

2014 Midwest Clinic, December 18, 2014, 3:00 PM

A Section That Plays Together, Stays Together: Establishing a Culture of Brass Excellence.

Presented by **Ryan Gardner, Lanette Compton & Paul Compton**
Oklahoma State University

Synergy of the Brass Area:

As a unit, our combined ideology is to instill solid basics and fundamentals so our students have the proper technique to facilitate excellent music making. Since we all work together and support each other as brass colleagues, our students recognize our relationships with each other, which then fosters collegiality and support amongst the entire brass area. Students also feel the desire to be stronger as a brass unit by focusing on their individual playing, section playing and ensemble playing.

Group Fundamentals and Daily Routines:

Establishing a morning routine has been critical to the success of the brass studios at Oklahoma State University. Students are held accountable by their teachers and peers to attend 7:30 am group sessions, establishing a strong work ethic and reinforcing good practice habits while still having fun. The group aspect promotes improved listening and a focused atmosphere away from potential distractions.

The primary goal is to improve endurance, range, flexibility, sound, intonation, articulation and technique on a daily basis. This comprehensive daily work quickly narrows the gap between each student's strongest and weakest skills and they play the entire instrument on a daily basis. Through the performance of these daily routines, the students get warmed up, but even more importantly, they get better every day.

Trombone Example #1-Articulation:



Purpose: Develop consistency of tongue placement, speed and control with single, double and triple tongue. Performed with a recorded accompaniment that increases

in tempo with each repeat. The accompaniment has percussion patterns (metronome) and drones (tuner). (Derived in part from **Remington and Clarke**)

Trombone Example #2-Remington Flexibility:

The musical score consists of four systems of exercises for the trombone, written in bass clef. Each system contains two staves of music. The exercises are composed of eighth notes, often grouped in pairs and connected by slurs. The key signatures vary across the systems: the first system is in B-flat major (two flats), the second in B major (two sharps), the third in B-flat major (two flats), and the fourth in B major (two sharps). The exercises are designed to improve flexibility, endurance, and range.

Purpose: Improve flexibility, endurance and range.

Trombone Example #3-Scales:

The image displays six staves of musical notation for Trombone Example #3-Scales. The notation is in bass clef and includes the following labels above the staves:

- MAJOR
- NATURAL MINOR
- HARMONIC MINOR
- MELODIC MINOR
- MAJOR IN 5TH POS
- DOMINANT 7TH CHORD
- DIMINISHED 7TH CHORD

The scales are written in a series of eighth and sixteenth notes, with a final measure on each staff containing a double bar line. The page number 18 is visible in the top right corner.

Purpose: Intonation, technique, range and familiarity with the entire instrument.

Trumpet Example #1-Hood's Mouthpiece Drill:

The image displays five staves of musical notation for Trumpet Example #1-Hood's Mouthpiece Drill. The notation is in treble clef and includes the following labels above the staves:

- (MOUTHPIECE AND TRUMPET)
- Mouthpiece Drill (50 PITCH)
- Barry Good

The scales are written in a series of eighth and sixteenth notes, with a final measure on each staff containing a double bar line. The notation includes various key signatures and time signatures, indicating a comprehensive drill for the instrument.

Purpose: Establish good breathing and ease throughout all registers from the start. The student accompanies this on the piano.

Trumpet Example #2-Stamp-Hood Warm-Up Exercises:



Purpose: Focus on producing a beautiful sound while keeping your airflow connected.

Trumpet Example #3-Clarke's Technical Studies:



Purpose: Improve tone, airflow, intonation, technique, musicality and range.

Horn Example #1-Clarke's Chromatics:



Purpose: Wakes the fingers up and gets the air moving. Trains fingers to play the chromatic pattern starting on any note.

Horn Example #2-Faust's Accelerating Articulations:



Purpose: Works fingers and works between a duple and triple rhythmic pattern.

Horn Example #3-Shaw's Tongue Accelerators:



Purpose: Develop fast tongue speed throughout the entire range of the horn.

The Significance of Chamber Music:

Through the study of chamber music, we have found that our students develop individually in their technique and musicality in addition to seeing significant improvement within the ensemble. Competitions are motivating factors and help to showcase their talent while also exposing them to other students regionally, nationally and internationally. This has led to more depth within the individual studios and better large ensemble skills.

Our students have been encouraged to rehearse on a daily basis and to make recording a regular part of rehearsals. Memorization of repertoire has been a very important path to success and attaining a truly special level of expression and communication. In addition to serious rehearsal and memorization of specific repertoire, sight-reading is also a major component of chamber music study.

The small ensemble skills that make a chamber ensemble successful are the same skills that make a section successful in a large ensemble. Section playing success is truly enhanced through serious chamber music performance.

Trumpet Chamber Music Example:

Toccata and Fugue in D minor J. S. Bach (1685-1750), Arr. Benjamin Miles
Cleon Chai, Nick Doutrich, Tyler Murray, Natalie Upton & Benjamin Miles

Horn Chamber Music Example:

Snowball Joseph Cooper (b. 1980)
Lauren Williamson, Ashlyn Phillips, Scott Campbell, Jacob White & Richard Riedl

Trombone Chamber Music Example:

Venezia (Lovers in a Gondola) Raymond Burkhart (b. 1961)
Bryan Lucas, Bruce Haiduk, Amelia Rosenberger & Eric Kalbfleisch

Results:

Both music education and performance majors learn important skills of how to lead and play within an ensemble as well as the discovery of how to work well with others. The fundamental routines allow for more challenging repertoire in the chamber and large ensemble setting and more critical thinking of musical interpretation, all of which is essential for longevity in a musical career. Most importantly, students are excited to learn and play music.

