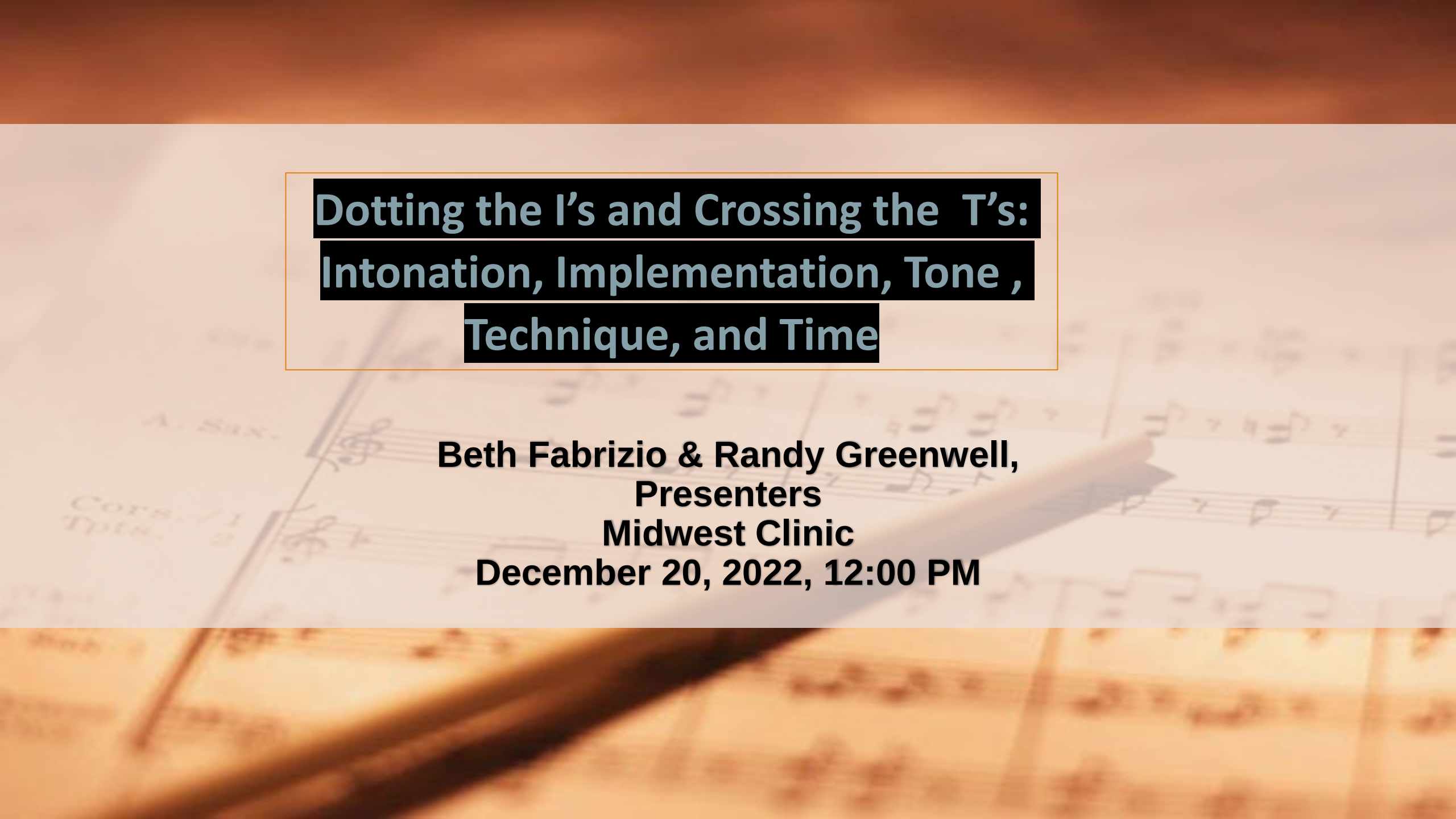


The background of the slide features a blurred image of a musical score with various staves and notes. A pen is visible, resting on the score, with its tip pointing towards the right. The overall color scheme is warm, with shades of orange and brown.

