

# MEANINGFUL MIDDLE SCHOOL BAND REHEARSALS



JEFF SCOTT  
KEVIN BOYLE  
MARGUERITE WILDER



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# MEANINGFUL MIDDLE SCHOOL BAND REHEARSALS

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*“Often a single experience will open the young soul to music for a whole lifetime.  
This experience cannot be left to chance. It is the duty of the school to provide it.”*

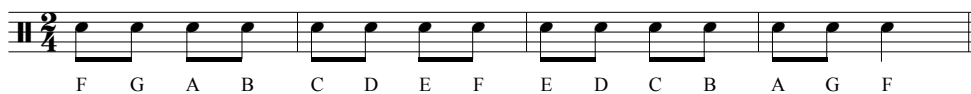
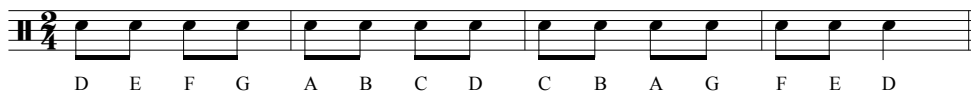
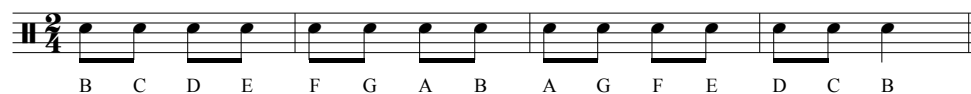
—Zoltán Kodály

The ultimate goal of a personal or ensemble practice is the development of a musician’s artistry. Daily routines should start with warm-up and fundamental exercises that address the components of music that will be used in their music literature. Young instrumentalists also need an understanding of how melody, rhythm, harmony, and bass lines combine to produce music. Playing lead sheets and practice loops give students ownership of all the lines. With this ownership, students understand how their individual parts relate to the musical whole, thus enabling them to make musical and artistic decisions.

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## MASTERS OF THE ALPHABET

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## DIRECTOR'S RESPONSIBILITY

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- We are responsible for building interest in music.
- We must design fun, fast-paced, effective lessons.
- We must assess learning and interest levels daily.
- We must identify what doesn't work and rework it.
- We must teach and reach each child on his/her level.
- We must offer solutions, not just identify problems.

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## DIRECTOR'S QUESTIONS

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- Do I have a counting system I am CONFIDENT students can reproduce?
- How often do we sight-read?
- How do I teach and reinforce articulation development?
- Do I have range exercises available?
- What is my process for scale study?
- How do I teach blend, balance, and tuning?

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## WHAT A SUCCESSFUL MIDDLE SCHOOL BAND REHEARSAL LOOKS LIKE

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- Breathing Exercises
- Mouthpiece Buzzing and Long Tones
- Flexibility Studies
- Scale Studies
- Articulation Studies
- Balance and Dynamic Exercises
- Technical Studies
- Rhythm Counting
- Sight Reading
- Quality Literature

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## THE EFFECTIVE 45-MINUTE MIDDLE SCHOOL REHEARSAL

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- Stretching Exercises
- 2 Breathing Exercises
- 2 Long-Tone Exercises (brass buzz mouthpieces at times)
- Remington Exercises (chromatic up and down for WW)
- 1 Whole-Tone Scale
- 1 Scale Pattern Study
- 1 Articulation, Attack, or Release Pattern
- 1 Chromatic Scale (full band)
- 2 to 3 Counting Exercises
- 2 Sight-Reading Examples
- 1 Chorale (focusing on different components each time,  
such as phrase shaping, balance, blend)

### Interval Study

a.



b.



Exercise a consists of two staves of music in C major, 4/4 time. The first staff contains five measures of eighth-note pairs: C4-D4, E4-F4, G4-A4, B4-C5, and D5-E5. The second staff contains five measures of eighth-note pairs: F4-E4, E4-D4, D4-C4, C4-B3, and B3-A3. Exercise b consists of two staves of music in C major, 4/4 time. The first staff contains a single measure with a half-note scale ascending from C4 to G4. The second staff contains a single measure with a half-note scale descending from G4 to C3.

### Whole-Tone Scale Exercises

c.



Exercise c consists of two staves of music in C major, 4/4 time. The first staff contains a whole-tone scale ascending from C4 to F#4. The second staff contains a whole-tone scale descending from F#4 to C3.

### Lip Slurs

a.



