

2020 EDITION

THE PLANETS

COVID 19 PROGRAM



MARCHING BAND
CURRICULUM

CREATOR
KATHERINE VANDOREN

THE CURRICULUM

KATHERINE VANDOREN

This educational packet is designed to help band directors teach their student's the skills needed to progress their marching band, regardless of virtual or in-person learning situations.

Over the course of 12-Weeks, lesson plans and assignments have been created to allow students on campus or at home to learn the skillsets necessary for a marching band curriculum (musical and visual).

SECTION 1 - Introductions (Jupiter)

- Week 1 - Long Tones & Mark Time/Step-outs
- Week 2 - Articulations & Pointe
- Week 3 - Lip Slurs & 50-50

SECTION 2 - Moving & Playing (Jupiter)

- Week 4 - Long Tones & Forward March
- Week 5 - Articulations & Backward March
- Week 6 - Lip Slurs & Primary Direction Changes

SECTION 3 - Tempos and Slides (Mars)

- Week 7 - Long Tones & Slides
- Week 8 - Articulations & Yo-Yo Drill in Slides
- Week 9 - Lip Slurs & Secondary Direction Changes

SECTION 4 - Put it all Together (Mars)

- Week 10 - Long Tones & Box Drill
- Week 11 - Articulations & Plus-Sign Drill (Left)
- Week 12 - Lip Slurs & Plus-Sign Drill (Right)

LESSON PLANS,
ASSIGNMENT
PLANS, AND
GUIDED
INSTRUCTION

VANDOREN
— MUSIC —

MARCHING BAND CURRICULUM

USED WITHOUT PURCHASE -

KATHERINE VANDOREN - CREATOR

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SECTION 1
INTRODUCTIONS
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1 INTRODUCTION – Lesson Plan Breakdown

3 WEEK PLAN:

Section 1	SmartMusic/Recording - Show Music/Technique Breakdown	Lesson Plan - Visual Skill
Week 1	Jupiter (First Quarter) - Technique Breakdown (Long Tones)	Mark Time/Step-outs
Week 2	Jupiter (Second Quarter) - Technique Breakdown (Articulation - Tenuto/Staccato)	Pointe (Forward and Backward)
Week 3	First Half of Jupiter - Technique Breakdown (Lip Slurs/Scalar Technique)	50-50 (Forward and Backward)

Music Fundamentals

Long Tones

- Breathing - The breath should be relaxed and full. If the student is stopping the breath on the inhale, they are capping the breath and creating tension. Work with them on never stopping the air as it comes in and goes out.
- Tone Quality - Is the student making a characteristic sound in the beginning/middle/end of the note?
- Note Starts - Same articulation strength and position on all note starts (define dAH or tAH and listen for quality of sound at the beginning on the note)
- Note Release - Open-ended releases always. Is the tongue or throat stopping the sound? Is the face staying engaged or relaxing? The pitch of the release should not go flat and the sound should end because the student stopped blowing air.
- Finger Changes - Ascending or Descending, the fingers should move fast and together. Lift and lower at the same time.

Breathing

In for 4, Out for 4 (even counts)

- One Motion Air **IN** for 4/6/8 counts (mouth)
- One Motion Air **OUT** for 4/6/8 counts (mouth)
- Metronome at 80 BPM
- Monitor the moment when the air “turns around” from in-out and then out-in. Does the air stop or does there appear to be no change?
- Monitor the body texture and sound of the breath. Calm and Relaxed at all times.

Show Music

Jupiter: m. 1-38

- Note Starts
- Tone Quality
- Finger Technique
- Dynamic Control
- Quality of Slurs/Lip Slurs
- Finger/Tongue Alignment

Visual Fundamentals

Mark Time

- Make sure you have a clear definition of your technique:
 - Height of Heel/Foot as it rises
 - What part of the Heel/Foot touches the ground on the beat
 - How to initiate the movement (8 to 1)
- Upper Body control
- How it relates the breath/note start
- Vocals/Counting Plan

Step-out (Forward/Backward)

- Straight or Bent Leg Initiation
- Heel strikes with the metronome/counts
- 2 steps forward/backward into Mark Time
- Vocals/Counting Plan

Pointe/50-50

- Movement from the hip (straight leg technique)
- Rotation of the hip/ankle
- Isolation of joints
- Heels low to the ground as the foot moves in and out
- Standing Leg is strong/engaged as Moving Leg goes through the rotations and

1 WEEK 1 - Lesson Plans

SmartMusic/Recording - Music Segment

Assignment 1.1: Show Music

Jupiter (First Quarter)

Jupiter: M. 1 - 38

No Feet (Mark Time or Step-outs).

Stand with correct posture and horn manuals as prescribed by the band's technique program.

Goals:

1. Students playing correct notes and rhythms with the metronome.
2. Breaths - Students should be taking planned and quality breaths. Breaths should be 2 count if possible, but depending on tempo may have to be 1 count. Have them mark the breaths in their music.
3. Tone Quality - This is paramount and should be addressed. Range, fingers, and articulation should not dictate tone quality.
4. Dynamic Awareness - Are students playing the dynamics marked on the page? Is their dynamic range large enough or are their piano dynamics too close to their forte dynamics?

Notes:

- XML - SmartMusic/Recording File
- PDF - Google Classroom Attachment
- MP3 - 3 different tempos (slow, medium, fast) for Google Classroom

Lesson Plan - Visual Fundamentals

Assignment 1.2: Visual Skill

Mark Time and Step-outs

Mark Time Assignment Video:

- 8 clicks
- 1-2-3-4-5-6-7-8-Halt (1)
- 8 clicks
- Repeat 4 Times

2-Step, Step-outs (Forward) Video:

- 8 clicks
- Push (8) - Heel (1), Toe (2), Toe (3), Tendu (4)-Close (1)
- 8 clicks
- Repeat 4 Times

2-Step, Step-outs (Backward) Video:

- 8 clicks
- Push (8) - Toe (1), Toe (2), Heel (3), Tendu (4)-Close (1)
- 8 clicks
- Repeat 4 Times

Notes:

- Upload all videos to Google Classroom, Flipgrid, etc.
- Use audible metronome
- Should be able to see full body/legs in the video with appropriate backgrounds (preferably outside)
- Students should count out loud