Dotting the I's and Crossing the T's: Intonation, Implementation, Tone , Technique, and Time

**Beth Fabrizio & Randy Greenwell,
Presenters
Midwest Clinic
December 20, 2022, 12:00 PM**

**“To achieve great things,
two things are needed;
**a plan, and not quite
enough time.”****

- Leonard Bernstein





Before You Begin

- Strengths and Weaknesses of each section of your ensembles?
- Selections/Repertoire for your ensembles you have chosen?
- What fundamentals are needed for each selection? Each section of your ensemble?
- Beginning –Middle – End: Plan for the Year! You can adjust!
- Musical Terms you may wish to use?
- Heterogeneous/Homogeneous?
- Private / Studio Instruction?
- Teacher Led/ Student Driven/ Student Led/Teacher Driven?
- Build an Agenda for yourself and students: Daily/Weekly/Monthly

CONSIDERATIONS

**How do I
Implement?**

Why, What, How

**Scaffold
Everything**

**Learning
Styles**

APPLICATION

**Adjusting
the learning**

**“Ears are your
lesson plan!”**

Listen-Diagnose-Prescribe

**Telling vs.
Actualization**

Day/Week/Month

TONE: Air/Embouchure/Posture

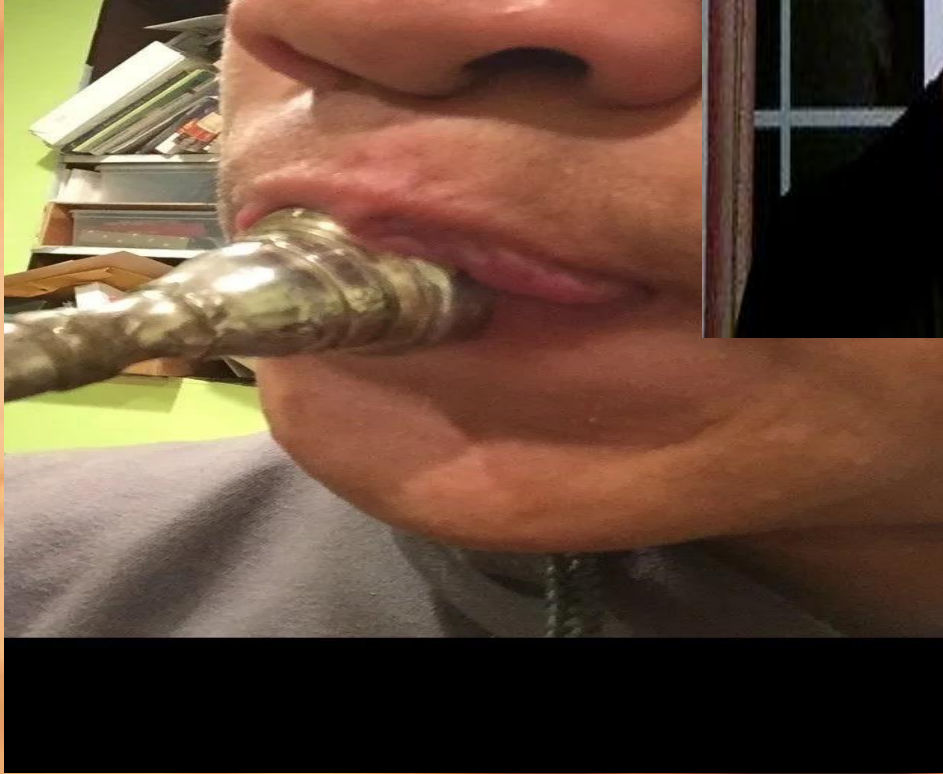
Sonority/Balance/Blend/Characteristic Tone: Sound tells the tale!

