



Sand Springs Bands

-Gold Pride Band-
-Clyde Boyd MS Bands-
Park and Adams Road
Sand Springs, OK 74063
(918) 246-1498

Sand Springs Bands Curriculum Guide

for Grades 6-12

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Curriculum Guide

The following represents recommended student proficiencies for the middle school and high school instrumental program in the Sand Spring Public Schools.

Beginning Band

1. Students will learn and demonstrate proper rehearsal procedures and behaviors which are designed to provide the basis for further success.
2. The students will be able to count whole, half, quarter, eighth notes and corresponding rests. Also, students will have a clear understanding of dotted half- and quarter-note rhythms. Students will also have experience in the following time signatures: 4/4, 3/4, 2/4, and alla breve.
3. The students will demonstrate an ability to play the following concert scales: Bb, Eb, Ab, Db, G, C, and F Major. Also, students will be able to play a one- octave Bb chromatic scale in quarter notes ascending and descending.
4. The students will be taught from a method book of recognized quality (currently: Essential Elements 2000 Bk.1, for winds and Mark Wessel's, Fresh Approach to the Snare Drum and Fresh Approach to Mallet Percussion for percussionists) as well as other appropriate supplemental materials.
5. The students will learn pertinent musical terms and symbols as presented in their beginning band method book and sheet music.
6. Students will learn to actively participate in critical listening to all the instrument families (e.g.- woodwind, brass, and percussion,) and will be able to demonstrate an ability to balance their individual sounds with those of other band members.
7. Students will be familiar with the proper procedure for tuning their instruments and will demonstrate a rudimentary knowledge of some of the more common pitch tendencies of their instruments.
8. Proper breathing technique and use of air will be established through breathing and phrasing exercises where applicable.
9. The recognition of pitches on the staff and appropriate responses thereto will be strongly emphasized in an attempt to develop strong sight reading skills.

10. Each student playing a wind instrument will be taught the proper techniques to develop a good embouchure and to establish a characteristic sound. Percussion players will be taught proper stick control techniques.
11. Each student will be responsible for the proper care and maintenance of their instrument.
12. Proper performance posture will be emphasized.
13. Students will be taught to use a standardized rhythm counting system.
14. Beginning Band percussionists will demonstrate an understanding of basic snare drum rudiments including: 5, 7, 9, 11, 13, 15, & 17 stroke rolls, flams, flam taps, ruffs, single and double paradiddles, and ratamacues.
15. A strong emphasis will be placed on the playing of keyboard percussion instruments such as bells and marimba. On these instruments, students will learn all major scales and arpeggios in one octave, as well as selected scales in two octaves.
16. Rhythmic vocabulary with which beginning band percussionists will be familiar will include combinations of whole, half, quarter, eighth, sixteenth, and dotted values. These will be demonstrated through performance and occasionally composition.
17. Timpani and accessory instruments (bass drum, cymbals, triangle, tambourine, etc.) will be briefly introduced.

Seventh & Eighth Grade Bands

1. Students will expand their rhythmic vocabulary to include sixteenth notes and rests while continuing to reinforce rhythms learned in beginning band. The combination of eighth and sixteenths as well as dotted eighth/sixteenths will be stressed. The students will also be made familiar with 4/4, 3/4, 2/4, 6/8, and alla breve.
2. The concert scales and arpeggios learned in beginning band (Bb, Eb, Ab, Db, G, C, and F Major) will be expanded to include Gb and D Major. Students will reinforce their technique through extensive work in the Foundations for Superior Performance technique book. Students will learn to play a two-octave chromatic scale for both concert F and Bb (if possible) on their instrument.
3. Students will be able to recognize basic musical intervals on paper and have a basic understanding of how they translate to actual sound.
4. Percussionists will continually review and improve all skills acquired in the beginning band. Higher-level snare drum rudiments will be learned, while having more exposure and experience on timpani and accessory instruments: bass drum, crash cymbals, chimes, triangle, and tambourine, etc. In a full band setting, percussionists will begin to work on skills associated with ensemble blend, balance, and precision.
5. Students will be exposed to more musical terms, definitions, and symbols in the context of music prepared for concerts.
6. Each student will be familiar with the proper procedure for tuning his or her instrument and know some of the more common tuning tendencies of their instrument. This will include tuning of unison with other performers as well as the above-mentioned intervals in context.
7. Students will be taught the above concepts through work in a high quality technique book (currently Essential Elements 2000 Bk. 2 and the above-mentioned Foundations for Superior Performance,) as well as other handouts, books, or sheet music of the directors' discretion.

