

CONTENT

Notes / Rhythms

- Where does it begin? How far does it get?
- Are notes and rhythms introduced in isolation or in a musical context?
- What counting system is used? Is foot-patting recommended?

Time Signatures / Special Markings

- How many? How often?

Repertoire

- Unison songs & exercises • Non-specific independence • Specific ensemble arrangements • Instrument-specific exercises & solos

Repertoire revisited

- Familiar songs • Original songs • Exercises • Exercises *in cognito* • Multicultural selections

Other Stuff

- Singing, clapping, moving or other forms of expression
- Written exercises
- Improvisation opportunities
- Guidance for parents
- Accompaniment book
- Recordings (For students? For teachers?)

- General **visual appeal** - Clarity vs. clutter
- How is **new material** introduced?
- How are **embouchure** and **hand position** explained?
- Are instrument **maintenance** tips included?
- Are **fingering charts** easy to understand?
- Use of **models** - What do the people look like?
- How often are there opportunities for **reading**?

LAYOUT

Special Instrument Needs

- Drums vs. percussion – Are they combined or separated? If so, is knowledge of pitch required for all players? What auxiliary instruments are introduced?
- Flutes – How soon are low notes introduced? High notes?
- Clarinets – How is the break introduced? Is it approached from above? From below? Do exercises stay above? Do they frequently cross?
- Horns – Where do they begin? Are the same pitches introduced or are they expected to be independent immediately?