- Embouchure WW vs Brass
- Breathing Exercises: Breathing Gym **(TENSION FREE!)**
- Breathing Tubes/Balloons/Straws: (Metronome and Dynamics)
- Long Tones: Change in Dynamics/ Tempo
- Use of Mirrors and Recording Students
- Standing and Sitting : Practicing/Sectionals/Rehearsal
- Modeling/Exemplar Students
- Masterclass Musicians/ Clinicians
- Tone Juries (sound volume/tone color/pitch)
- Student Reflection and Adjudication











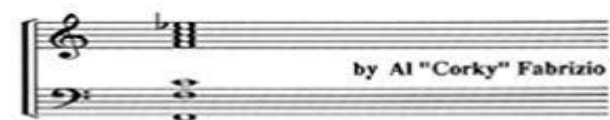


INTONATION: Individual/Like Instruments/The Ensemble

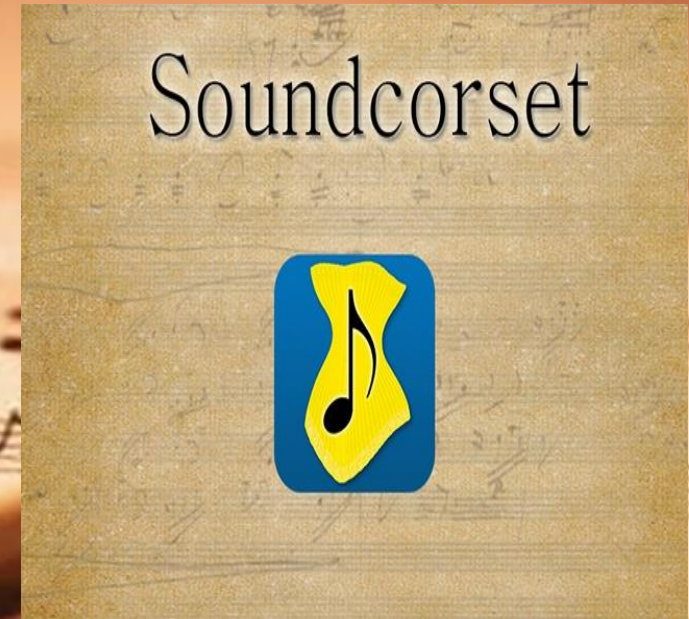
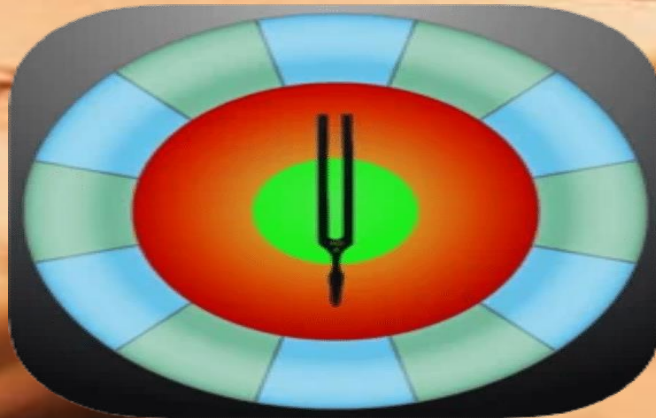
