

ENSEMBLE ESSENTIALS

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Band, Orchestra, and Music Conference**

Wednesday, December 16th, 2015

1:15 p.m. – 2:15 p.m.

Room W185



ENSEMBLE ESSENTIALS

I. Correspondence Sent Home at Conclusion of Beginner Year

- A. Dates and times for students to obtain school-owned instruments**
- B. Summer private lesson forms**
- C. Information regarding any sectionals/master classes and/or full band rehearsals that are held prior to the first day of school**
- D. How to deal with students that have conflicts with summer schedule**
 - i. Being flexible and/or sensitive to families that scheduled vacations even before your information was distributed at school**
 - ii. Alternative means for satisfying the time missed (i.e. individual blocks of time with a director to cover material and information missed while away, whether it is a small portion or the entire block of time)**
 - iii. Assigning a section leader or a strong 3rd year player to a 2nd year player who missed any or all of summer rehearsals**
 - iv. This “buddy system” can continue as long as the director deems it to be appropriate.**
- E. Information regarding any social activities that are held in conjunction with sectionals/master classes and/or full rehearsals**

II. Considerations Regarding Music Sent Home at Conclusion of Beginner Year

- A. Basic warm-up exercises which may be similar to previously-learned exercises in beginning band**
- B. Supplemental exercises specific to each instrument (octave slurs, register slurs, harmonics, roller and palm key exercises, lip slurs, etc.)**
- C. Scale sheet**
- D. Pop tunes (may be applicable just for top band)**
- E. Fight Song and School Song (may be applicable just for top band)**
 - i. It is imperative that directors are not choosing fight songs that expose extremely difficult rhythms and key centers that have not yet been covered in beginning band.**
 - ii. Fight songs in 6/8 time must be avoided at all costs, even if it means re-writing the song into a duple time signature (i.e. *On Wisconsin*—avoiding dotted eighths and sixteenth notes). Do not hesitate to simplify any fall semester pep rally and football**

music which will still be recognized with simpler rhythmic notation.

- iii. No 2nd year player should be placed in any band that would require rhythmic notation, key signatures, time signatures, ranges, articulation that goes beyond the skill level achieved during their beginner year.
- iv. Instead of cutting students out of challenging parts in any fall semester music, utilize Finale/Sibelius to structure parts that will be easily understood and will fit the structure of the printed music that the 3rd year players are performing.
- v. Keep 2nd year clarinet students out of the clarion register until you have had time to work in the first semester. By using Finale/Sibelius, parts can be written down an octave, and will end up most likely below the break until this skill has been mastered.

F. Basic etudes similar to what were required for ensemble audition

III. Considerations When Building Your Ensemble Set-up

- A. At the very beginning of the school year, chair order is not as important as where your younger students sit within your set-up.
 - i. 2nd year players should be placed in between two experienced 3rd year players (especially in larger sections)
 - ii. In regards to pop songs and school/fight songs, assign a strong 2nd year player to 1st trumpet and/or clarinet. This develops “leaders” for the *following* school year.
- B. Flute and French horn players should be on the left hand side of the ensemble.
- C. Chair placement (flute and French horn)
- D. Color instruments in somewhat close proximity of each other
- E. Not placing bari sax and bass clarinet players on the back row/riser
- F. No matter the beginning ability of the 2nd year double reed players, place them between 3rd year players on either the first or second row (not on the 3rd or 4th row ☹) so that you can hear them all the time. The farther back you place these students, the less they project and develop their sounds. It is your job to GIVE these students the information TO play with characteristic, resonant sounds and you must be NEAR them to give the information and confidence they will need to be future soloists.
- G. Risers should be used as a visual tool more than a balance tool. If you cannot see the students in the back rows, then there may be embouchure/hand position/articulation/other deficiencies that may never be completely and decisively corrected.

- H. There should be enough room in between your rows/risers so that you or another director can easily get to students—either from the front or the back—in order to adjust/correct instrument angles, hand positions, etc.....as well as correcting any deficiencies stated in “G.”

IV. Student Entry into Classroom Set-up

- A. One director should be stationed at the door reminding students to come in quietly, to not have gum/candy, to have a pencil, etc.
- B. The teacher of record should be at the front of the room (or on the podium) monitoring how students are entering the set-up, proper assembly, etc.
- C. The teacher of record should be giving constant reminders regarding:
 - i. Having binders/music and pencils on their stands
 - ii. Double reed students having water containers for their reeds
 - iii. Single reed students having reed guards out of their cases
 - iv. Brass students having valve oil and water bottles
- D. If extra time—beyond the official start of class—is given to your band, then make sure students are not taking advantage of your generosity.
 - i. Fair and consistent consequences must be given to students who are not ready to start class (whether you begin with a breathing or a playing exercise) at the set time.
 - ii. Turn on the metronome 1 minute before the set time and verbally give reminders at 45, 30 and 15 seconds.