Seventh & Eighth Grade Jazz Bands

1. Students will expand their rhythmic vocabulary to include the jazz style. Eg-Swing, Latin, Rock & Funk
2. Students will learn about important figures in the history of jazz and American popular music.
3. Students will be exposed to more musical terms, definitions, and symbols in the context of music prepared for concerts.
4. Some students will have the opportunity to learn and become proficient on secondary instruments (eg-guitar, drum set and piano).
5. Students will be taught the above concepts through work in a high quality technique book (currently Essential Elements of Jazz) as well as other handouts, books, or sheet music of the directors' discretion.
6. Students will have the opportunity to display what they have learned in concerts and contest performances.

Ninth through Twelfth Grade Bands

By the end of the twelfth grade each student will be able to perform the following skills through consistently higher levels of sophistication in each expected of students through the 4 years of high school band.

1. Students will be able to play all twelve major scales and arpeggios in the Foundations For Superior Performance technique book (one octave and full-range where applicable.) Students will also be introduced to minor scales, and will review the two octave chromatic scale for both F and Bb concert as possible on their instrument.
2. Students will have experience in playing both simple and compound meter on their instruments as well as different styles of music, (e.g.- as marches, sonatas, overtures, chorales, fugues, symphonies, and suites.)
3. Percussionists are exposed to marching percussion techniques, styles, and skills in high school band. This includes opportunities to play on the drum line (snare drum, tenor drums, and pitched bass drums) and/or in the front ensemble (keyboard percussion, timpani, and other accessory instruments, such as chimes, gong, triangle, etc.) Near the end of the fall semester, the focus generally returns to concert percussion instruments, playing styles, and techniques.
4. Students will have had the opportunity to participate in marching band, concert band, jazz band, and color guard. Students are also encouraged to participate in regional and state solo/ensemble competitions and honor bands throughout their high school career.
5. The band will have several opportunities to compete at band contests, the purpose of which is to push the students to a higher level of performance. Also, contest participation gives students a chance to see how their work has paid off and to gauge their progress against that of their peers.
6. Students will be able to recognize intervals between two notes and will begin to recognize intervals of a second, third, fourth, fifth, sixth, seventh, and an octave both by ear and by sight.
7. More expansive and in-depth work will be done in the area of musical terms and symbols in handouts, books, or sheet music at the directors' discretion.
8. Students will develop a better understanding of tuning his or her instrument through playing exercises that develop the students' awareness of the sharpness and flatness of a pitch and know some of the more common tuning tendencies of their instrument.
9. The students will be accustomed to playing vibrato on his or her instrument for solo/ensemble playing or other appropriate circumstances.
10. The students will continue to improve their ability to demonstrate blend, balance, and phrasing on a daily basis.
11. The director will use video and audio devices to improve listening skills and demonstrate characteristic sounds of instruments and ensembles of various types.
12. Students will demonstrate proper care and maintenance of their instruments, and will demonstrate consistently proper embouchure, tongue placement, breathing, and posture both sitting and standing.

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Pacing Calendar

The following targets from the curriculum guide will be addressed during the semester in which they are listed. During the second semester, the targets addressed in the first semester will be reinforced and elaborated upon.

Note: Every class of band students progresses at a different rate. Therefore, this pacing calendar should be considered an average rate of progress for Sand Springs band students. Many times we will be ahead of schedule and occasionally more time will be needed for mastery. Band classes operate in a spiral fashion (ie-introducing a concept, moving away from it and returning to it at spaced intervals in ever-increasing levels of refinement and sophistication.) As such, it doesn't lend itself well to six-week (or even weekly) unit blocks as core curriculum classes may.

Beginning Band

1st Semester

Targets #: 1, 2, 4, 5, 8, 9, 10, 11, 12, 14, 16

2nd Semester

Targets #: 3, 5, 6, 7, 11, 14, 15, 17

Advanced Band (7th-8th Grades)

1st Semester

Targets #: 2, 4, 5, 7

2nd Semester

Targets #: 1, 3, 6

Middle School Jazz Bands (7th-8th Grades)

1st Semester

Targets #: 1,2,3,4

2nd Semester

Targets #: 1,2,3,4

High School Jazz Bands (9th-12th Grades)

1st Semester

Targets #: 1,2,3,4

2nd Semester

Targets #: 1,2,3,4

9th-12th Grade Bands

1st Semester

Targets #: 3, 4, 5, 8, 10, 12

2nd Semester

Targets #: 1, 2, 5, 6, 7, 9, 11