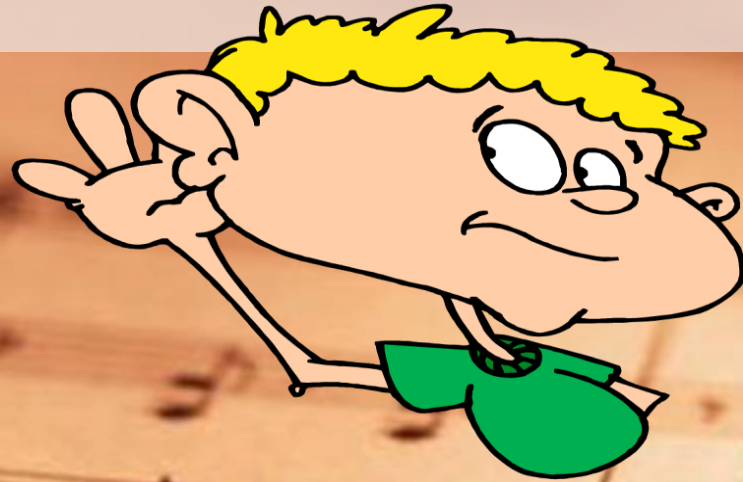
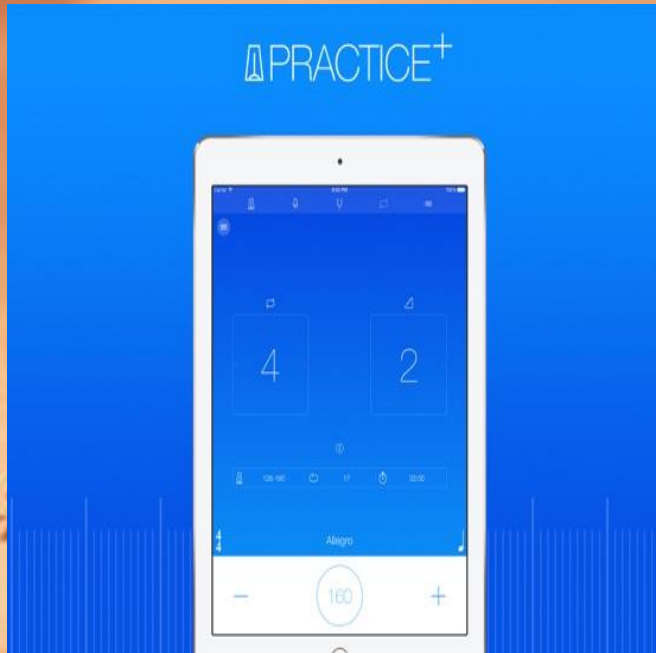
- Singing (**from the very first day even prior to buzzing!**)
 - > Scales, Pitches, Chorales, Warmups
 - > Sections of Repertoire
 - > Adjusting Chords
 - > Drone/Harmony Director
 - > Pass the note/ F around the room
 - > Blend/Color Balance and its impact on pitch
 - > Teaching Students how to tune: **Perfect Blend Makes Perfect Intonation Possible**
- Embouchure – Air- Tongue Placement-Posture
- Lip Buzzing: proper use/time frame (Berps)
- Alternate fingerings and Pitch Tendencies/ Knowing the good, the bad and the ugly

