
TAKING THE RIGHT STEPS IN THE BEGINNING CHECKLIST

This guide is designed to help you with the first six-weeks of beginning instrument instruction. Remember, Rome wasn't built in a day, a sculpture isn't made overnight, and a house is built one brick at a time. You can't do everything in one day, but steady progress towards your goals will make a huge difference.

Good Luck!!!

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SPRING SEMESTER BEFORE THE YEAR STARTS

- Visit with campus admin/counselors
- Learn master schedule deadlines and plans
- Set instrument placement timeline
- Set instrument ordering timeline
- Have a plan for “no-shows”
- Share Incoming Band Student information (digitally and physically)
- Connect Double Reed students with private lesson teachers

SUMMER BEFORE THE SCHOOL YEAR STARTS

- Organize student instrument and supply deliveries
- Send reminder emails to parents about purchasing supplies/renting instruments
- Check rosters for possible class assignment mistakes
- Order binders, make covers, and copy contents
- Plan locker assignments
- Make a First Day/First Week PowerPoint Presentation
- Prep room for combined classes
- Create a Student Commitment Contract
- Make extra copies of original instrument letters and rental information
- Make class roster spreadsheet for tracking supplies/instruments/lockers

FIRST WEEK

- Introductory PowerPoint Presentation
- Hand out band binder with name tag/cover
- Teach Band Principles and Band Classroom Rules/Expectations
- Instrument and supply check
- Share info on parent meeting
- Student Commitment Contract and Information Form
- Help remaining students order instruments/supplies

- Check-in supplies and instruments as they are delivered
- Possible additional activities
 - Introduce posture and foot tap
 - Start basic theory
 - Ice Breaker activities

REMEMBER: Be the class they can't wait to get to and the first one they want to talk about at home!!!

SECOND WEEK

- Introduce "Theory Mondays"
 - Musical Alphabet
 - Staff, lines and spaces
 - Basic terms, measure, barline, clef, time signature
 - Basic rhythms, quarter notes
- Teach "How to Participate in Band Class"
- Split classes Second Day
- Assign lockers
- Identify instrument parts
- Teach "How to Open Cases"
- Reed and mouthpiece assembly
- Instrument Assembly
- First homework assignment
- HYPE Show and Tell (beginning of home practicing)
- Work with any students that still need an instrument
- Begin "Embouchure Face" depending on timeframe
- Parent Meeting
 - New Band Parent PowerPoint Presentation
 - Extra copies of Student Commitment Contract, Instrument Letters, Rental Info
 - Information on Private Lessons
 - School Owned Instrument information
 - Send large instruments home

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THIRD WEEK

- Theory Monday and follow-up worksheets for the week
- Introduce Guided Practice Records
- Pass out mirrors and review mirror guidelines
- Pass out straws and teach "The Straw Chant"
- Brass and Flutes, begin placing mouthpieces/headjoints
- Reed classes learn "How Low Can You Go"
- Continue instrument assembly practice
- Play breathing games
- Introduce "Fun Fridays" – Friday "Show and Tell"

FOURTH, FIFTH, SIXTH WEEKS

- Theory Goals
 - Notes on keyboard
 - Staff, ledger lines, higher/lower
 - Accidentals
 - TRL Charts 1-5 (through whole notes)
 - Start reading lines from book or supplemental materials
- Posture and Breathing Goals
 - How to sit in a chair, sit like you stand
 - Feet placement, begin unique instruments (flute, horn)
 - Breathing LOW IN and FAST, STEADY, CALM OUT
- Embouchure Goals
 - Consistent face
 - No change when adding mouthpiece/headjoint
 - Correct placement
 - Learn simple terms, aperture, embouchure, corners
 - Teach vowel shape
- Assembly and Maintenance Goals
 - Make a cheat sheet/check list for home
 - Plan and celebrate your first “Oily Day” or “Greasy Day”
 - Review and reinforce
- Music Stands
 - Care and maintenance
 - How to raise and lower stand
 - Items that go on stands and items that do not
- Playing Goals
 - Sounds on baby, toddler, and full instruments
 - Long tones without, then with metronome
 - Working for first three notes in brass/flutes and first 5 in Reeds
 - Articulation begins around week 6
 - Be FLEXIBLE and adjust pacing slower if needed
- Playing Tests
 - Start with completion only
 - Add Grading Rubrics
 - Opportunities for retry
- Classroom Management
 - Go slow on material, but fast in pacing (about 10 minutes)
 - Plan lots of short activities
 - Use self-guided activities or worksheets when working with individual students