Exercise a consists of two staves of music in C major, 4/4 time. The first staff contains four measures of eighth-note pairs: C4-D4, E4-F4, G4-A4, and B4-C5. The second staff contains four measures of eighth-note pairs: F4-E4, E4-D4, D4-C4, and C4-B3.

### Articulation Exercises

1.



Exercise 1 consists of two staves of music in C major, 4/4 time. The first staff contains four measures of eighth-note pairs: C4-D4, E4-F4, G4-A4, and B4-C5. The second staff contains four measures of eighth-note pairs: F4-E4, E4-D4, D4-C4, and C4-B3.

### Chorale Example 1



Chorale Example 1 consists of two staves of music in C major, 4/4 time. The first staff contains a melody starting on C4 and moving up stepwise to G4. The second staff contains a bass line starting on C3 and moving up stepwise to G4.

### Chorale Example 2



Chorale Example 2 consists of two staves of music in C major, 4/4 time. The first staff contains a melody starting on C4 and moving up stepwise to G4. The second staff contains a bass line starting on C3 and moving up stepwise to G4.

## WARM-UP

### Interval Studies

**A**   
 R R R R L L L L R R R R R R R R L L L L R R R R L L L L L L L L

### Lip Slurs

**B**   
 R R R R R R R R R R R R R R L L L L L L L L L L L L L L

### Whole Tone Scale

**C**   
 R L R L R L L R L L R L R L R L L R L L R L L R L L R L L R L R L R L R L

### Scales with Rudiment Studies

**D**   
 R L R R L R L L R L R L R R L L R L R L L R R L R L R R L R L L

### Chorales with Timpani



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## PERCUSSION CONNECTIONS

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Embouchure = Grip

Long Tones = Stick Control Patterns

Lip Slurs = Accent and Tap Patterns (flexibility)

Scales = Rudiments

These are the basic kinds of strokes used at the middle school level:

- **Legato or Rebound Stroke –**  
All of the notes are the same volume.
- **Downstroke or Controlled Stroke –**  
A note of a softer volume follows a note of a loud volume.
- **Upstroke –**  
A note of a louder volume follows a note of a soft volume.  
You need to raise the stick before playing the louder note.

All rudiments are made of these strokes. We need to incorporate these strokes into our daily warm-up.

**KEEPING EVERYONE INVOLVED IS A MUST  
FOR A MEANINGFUL REHEARSAL.**

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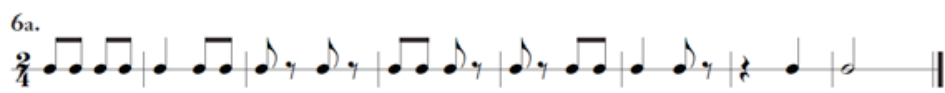
## PERCUSSION DAILY FUNDAMENTAL NEEDS

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Reinforcement of Fundamentals of Playing:

- Grip
- Stroke
- Control
- Flexibility
- Rudiments

## Rhythmic Vocabulary Exercises for Alto Sax



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## PRACTICE LOOPS AND LEAD SHEETS

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- Each section learns melody, harmony, bass line.
- Expands their technical skills of all sections.
- Low brass and low winds are happy.
- Percussionists learn melodic line through mallets.
- Teach balance and blend within sections and full ensemble.
- All students are involved at all times.
- Effective way to teach any song as a solo band director.
- ALSO A GREAT WAY TO SCORE STUDY.