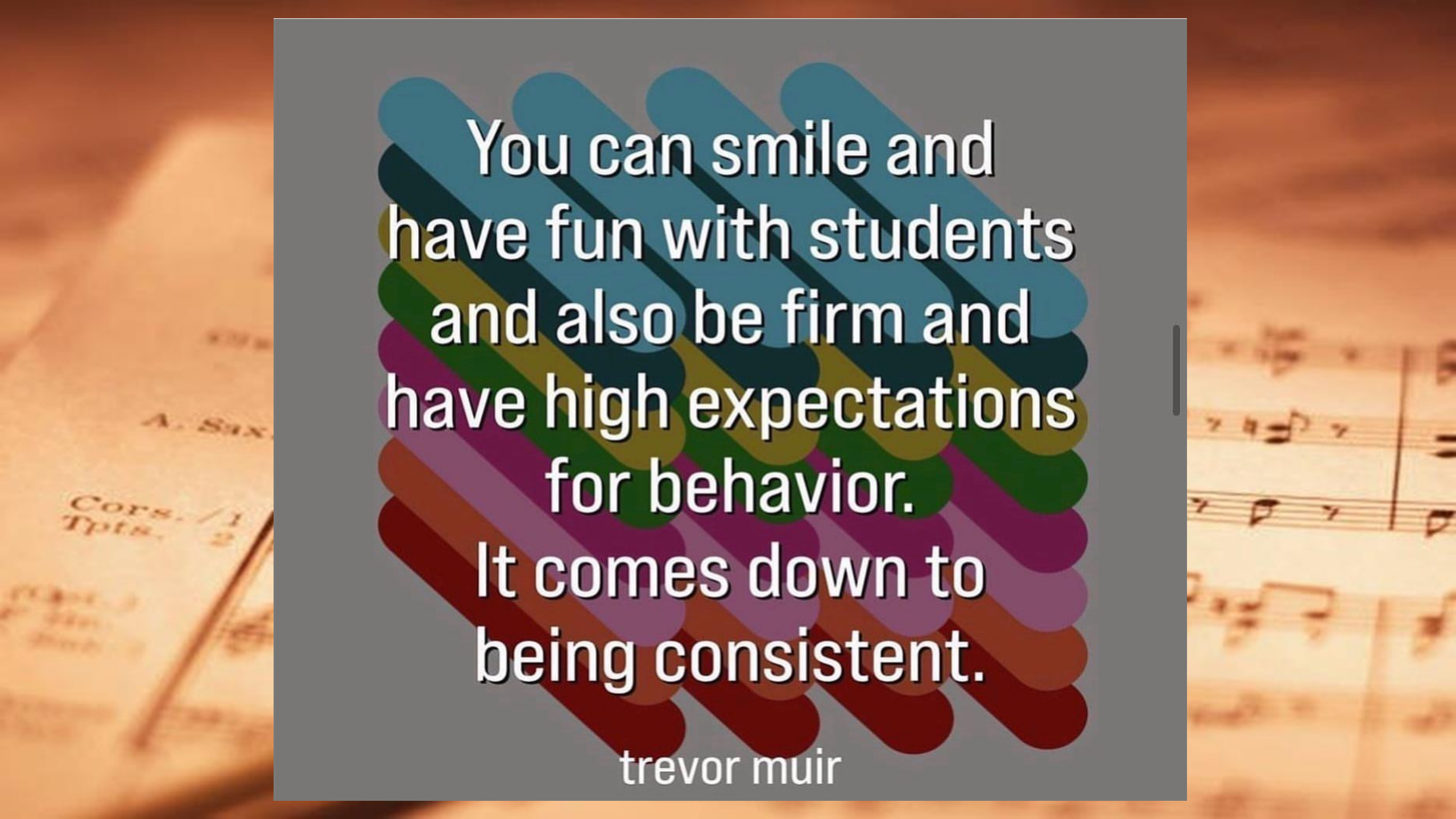


**A Guide
to the
Understanding
and
Correction of
Intonation Problems**



TUNER/MET/RECORDING APPS





You can smile and
have fun with students
and also be firm and
have high expectations
for behavior.

It comes down to
being consistent.

trevor muir

TECHNIQUE

- Tonguing Exercises/ Tongue Placement/ Multiple Tonguing
More Air and Less Tongue!
 - >Work for matching articulations (Syllables)
 - >Attend to the beginnings -the middle -the ends of the notes.
- Scale Exercises (Major/Minor/Thirds/Arpeggios/Chromatic)
- Intervallic Exercises (Arban's)
- Articulation Exercises (Eddie Green) (Arban's)
- Pinky Exercises for Woodwinds /(Clarke Technical Studies)
- Rhythmic Exercises (**Verbal Support**)
- Reading Music and looking ahead
 - While Stressing Posture/Hand Position/ Air/ Change in Tempo**
 - Individual/Sectional/Ensemble**

TONGUING EXERCISES

Beth A. Fabrizio

Clarinet

The first staff shows a sequence of eighth notes with a slur over the first four. The second staff features a series of eighth notes, followed by a triplet of eighth notes, and then a series of sixteenth notes. The third staff contains a series of eighth notes, followed by a triplet of eighth notes, and then a series of sixteenth notes. The fourth staff shows a series of eighth notes, followed by a triplet of eighth notes, and then a series of sixteenth notes. The fifth staff features a series of eighth notes, followed by a triplet of eighth notes, and then a series of sixteenth notes. The sixth staff contains a series of eighth notes, followed by a triplet of eighth notes, and then a series of sixteenth notes. The seventh staff shows a series of eighth notes, followed by a triplet of eighth notes, and then a series of sixteenth notes.

Pinky Exercises for Clarinet

Developing accurate, independent motion of the little fingers of each hand is critical to achieving solid technique for notes in the middle of the staff and passages over the break. These pinky finger exercises will reveal any weaknesses and work on evenness and dexterity.

Each exercise is defined by the finger's pattern of motion. The pattern for each accompanies the notated version. Do as written, then reverse the direction, playing the exercise backwards. This will cover all patterns for each side.

