

Eanes ISD Middle School Bands

Syllabus: Beginning Band Students

Eanes Middle School Band Staff:

HILL COUNTRY MIDDLE SCHOOL

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WEST RIDGE MIDDLE SCHOOL

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Please reference our Band Handbook and Guidelines for more information on Classroom Procedures, Grading Expectations, and Supplies Needed.

Course Goals with Fine Arts TEKS Alignment

Our mission is to provide an outstanding instrumental music education in a positive, inclusive learning environment. This program aligns with the **Texas Essential Knowledge and Skills (TEKS) for Middle School Music**, including strands for foundations, creative expression, cultural relevance, and evaluation.

Students will:

Develop an appreciation for the value and importance of music education.

TEKS: 117.212–117.214 (4)(A), (3)(B)

- Understand the role of music in personal, academic, and cultural contexts.
 - Recognize the contributions of music across time and cultures.
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Strengthen focus, concentration, and critical listening skills.

TEKS: (1)(B), (4)(B)

- Analyze and describe music using appropriate terminology.
 - Engage in active listening to evaluate tone quality, intonation, and interpretation.
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Learn and refine basic playing fundamentals:

TEKS: (1)(A), (2)(A–E)

- Correct posture and playing position
- Embouchure development
- Tone production

- Articulation
- Technique (individual & ensemble)
- Instrument care and maintenance

Students will demonstrate correct technique and expressive performance skills through daily rehearsal and performance.

Develop music literacy and theory skills.

TEKS: (1)(A–C), (3)(A)

- Identify and apply rhythm, pitch, key signatures, and musical symbols.
 - Interpret standard music notation and follow musical form.
 - Use the music alphabet, note reading, and rhythmic counting systems.
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Build life skills such as teamwork, responsibility, and self-discipline through individual and group activities.

TEKS: (3)(B), (4)(C)

- Participate in rehearsals and performances with attention to leadership and cooperation.
 - Demonstrate appropriate rehearsal and concert behavior.
 - Reflect on personal and group performance, identifying areas for growth.
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Core Fundamentals (Continuously Reviewed)

Aligned with the Texas Essential Knowledge and Skills (TEKS) for Middle School Music

I. Breath Control

- Use breathing exercises with an audible pulse
- Monitor for minimal upper body movement and strain

TEKS Alignment:

(2)(A) – Demonstrate correct breathing techniques and tone production

(1)(B) – Describe and analyze the use of musical elements, including breath support and tone quality

II. Posture and Embouchure (Daily Monitoring)

- Hand, instrument, and stand positions
- Embouchure formation without mouthpiece
- Check for steady tone and pitch on mouthpiece with tuner

TEKS Alignment:

(2)(A, B, C) – Demonstrate correct posture, embouchure, and tone production

(2)(D) – Demonstrate appropriate instrumental technique

(4)(B) – Evaluate tone quality and technique using appropriate criteria

III. Air Initiation and Interruption

- Articulation syllables ("too," "du")
- Teach continuous air stream concept

TEKS Alignment:

(2)(E) – Perform using appropriate articulation and style

- (1)(A) – Identify and apply musical symbols related to articulation
(4)(B) – Describe and evaluate articulation and clarity in performance
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IV. Steady Pulse

- Daily metronome use
- Enforce consistent foot tapping

TEKS Alignment:

- (2)(A) – Demonstrate accurate rhythm and steady beat
(1)(B) – Analyze beat, tempo, and rhythmic consistency in performance
(4)(B) – Evaluate rhythmic accuracy using established criteria
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V. Music Literacy

- Note naming in treble and bass clefs
- Music alphabet (forward and backward)
- Note value recognition and counting system

TEKS Alignment:

- (1)(A, C) – Identify note names, values, and apply to reading and writing music
(3)(A) – Sight-read and interpret rhythmic and melodic notation
(1)(B) – Describe relationships between pitches and rhythmic elements
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Pacing by Nine Weeks

First Nine Weeks

Week 1

- **Posture & Breathing:** Posture chant, breath exercises with imagery
- **Embouchure/Percussion Grip:** Step-by-step plans, mirror practice, mouthpiece exercises
- **Sound Production:** Echo tones, use of tuner, tone matching
- **Music Theory:** Note name chants, puzzles/games

Week 2

- Review posture, breathing, embouchure/grip
- Continue mouthpiece work and sound production
- Introduce tonguing (air syllables, echo patterns)
- Expand theory: note names and staff

Weeks 3–6

- Reinforce fundamentals
- Mouthpiece work: sirens, echo rhythms
- Assemble full instrument
 - Learn 3 rote songs before introducing notation
 - Match tone across the ensemble
- Essential Elements method book once notation is introduced
- Instrument care lessons
- Instruments go home (Weeks 4–5 depending on readiness)

Weeks 7–9

- Continue use of tuner for pitch awareness
 - Introduce structured process for reading new music:
 - Say/sing note names and rhythms
 - Finger and play
 - Read forward, backward, and by segments
 - Introduce **major scale in basic range**
 - Instrument cleaning assignment
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Second Nine Weeks

- Continue to reinforce all fundamentals
- **Scales:**
 - Woodwinds: F, Eb, Bb
 - Brass: Bb major and Bb chromatic
 - Percussion: F, Bb, Eb, chromatic
- Build range and rhythmic vocabulary from the method book
- Introduce:
 - Octave studies (woodwinds)
 - Lip slurs (brass)
- **Winter Premier Concert:**
 - Unison pieces, full band arrangements, section features
 - Teach concert etiquette and attire

Third Nine Weeks

- Continue developing scales and chromatics
- Increase difficulty in octave studies and lip slurs
- Continue building range and rhythmic vocabulary through method book
- Continue theory instruction:
 - Key signatures
 - Concert pitch and transposition
- **5th Grade Assembly Concert (February):**
 - 3 full band pieces
 - Instrument demos

Fourth Nine Weeks

- Maintain focus on basic fundamentals
- Continue work on expanding range in scales and chromatic
- **Solo & Ensemble Festival (April):**
 - All students prepare two events (one must be an ensemble)
 - Private lesson students must perform a solo
 - Rehearse using class packets and mock performances
- **Final concert preparations (Spring Concert and Festival)**
 - Emphasize musicality and conductor/ensemble communication
 - Reinforce performance etiquette, professionalism, and concert decorum
 - 3-4 full band pieces
 - Section feature

- **End-of-Year Auditions:**
 - Scales: 4 major scales, Chromatic
 - Progressive etudes
 - Introduce **football music**
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