthetic representation. HOTQ: How would you improve your performance of our activity? Closing Task: Review what to practice, alphabet pass offs.	TEKS: 1 & 2 (A-E) SLO: I will learn the note names on the staff for my instrument Warm Up: Alphabet pass offs Activity: rhythmrandomizer.com, Theory sheet review, add note names on staff Differentiation: worksheet, flash cards, use of staff on the hand. HOTQ: How would you improve your performance of our activity? Closing Task: Note name flash card races.

SGC Band TEKS, Grade 6

§117.208. Music, Middle School 1, Adopted 2013.

(a) General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of music may select from the following courses: General Music 6, Middle School 1 Band, Middle School 1 Choir, Middle School 1, Orchestra, Middle School 1 Instrumental Ensemble, or Middle School 1 Vocal Ensemble.

(c) Knowledge and skills.

(1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:

(A) experience and explore exemplary musical examples using technology and available live performances;

(B) describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;

(C) describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;

(D) identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and

(E) explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.

§117.208. Music, Middle School 1, Adopted 2013.

(a) General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of music may select from the following courses: General Music 6, Middle School 1 Band, Middle School 1 Choir, Middle School 1, Orchestra, Middle School 1 Instrumental Ensemble, or Middle School 1 Vocal Ensemble.

(c) Knowledge and skills.

(2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:

(A) identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;

(B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;

(C) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;

(D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and

(E) sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.

§117.208. Music, Middle School 1, Adopted 2013.

(a) General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of music may select from the following courses: General Music 6, Middle School 1 Band, Middle School 1 Choir, Middle School 1, Orchestra, Middle School 1 Instrumental Ensemble, or Middle School 1 Vocal Ensemble.

(c) Knowledge and skills.

(3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:

(A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;

(B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;

(C) perform independently and expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;

(D) perform independently and expressively a varied repertoire of music representing various styles and cultures;

(E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;

(F) interpret music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations, including staccato and legato, appropriately when performing; and

(G) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.

§117.208. Music, Middle School 1, Adopted 2013.

(a) General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of music may select from the following courses: General Music 6, Middle School 1 Band, Middle School 1 Choir, Middle School 1, Orchestra, Middle School 1 Instrumental Ensemble, or Middle School 1 Vocal Ensemble.

(c) Knowledge and skills.

(4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:

(A) perform music representative of diverse cultures, including American and Texas heritage;

(B) describe written and aurally presented music representative of diverse styles, periods, and cultures;

(C) identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and

(D) describe music-related vocations and avocations.

§117.208. Music, Middle School 1, Adopted 2013.

(a) General requirements. Students in Grades 6, 7, or 8 enrolled in the first year of music may select from the following courses: General Music 6, Middle School 1 Band, Middle School 1 Choir, Middle School 1, Orchestra, Middle School 1 Instrumental Ensemble, or Middle School 1 Vocal Ensemble.

(c) Knowledge and skills.

(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:

(A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;

(B) identify criteria for listening to and evaluating musical performances;

(C) describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;

(D) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and

(E) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

TEMPLATE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
TEKS:	TEKS:	TEKS:	TEKS:	TEKS:
SLO: I will	SLO: I will	SLO: I will	SLO: I will	SLO: I will
Warm Up:	Warm Up:	Warm Up:	Warm Up:	Warm Up:
Activity:	Activity:	Activity:	Activity:	Activity:
Differentiation:	Differentiation:	Differentiation:	Differentiation:	Differentiation:
HOTQ:	HOTQ:	HOTQ:	HOTQ:	HOTQ:
Closing Task:	Closing Task:	Closing Task:	Closing Task:	Closing Task:

HOTQ Stems

Higher Order Thinking Question Stems

ANALYZE

- What evidence can you find to support ___?
- How is ___ similar to/different from ___?
- What are the causes or effects of ___?
- What is the relationship between ___ and ___?
- Why do you think the author chose to ___?
- Can you break this idea into smaller parts?
- How would you compare/contrast ___ and ___?
- What assumptions is this argument based on?

EVALUATE

- Do you agree or disagree with ___? Why?
- What is your opinion of ___? Can you justify it?
- Which solution is better and why?
- What criteria would you use to assess ___?
- What is the most important idea and why?
- How would you prioritize these ideas?
- What are the strengths and weaknesses of ___?
- Is there a better alternative? Explain.

CREATE

- What would happen if ___?
- Can you design a solution for ___?
- How would you rewrite the ending of ___?
- What might you invent to solve ___?
- Can you create a new strategy for ___?
- How would you improve ___?
- What changes would you make to ___ and why?
- Imagine you are ___. What would you do?

STUDENT-FRIENDLY

- I think ___ because ___.
- A different way to look at this is ___.
- What if we tried ___?
- Based on the text/data, I believe ___.
- I wonder what would happen if ___.