OSU Combined Brass Performance:

Finale from Symphony #3

Camille Saint-Saens (1835-1921)

Arr. by Benjamin Lorenzo

Joseph P. Missal, Conductor

Nick Doutrich, Cleon Chai, Natalie Upton, Tyler Murray & Benjamin Miles, trumpet
Lauren Williamson, Ashlyn Phillips, Scott Campbell, Jacob White & Richard Riedl,
horn

Bryan Lucas, Bruce Haiduk & Amelia Rosenberger, trombone
Eric Kalbfleisch & Gustave Wilde, bass trombone

Bios:

Paul Compton is Associate Professor of Trombone at Oklahoma State University and an artist for Edwards Trombones. He studied trombone at the University of North Texas with Vern Kagarice and Tony Baker, at the University of Texas at Arlington with Andrew M. Russell, at the Henry Mancini Institute with Bruce Paulson and Andy Martin and at the Alessi Seminar with Joseph Alessi. Paul is a recipient of the OSU Friends of Music Distinguished Music Professor Award, OSU Regents Distinguished Teaching Award, OSU College of Arts and Sciences Wise-Diggs-Berry Award for Teaching Excellence in the Arts and the OSU College of Arts and Sciences Junior Faculty Award.

The Oklahoma State University **Trombone Studio** has earned top honors in national and international competitions. This includes winning the 2008 International Trombone Association Emory Remington Competition, 2010 International Trombone Association Quartet Competition, 2011 Eastern Trombone Workshop Quartet Competition, 2011&2012&2014 Courtois Trombone Quartet Competitions, 2008&2010 DownBeat Magazine Student Music Awards for Best Classical Ensemble and Third Prize in the 2007 National Finals of the Music Teacher's National Association Chamber Music Competition.

Lanette Compton is Associate Professor of Horn at Oklahoma State University where she has been since 2005. She earned her Bachelors of Music Degree in performance

from the University of Nebraska-Lincoln and her Masters of Music Degree in performance from the University of North Texas. Lanette is presently a member of the Tulsa Symphony Orchestra and the Tulsa Opera Orchestra. At OSU, Lanette directs an active horn choir that has performed at regional and international horn workshops. She also hosted the 2010 Mid-South Horn Workshop. Lanette has performed on more than a dozen CD's, including the critically acclaimed CD *The Manne We Love: Gershwin Revisited* featuring the Steve Houghton Quintet and the University of North Texas Two O'clock Lab Band.

Students in the Oklahoma State University **Horn Studio** have placed in regional and international competitions. They were winners of a section master class with the Cleveland Symphony Horn Section at the International Horn Workshop in 2008 and winners of the quartet competition at the Mid-South Horn Workshop in 2011 and in 2014. Students have made summer music programs such as the Banff Summer Arts Festival, Round Top Music Festival, Sarasota Music Festival, Eastern Music Festival, and Texas Music Festival. Studio members have also been accepted for graduate study at Rice University, Northwestern University, Cincinnati Conservatory of Music, University of Texas – Austin, Eastman School of Music, Southern Methodist University, Ball State University, Bowling Green State University, and Arizona State University.

Dr. Ryan Gardner is the Assistant Professor of Trumpet at Oklahoma State University. Originally from Santa Monica, California, Dr. Gardner received his BM from the Eastman School of Music with highest distinction, his MM from Rice University – Shepherd School of Music and his DMA from the Manhattan School of Music. As a Bach performing artist, Dr. Gardner actively performs as an orchestral, chamber and solo musician and he also provides masterclasses and lectures internationally. He is indebted to all of his main trumpet teachers: Vincent Penzarella, Mark Gould, Marie Speziale, James Thompson, Boyde Hood and Paul Salvo.

The Oklahoma State University **Trumpet Studio** has achieved success on the regional, national and international stages most recently winning the 2014 National Trumpet Competition Ensemble Division and International Trumpet Guild Awards. At the 2012, 2013 and 2014 International Trumpet Guild Conferences, the OSU Trumpet Ensemble received rave reviews and standing ovations for their performances. Graduates from OSU have been accepted on scholarship into distinguished graduate programs and continue to make OSU proud.

Dr. Joseph P. Missal is Director of Bands and Professor of Music at Oklahoma State University. In this capacity, he conducts the Wind Ensemble, Symphonic Band, and Chamber Winds and guides all aspects of the OSU Band Program. Dr. Missal also directs the graduate conducting program, teaches undergraduate conducting, and serves as Chairman of the Wind and Percussion Division. He holds a Bachelor of Music in Instrumental Music Education from Michigan State University, a Master of Music in Wind Conducting from the University of Cincinnati College-Conservatory of Music, and a Doctor of Musical Arts in Wind Conducting from the University of Colorado.

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