

The Challenges and Rewards of Implementing an Audiation Based Curriculum in Beginning and Middle School Band

Barry Hartz

Case Western Reserve University

Abstract

This poster presents materials created to integrate Music Learning Theory concepts and techniques into beginning and middle school band instruction. The curriculum begins with developing rote songs, executive skills, and tonal and rhythmic pattern instruction prior to the introduction of notation. Notation is introduced in the fourth month of instruction and students use variations to learn to read and compose rhythms using division and silence. The poster also presents a full band arrangement of the folk song, Mary Ann designed to be taught by rote using solfege. The Mary Ann project includes strategies for teaching students to improvise over tonic and dominant harmonies. This poster is intended to serve as a catalyst for discussion of the challenges of integrating executive skills, aural skills, and reading skills in beginning band instruction.