Right Hand

The first staff shows a sequence of eighth notes. The second staff features a series of eighth notes, followed by a triplet of eighth notes, and then a series of sixteenth notes. The third staff contains a series of eighth notes, followed by a triplet of eighth notes, and then a series of sixteenth notes.

Left Hand

The staff shows a sequence of eighth notes.

Clarke Study #45

Alto Sax.

The musical score for Clarke Study #45, Alto Saxophone part, is written on four staves. The key signature is one sharp (F#) and the time signature is common time (C). The first staff begins with a treble clef and a key signature of one sharp. The music consists of eighth and sixteenth notes, often beamed together in groups of four or six. The second staff continues the melodic line with similar rhythmic patterns. The third staff features a more complex rhythmic pattern with eighth and sixteenth notes. The fourth staff concludes the piece with a final measure and a double bar line.

Clarke - #26 (Chromatic Study)

Alto Sax.

The musical score for Clarke Study #26 (Chromatic Study), Alto Saxophone part, is written on eight staves. The key signature is one flat (Bb) and the time signature is common time (C). The first staff begins with a treble clef and a key signature of one flat. The music consists of eighth and sixteenth notes, often beamed together in groups of four or six. The second staff continues the melodic line with similar rhythmic patterns. The third staff features a more complex rhythmic pattern with eighth and sixteenth notes. The fourth staff concludes the piece with a final measure and a double bar line. The fifth staff begins with a treble clef and a key signature of one flat. The music consists of eighth and sixteenth notes, often beamed together in groups of four or six. The sixth staff continues the melodic line with similar rhythmic patterns. The seventh staff features a more complex rhythmic pattern with eighth and sixteenth notes. The eighth staff concludes the piece with a final measure and a double bar line.

Clarke Etude - IV #86

Saxophone



Musical score for Saxophone, consisting of 11 staves of music. The key signature is one sharp (F#) and the time signature is common time (C). The score includes various musical notations such as eighth notes, sixteenth notes, and slurs. Measure numbers 3, 5, 7, 9, 11, 13, 15, 17, 19, 21, and 23 are indicated at the beginning of their respective staves. The music features complex rhythmic patterns and melodic lines.

Multiple Tonguing

No.77 Aim for doubles as clear as singles at the slower speeds.

2+

1 2 3 4

5 6 7 8

9 10 11 12

13 14 15 16

Double Tonguing

Start 84 → Duli
TMA
Tolot

175

♩ = 92 - 100 (77-80)

77. *tu tu tu tu tu tu tu tu tu tu*

78. *tu tu tu tu tu tu tu tu tu tu*

♩ = 72 - 124

79. *tu tu tu tu tu tu tu tu tu tu*

80. *tu tu tu tu tu tu tu tu tu tu*

♩ = 96 - 124 (90-96)

81. *tu tu tu tu tu tu tu tu tu tu*

*Refer to p. 153.

Triple Tonguing

No.1: Bars 1 - 20; **No.2:** Bars 21- 36;
No.3: Bars 37 - 52; **No.4:** Bars 53 - 68;