### NEW SOUTH WALES MARCH – B $\flat$ PRACTICE LOOPS

John Edmondson  
Arr. Wilder

**Loop # 1 A** 11

**Loop # 1 B** 11

**Loop # 1 C** 11

### WALTZING MATILDA MAIN MELODY

**Loop # 3 A**

55

## WALTZING MATILDA FLUTE COUNTERMELODY

Loop # 3 B

55



## WALTZING MATILDA LOW BRASS COUNTER LINE

Loop # 4 Low Brass Counter Line



# PRAIRIE SONG BY CARL STROMMEN

## Version 1



## Version 2



## Versions 1 & 2 with Original Melody



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## JEFF SCOTT

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Jeff Scott is the Director of Bands at Cario Middle School in Mount Pleasant, SC. He is a graduate of the University of Kentucky and received a Master of Instrumental Music in Conducting at Southern Oregon University in 2005. In 2006, he received National Board Certification in Instrumental Music. In 1992, he was named national winner of the Stanbury Award for “Young Director of the Year.” He is also listed in Who’s Who Among American Teachers. He is co-author of the highly touted book, *Habits of a Successful Middle School Band Director*, published by GIA Publications, Inc. Bands under his baton have consistently received Superior ratings at state, regional, and national competitions, and have received the SCBDA’s Outstanding Performance Award consecutively since 1989. His symphonic bands have received Superior ratings at the South Carolina Concert Festival every year since 1989. His Sedgfield Middle School Band was honored to perform at the 1992 SCMEA In-Service Conference, and his Cario Middle School Band enjoyed that same distinction in 2005. Scott is active as an adjudicator and clinician for concert and marching events throughout the Southeast. He maintains professional affiliations with the National Band Association, MENC, Phi Mu Alpha, and Phi Beta Mu. He also received an appointment as a “Kentucky Colonel” by the Governor of Kentucky for his contributions to education.

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## KEVIN BOYLE

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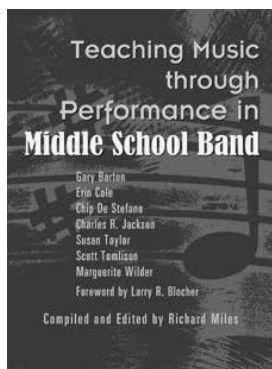
Kevin Boyle is in his fourteenth year of teaching instrumental music and his third year as the Director of Bands at Creekland Middle School in Canton, GA. He is also the Percussion Director at Creekview High School. Prior to arriving at Creekland, He taught band and percussion in Pickens County Schools for ten years. Ensembles under his direction have received Superior ratings at the Georgia Music Educators Association’s annual Large Group Performance Evaluation. His band students participate in both the District IX All-District Band and the Georgia All-State Band, and his percussion ensembles perform at the Lassiter Percussion Symposium each year. He is an active clinician, presenting at state and local In-Service Conferences throughout the country as well as the Feierabend Association for Music Education 2014 International Conference. He is currently the percussion section leader of the Cobb Wind Symphony under the direction of Alfred Watkins. He also arranges the percussion and wind scores of several high school marching programs and has extensive experience in percussion performance in both the concert and marching venues. He was the assistant director and music arranger for 2009 WGI World Champion Pariah Marching Percussion Ensemble. He is a member of National Association for Music Education, Georgia Music Educators Association, the National Band Association, the Percussive Arts Society, and The Feierabend Association for Music Education. Boyle currently resides in Canton, GA, with his wife Allison, and stepdaughter Anne.

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## MARGUERITE WILDER

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Marguerite Wilder is widely recognized as a conductor and clinician, having conducted honor bands throughout the United States, Canada, England, Italy, Turkey, and Australia. Serving as a resource person for in-service sessions, she works with both local and regional school systems and universities. Her clinics on motivational techniques for beginning band are often featured at state and national conventions, including the Midwest Band and Orchestra Conference. She was director of the Lovett Middle School Band, Woodward Academy Band and Recorder programs, and taught at Tapp Middle School for 11 years. While serving as middle school director, she assisted with both lower and upper school band programs in each school system. She is a contributing editor for *Do It! Play Recorder* and *Do It! Play Clarinet*, published by GIA Publications. She is also a contributing author for *Teaching Music through Performance in Beginning Band* (GIA). Wilder is a graduate of the University of Georgia and Georgia State University. Professional affiliations include MENC, GMEA, NBA, and Phi Beta Mu.



## Teaching Music through Performance in Middle School Band

**Gary Barton • Erin Cole • Chip De Stefano • Charles R. Jackson Susan Taylor  
Scott Tomlison • Marguerite Wilder**

Foreword by **Larry R. Blocher** Compiled and edited by **Richard Miles**

Rarely has a published resource contained so much invaluable information specifically for middle school band directors.

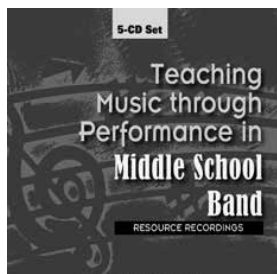
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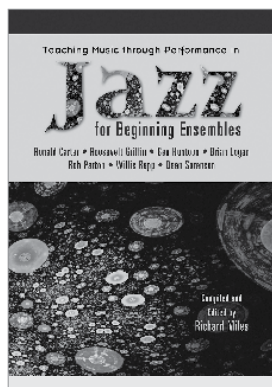
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Compiled and edited by **Richard Miles**

