Method Book Analysis: Standard of Excellence

The following is an analysis of “Standard of Excellence” by Bruce Pearson as it relates to two beginning band compositions: “Tambora!” by William Owens and “Dance of the Jabberwocky” by Rob Grice.

1. *How far into the SOE method book, would your beginners have to be to have the knowledge and technique to perform Tambora +2nd piece, at their first concert?*

Tambora: To learn the pitches needed for this piece, beginners must be at least to page 10. For the rhythmic values in the piece, beginners must be to page 17. For expressive qualities (dynamics, accents, etc), beginners must be to page 19. They would also need to be familiar with crescendo/diminuendo markings (<, >) and slurs/ties, which occur later in the book (pgs 28, 29, 39) but aren’t tied in with the pitch and rhythmic materials earlier in the book.

Jabberwocky: To learn the pitches needed for this piece, beginners must be at least to page 10, concert tuned instruments will need page 16 as well as it teaches about flats and key signature. For the rhythmic values in the piece, beginners must be to page 10. For expressive qualities (dynamics, accents, etc), beginners must be to page 19. They would also need to be familiar with crescendo/diminuendo markings (<, >) and slurs/ties, which occur later in the book (pgs 28, 29, 39) but aren’t tied in with the pitch and rhythmic materials earlier in the book.

1. *What musical pedagogy must be supplemented by additional material to ensure the student understands the performance requirements? (create this handout/ slide/ video…..)*

Tambora: The “Musical Jump Start” No. 1 at the end of the piece will provide reinforcement of slurs and accents, while No. 2 will reinforce playing eighth notes in quarter-8th-8th patterns and a strong accented end. Additionally, there is a clapping/stomping handout we will use to introduce and practice the concept of non pitched instruments, which will be followed by writing non pitched stomping and clapping exercises lifted directly from the score.

Jabberwocky: The “Musical Jump Start” No. 2 at the end of the piece will provide reinforcement of staccato playing. No 3 can be used with students to “get the feel of the piece” if they are having trouble accessing the feel of the song. The same dynamic/slurs/tie handout from “Tambora!” will apply to this piece as well.

1. *How would you incorporate those materials into their lesson developments to prevent a teacher from “teaching to the concert” at the expense of continue instrumental pedagogy?*

Tambora: The dynamics/slurs/ties handout will be given out at the beginning of the school year with the SOE books and incorporated into warmups, tuning, and any other playing exercises. Sections of the Musical Jump Starts will be incorporated as warm-ups during the beginning of class. The clapping and stomping exercises will also be used as rhythm and counting exercises early in the year so they are comfortable will passing rhythms between the different parts.

Jabberwocky: The dynamics/slurs/ties handout will be given out at the beginning of the school year with the SOE books and incorporated into warmups, tuning, and any other playing exercises. Sections of the Musical Jump Starts will be incorporated as warm-ups during the beginning of class (i.e. playing the staccato No. 2 then using that articulation to play other warmups).