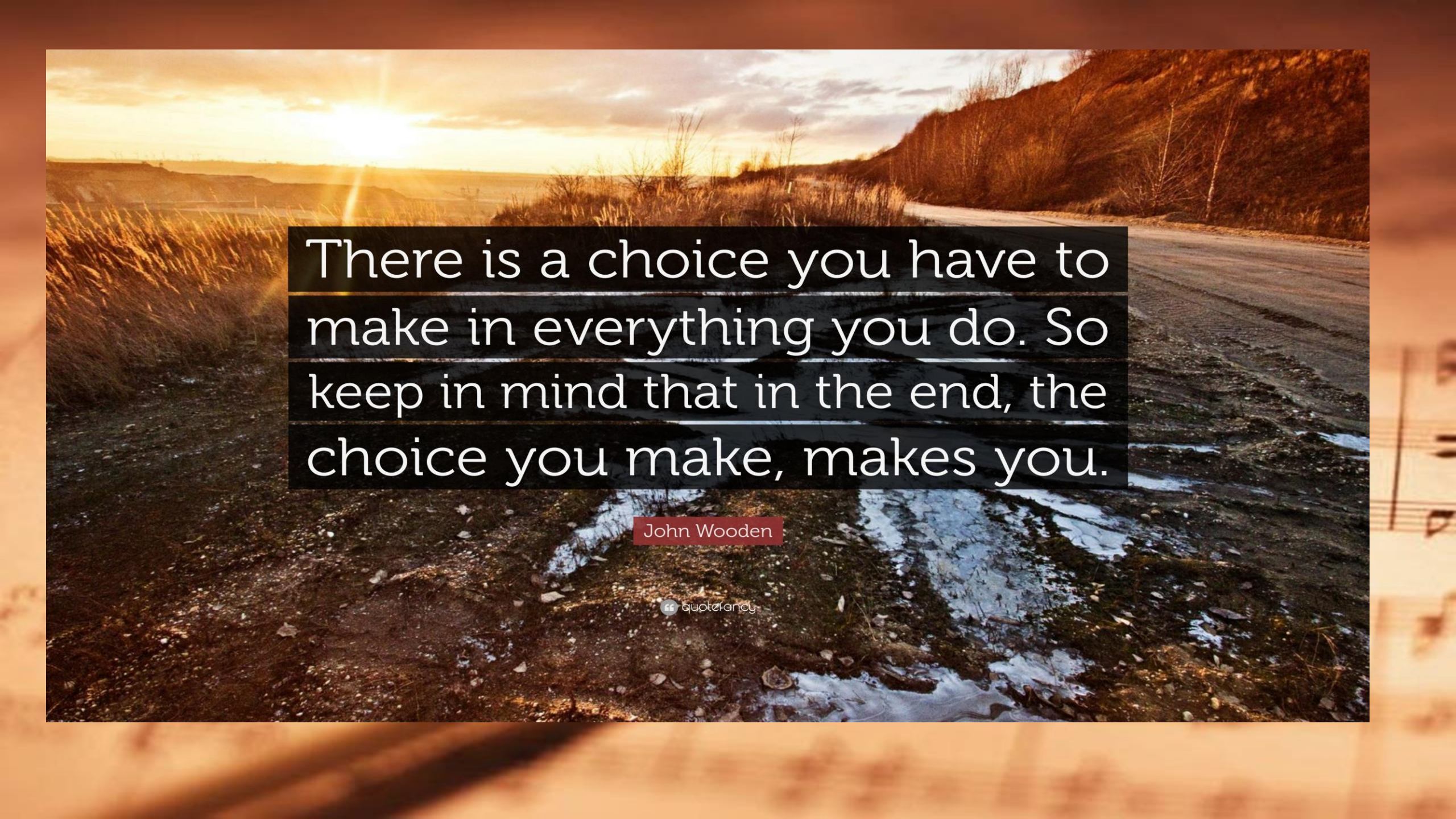


Triple Tonguing

155

Excerpt of musical notation for Triple Tonguing exercises, numbered 1 through 5. Each exercise is marked with a tempo and a range of measures (e.g., 'Allegro 64 - 124', 'Allegro 128 - 192', 'Allegro 128 - 192', 'Allegro 128 - 192', 'Allegro 128 - 192'). The exercises are written in 2/4 time and feature complex rhythmic patterns, including triplets and sixteenth notes. The lyrics 'tu tu tu tu tu tu' are written below the first staff of each exercise.

*Refer to p. 153.

A scenic landscape at sunset or sunrise. The sun is low on the horizon, casting a warm, golden glow over the scene. In the foreground, there's a dirt road with some puddles reflecting the light. To the left, there's a field of tall, dry grass. To the right, a hillside with bare trees rises up. The sky is filled with soft, orange and yellow clouds.

There is a choice you have to
make in everything you do. So
keep in mind that in the end, the
choice you make, makes you.

John Wooden

quote fancy

TIME

- Verbal vs. Silent (Daily exercise)
- Performer Responsibility
- Subdivision
- Speed of the Breath
- Bopping
- When & How to use the Metronome-define Tempos

It's OK to go slow!

