

# Middle School Private Lessons Curriculum

Tyler Moseley

## 6<sup>th</sup> Grade

### Semester 1

#### Goals:

- Reinforce what is being taught in class and try to get ahead if possible
  - o Removing instrument from case
  - o Note literacy
  - o Posture
  - o Breathing
- Establishing a steady pitch/play a lot more than they do in class

#### Components:

- Essential Elements (or something adjacent, whatever the main class is using)

#### Ensemble:

- Full tuba/euphonium section

### Semester 2

#### Goals:

- Continue to reinforce everything from first semester
- How to practice
  - o using a metronome
  - o working in small chunks
- Solo contest
- Introduce scales/arpeggios
- First full band pieces

#### Components:

- Essential Elements (same as Semester 1)
- Scales/Arpeggios
  - o D, G, C, F, Bb, Eb, F-F chromatic

- Repertoire
  - Solos (choose one from below)
    - The Spartan – Bell
    - Honor and Arms – Handel (arr. Bell)
    - In the Hall of the Mountain King – Grieg (arr. Holmes)
    - Gavotte – Bach (arr. Swanson)
    - The Nervous Turkey Rag – Barnes
    - Something of similar difficulty to above
      - Each of these solos is simple and achievable for someone new to tuba. They reinforce basic rhythms and musical ideas that are essential to creating a foundation to build off of in the coming years.

#### Ensembles:

- First full band experience

### 7<sup>th</sup> Grade

#### Semester 1

#### Goals:

- Learn region music
- Continue learning how to practice
- Introduce a brief warm up

#### Components:

- Daily warm-up/routine
  - Beautiful sounds
- Scales/Arpeggios
  - D, G\*, C, F\*, Bb, Eb\*, F-F chromatic
  - Add A, Ab, Db
  - \*2 octaves
- Repertoire
  - Region etudes

#### Ensemble:

- Band

## Semester 2

### Goals:

- Develop sound production
- UIL music
- Solo contest

### Components:

- Daily warm up/routine
  - o Beautiful sounds
  - o Smooth air movement
- Scales/Arpeggios
  - o A, D\*, G\*, C, F\*, Bb, Eb\*, Ab, Db, F-F chromatic
  - o \*2 octaves
- Repertoire
  - o Solo
    - Larghetto and Allegro – Handel (arr. Little)
      - This solo features two contrasting movements which can teach students of this age how play in different styles. Larghetto is slow and melodic and can develop good sounds for this age. The Allegro will be good for teaching articulation and playing musically through a moving line.
    - Adagio and Allegro – Telemann (arr. Freidman)
      - This solo introduces some higher register playing, but not too high for this age and is still a good challenge for this age. The Allegro introduces technique that is important to start developing.
    - Largo and Presto – Marcello
      - This solo features two contrasting styles, like the other selections on this list. Similar to the others, this piece works in two different styles, one lyrical that can develop good tone, and one technical to develop technique. It also expands the register higher giving students an appropriate challenge for this age.
  - o Next year audition packet

### Ensembles:

- Band
- Possibly chamber ensemble

## 8<sup>th</sup> grade

### Semester 1

#### Goals:

- Do well at region
- Have listening projects
- Develop high register

#### Components:

- Daily warm up/routine
  - o Beautiful sounds
  - o Smooth air movement
  - o Chicowitz
- Scales/Arpeggios
  - o A, D\*, G\*, C, F\*, Bb, Eb\*, Ab, Db
  - o New scales Gb, B, A
  - o Chromatic as high/low as student can go
  - o \*2 octaves (if 4 valve tubas are available for some)
- Repertoire
  - o Region music

#### Ensembles:

- Band

### Semester 2

#### Goals:

- Get ready for high school
- Continue to develop high register
- All 2 octave scales
- Continue listening projects
- Play a harder solo (grade 1/hard grade 2)

#### Components:

- Daily warm up/routine
  - o Beautiful sounds
  - o Smooth air movement
  - o Chicowitz
- Scales/Arpeggios
  - o All major scales two octaves
  - o Chromatic as high/low as student can go

- Repertoire
  - Solo
    - Andante and Rondo (just the Andante) – Capuzzi (arr. Catelinet)
      - While the Rondo section is probably too difficult, the Andante provides an appropriate challenge for this age group. It requires more attention to shaping phrases and musical detail which will prepare them better for high school.
    - Six Studies in English Folk Song (Mvts. 2, 3, and 5) – Vaughn Williams
      - This may be a more ambitious choice for this age, but I believe it can be achievable to a talented enough student. The selected movements feature playing above the staff, which will prepare students for high school appropriately. The 3<sup>rd</sup> movement also starts on a low D, which will be great for developing a low register as well.
    - Air and Bouree – Bach (arr. Bell)
      - This solo continues to challenge the students high register and their flexibility in that register. The Air section teaches musicality in the high register while the Bouree teaches flexibility.
    - If these are too difficult, look at 7<sup>th</sup> grade list
  - High school audition packet

Ensembles:

- Band
- Possibly chamber ensemble

## Reflection:

Middle school is arguably the most important time in a student's playing as it is the first time they are learning to play their instruments. It's important to teach students good habits and set up good fundamentals to be built on throughout high school.

First semester 6<sup>th</sup> grade was interesting to plan. As a private lesson teacher, I don't think there's too much to teach other than reinforcing what is being taught in class. The point of this semester is largely teaching the most fundamental parts of music, such as note literacy and even just taking the horn of its case. In lessons, these will be enforced along with staying on track with the class and even getting ahead in whatever book they are working out of. The second semester is somewhat the same, only now we start to develop more what private lessons will look like going forward. A big goal of lessons at this point will be to establish a steady tone. This will include teaching breathing and note accuracy, which will also be touched on in the first semester. We also get into solos and at the end of the semester work on next year's band auditions. These will be used to begin teaching students how to practice, entailing using a metronome and taking things in small chunks.

The 7<sup>th</sup> grade year, I plan to introduce a very basic warm up routine, which will be beautiful sounds. I have an edited version that takes out some of the more difficult keys and can focus on developing great sounds. The other big focus will be region music and using it to continue teaching students how to practice. The spring semester will add on an exercise called smooth air movement, encouraging smooth air and developing low register playing. They will also play a solo this semester meant to challenge them and develop both lyrical and technical

skills on the horn. The next years band auditions will be a large focus after solos are done and will largely focus on getting better at scales and developing 2 octave scales.

8<sup>th</sup> grade will be largely similar to 7<sup>th</sup> grade, only with higher standards. Much of this year will be focused on getting students ready for high school and developing skills that will be needed to be successful there. Chicowitz will be added to the warm up routine to begin developing high register. Making region will be a larger goal this time around as opposed to just participating. The solo for this year will be much more challenging, although all of this will depend on the student's individual skill at this time. After solos, high school auditions will be again be priority. At this point, all major scales will be learned and 2 octaves will be a focus, as this will likely be the standards for the high school audition.