Pekin Community High School Instrumental Music

Trumpet Curriculum

**Essential Learning Outcomes** – Goals for every students learning

1. To accurately perform music from notation and/or by ear.
2. To recognize and identify elements of music from sound and/or notation.
3. To be able to actively listen and critically analyze music.
4. To positively contribute to a musical ensemble.

**Grade Level Expectations (GLE)**

In order to prepare students at a level consistent with learning objectives from throughout the state, certain benchmarks have been outlined that should be attained by the conclusion of the corresponding year. The purpose of the GLE’s are for students to have meaningful feedback about their progress and for the director to have a tool with which to better assess student growth. If a student wishes to perform in the advanced ensembles at PCHS, they should expect to work ahead on their own time. Placement in the Symphonic Band and Jazz Ensemble are audition based and student GLE’s will be taken into account when making a decision.

Every year students must complete a specific number of GLE’s (depending on their instrument). Students can move as fast as they want through the curriculum, as long as they meet the requirements. Parents are encouraged to check frequently with student progress throughout the year.

**How will my student complete their GLE’s?**

Students have sectionals during their advisory time 1 day every other week. These sectionals are mandatory and a part of their band grade. During this time students will report to the band room and will rehearse as per the directors’ discretion. Students can ask for a pass to come to the band room on other days and may complete assignments with laptops that are checked out/in daily. If a student has already recorded their progress at home, they have the option to stay in the band room and practice or get help in another area. Students can also make recordings before (7:20-7:50) and after school (2:45-3:00). If students need more time they may schedule additional time with the director in advance.

GLE’s for Grade 9 – Traditions of Excellence – Book 2

* All 12 major scales at 60 bpm (minimum speed)

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| **Exercise number** | **Page** | **Skills being tested** |
| Mastering Excellence #1-4 | 40 | slurring, accidentals, alternate fingerings |
| #18 | 4 | Separation of slurring and tonging notes |
| #41 | 8 | Separation of slurring, tonging and staccato notes. Simple syncopation. |
| #64 | 14 | Separation of slurring and tonging |

* There will be 3 additional play tests based on materials from the students’ concert music.

GLE’s for Grade 10 – Traditions of Excellence – Book 2

* All 12 major scales at 80 bpm (minimum speed)
* There will be 3 additional play tests based on materials from the students’ concert music.

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| **Exercise number** | **Page** | **Skills being tested** |
| Mastering Excellence #5-8 | 41 | Tonging, low and high register notes, leaps |
| #82 | 17 | Slurs and scale based melodies. Play @ 75 bpm (minimum) |
| #113 | 26 | Clear pitch and rhythm. Play @ 80 bpm (minimum) |
| #135 | 30 | Separation of tonging and slurs. Work for clearly separate pitch. |

GLE’s for Grade 11 – Traditions of Excellence – Book 3

* All 12 major scales and chromatic scale starting on F at 100 bpm (minimum speed)
* There will be 3 additional play tests based on materials from the students’ concert music.

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| **Exercise number** | **Page** | **Skills being tested** |
| Mastering Excellence #1-4 | 34 | Articulations, high and low register, alternate fingerings |
| #12 | 4 | Separation between staccato and slurs. Chromatic notes |
| #23 | 6 | Time signature 6/8. Slurs and tonging. |
| #55 | 14 | Style playing-Ragtime |

GLE’s for Grade 12 – Traditions of Excellence – Book 3

* All 12 major scales and chromatic scale starting on F at 120 bpm (minimum speed)
* There will be 3 additional play tests based on materials from the students’ concert music.

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| **Exercise number** | **Page** | **Skills being tested** |
| Mastering Excellence #5-8 | 35 | Embouchure control, leaps, high register, grace notes, tonging x2 & x3 |
| #74 | 18 | Slurs and tonging in 6/8 |
| #86 | 22 | Slurs and tonguing at Allegro with clear pitch. |
| #117 | 28 | Meter changes with slurs and tonging. |

**Advanced opportunities:**

Advanced courses of study can be developed for students that have completed all GLE’s for their year. Students are encouraged to learn, participate and play the ILMEA auditions for band and jazz, solo repertoire, masterclass solo/ensemble pieces, etc. Please see your director to develop advanced playing opportunities!