Fundamentals in Rehearsal: Your Agenda Every Day

Connect The Dots/ Non-Negotiables

- Breathing
- Singing
- Long Tones
- Sound Development
- Tuning

Fundamentals in Rehearsal: Your Agenda Every Day

Connect The Dots/ Negotiables

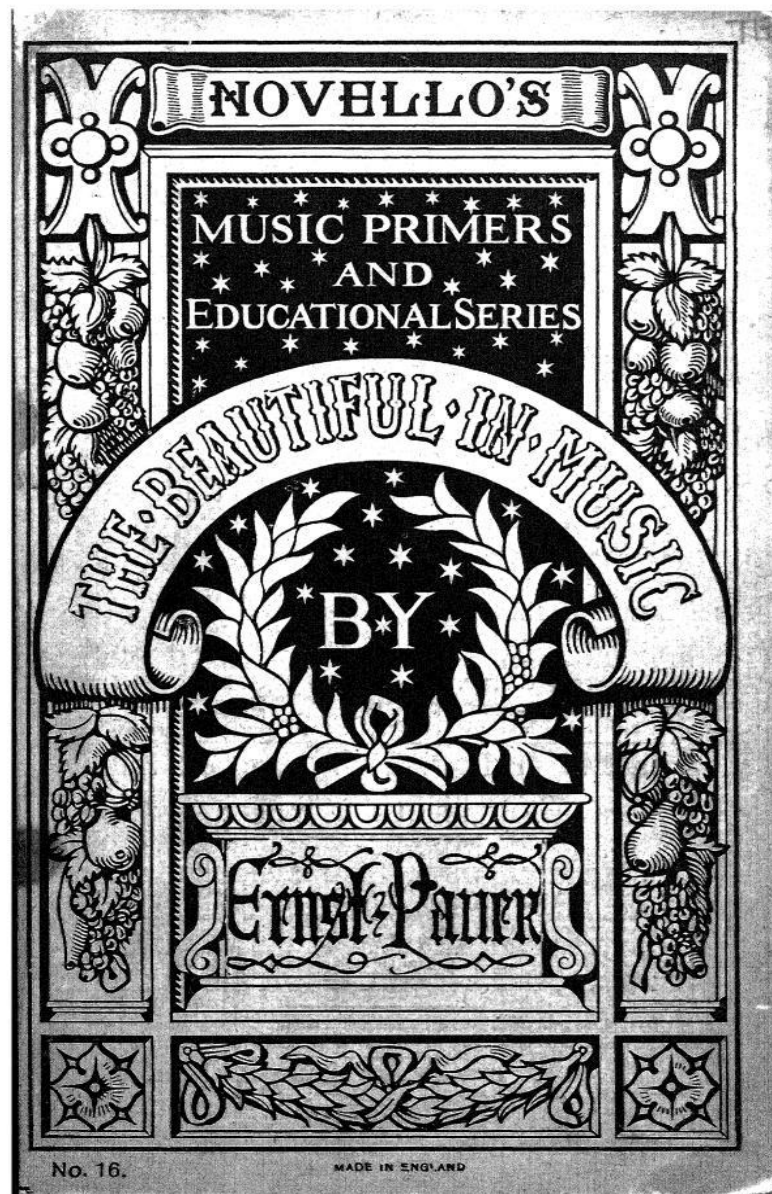
- Scale Techniques
 - Chorale
- Rhythmic Techniques/ Tonguing Techniques
- Sightreading (which could be repertoire or new material and how often could you implement?)
- Repertoire to be worked on for that day

Presenter Contact Information

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- Beth Fabrizio: bafabrizio@aol.com
585-303-4115

Resources

- Deborah and Robert Sheldon: The Complete Woodwind Instructor
- Mike Pote: Process
- Mike Pote, Kyle Young, Andrew Brough: Ensemble
- Scott Rush: Habits of Successful Band Musician
- Randy Greenwell: Music Professor
- John McAllister: Foundation Warmups
- Timsmithsoth@gmail.com
- Steve Graves: TeachBand101.com
- TonalEnergy.com



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You can practice shooting eight hours a day, but if your technique is wrong, then all you become is very good at shooting the wrong way. Get the fundamentals down and the level of everything you do will rise.

— *Michael Jordan* —

AZ QUOTES