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**G-9022 640 Pages. . . . . \$44.95**

# Habits of a Successful Middle Level String Musician

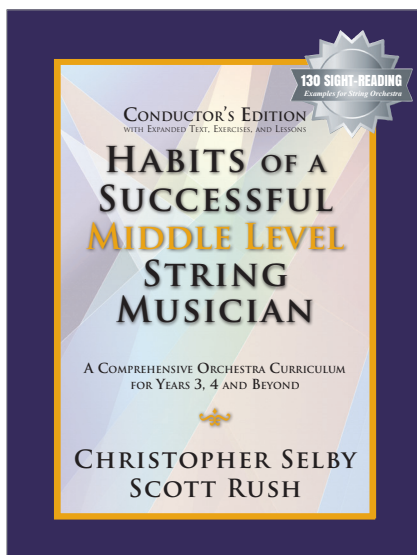
A Comprehensive Orchestra Curriculum  
for Years 3, 4 and Beyond

*Habits of a Successful Middle Level String Musician* is a field-tested musical collection of over 300 sequenced exercises for building fundamentals. Perfect to use with the entire string orchestra or a solo player, this series contains carefully sequenced finger pattern and shifting etudes, tone and articulation warm-ups, sight-reading exercises, rhythm vocabulary studies, chorales, and much more. In one place, this series collects everything an aspiring player needs to build fundamental musicianship skills and then be able to transfer those skills directly into the performance of great literature.

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- Presents sequenced rhythm vocabulary charts in a format that allows transfer from timing to pitches in a musical context.
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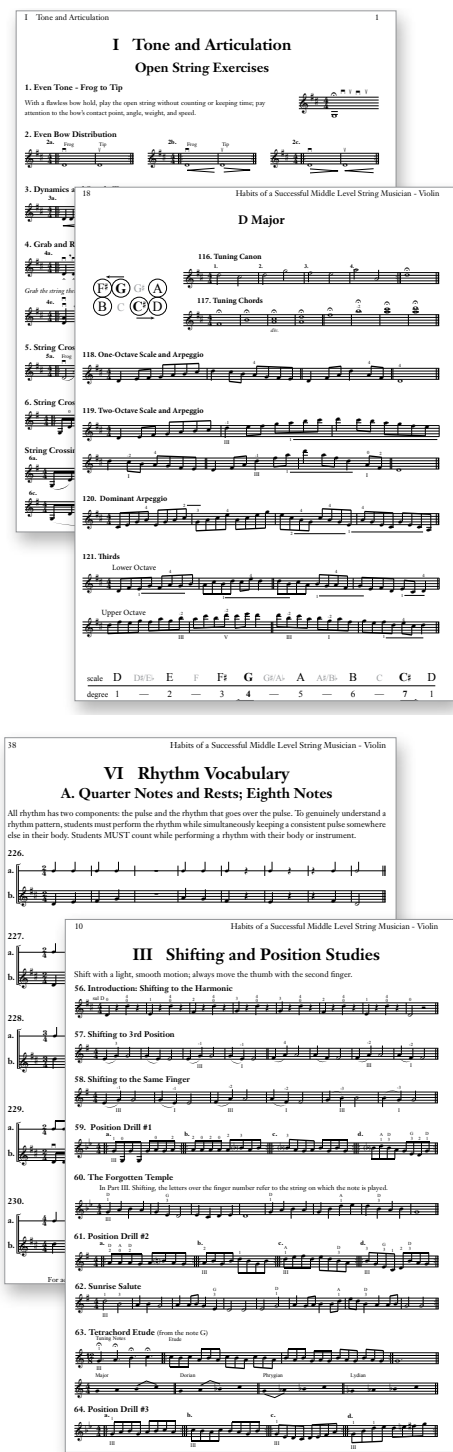
—Sarah Black, Director  
North Gwinnett Middle School Orchestras  
Sugar Hill, GA

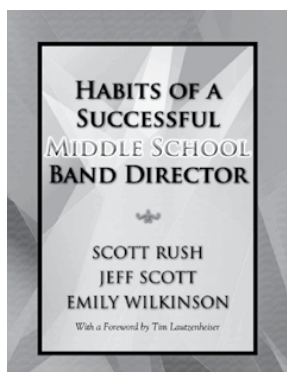
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## Habits of a Successful Middle School Band Director

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- |                  |  |
|------------------|--|
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| 2. Timing        |  |
| 3. Tuning        |  |
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| 5. Phrasing      |  |
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