
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
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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
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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