OR

- iii. Utilize T-Minus application and project on a screen.

V. Miscellaneous Director Responsibilities

- A. As students enter your classroom, project a “menu” of the order of daily drill exercises/literature to be rehearsed, as well as pertinent announcements.
- B. For any student names you have yet to learn.....and for use on days you have clinicians/consultants working with your students.....create hanging name signs for all students to place over the tops of their music stands.
 - i. Use large letters and bold font
 - ii. Only first names are needed
 - iii. Include grade level
- C. Have mirrors available for students who have embouchure and/or articulation issues that are lingering from beginning band.....things that will continue to be a work in progress.

- D. Venting brass music stands
 - i. For visual and balance issues
- E. Building student binders if you do not want students doing it themselves....or if you do not trust them to build them in the exact way you want them to be ☹.
 - i. Factor this cost into your budget, or include in your “assessment fees” (if applicable)
 - ii. Have older student workers or student aides assist you in as much binder building as possible (with your direction).
- F. Do not overwhelm 2nd year players by having too much music in the first binder they receive. Tell them that the binder will grow as their individual and ensemble skills grow.
 - i. Even if binders need to be turned in at various times during the year, that is ok!
- G. You are encouraged to number the originals for the very first piece of music you distribute. You can go over the exact way of numbering measures in sectionals (on the left.....clear and big enough for the student to easily see). At this time you can explain how to read roadmaps, etc.
- H. Preparing scale sheets with large enough notes (and not simply giving out your single-sided region band audition scale sheet ☹)
 - i. Most important with 2nd year players in non-varsity bands
- I. Creating warm-up sheets with large enough notes
 - i. Each band, in theory, should have their own warm-up sheets based on the students’ ability levels.
 - ii. Directors of non-varsity bands should be very cautious in passing out warm-up sheets that are used in the top band.
 - iii. If you teach a 3rd band, for example, remember that those students are in your band for a reason.....and if you teach a 1st band, those students are in your band for a reason. Therefore, choose warm-up exercises wisely so as not to overwhelm or push students beyond their best sound and/or ability level.
- J. Enlarge any pop music that is not a full-length piece of music.
 - i. In most cases, non-varsity bands should not even attempt ½ size (flipfolder size) music, as those pieces are way too demanding in terms of rhythmic and technical facility.
 - ii. Non-varsity bands are encouraged to play full-size pop/novelty tunes (when those types of pieces are programmed).
 - iii. For top bands, enlarge “flipfolder size” music until the pieces are completely taught. Close to a performance, re-distribute original parts for their flipfolders.
- K. Purchase and assign technique books very early in the school year. You can also choose to require students to buy technique books as part of their assessment fees (if applicable).

- L. Purchase and assign BERPS or Buzz Aids to your brass players if you feel that they are physically ready to use them.
 - i. If students are not using these devices, monitor mouthpiece carriage very carefully.

VI. Basic Ensemble Expectations

- A. Before your first breathing or playing exercise begins, all binders must be closed unless warm-up sheets are a part of their binders.
- B. If binders are not used, all other music (region, solo/ensemble, UIL/state assessment contest, etc.) must be turned over.
- C. Students must understand that the most important part of their daily rehearsals is the information and feedback that you give them after everything they perform—and this further applies to rests in between groups/capsules in warm-up exercises.
- D. Students should never finger/position anything while you are talking.
- E. If students are not looking at you, then you must assume that they are not successfully receiving your information.
- F. Throughout your rehearsals, be sure your students understand that all responses given by you are information that will improve their performance ability.....not criticism concerning how they are performing at this given time.
- G. If there is another director in your rehearsal, students need to get used to their interaction both with you.....and your students. This skill will set up effective use of any clinicians that you may bring in later in the year.
- H. When raising hands, students should fully extend their arm....not halfway.
- I. When asking or answering questions, students need to speak clearly and audibly enough for the entire ensemble to hear.
 - i. If you answer a “quiet” student’s question, others will not even know what was asked!
 - ii. Most students have pertinent questions at appropriate times—and since these questions will most likely be applicable to all students, then everyone needs to be able to hear the question.
 - iii. The more you repeat a quiet student’s question....and then turn around and answer it, the more rehearsal time is lost over time.
 - iv. These expectations set up how you want students to ask questions in the UIL/state assessment contest Sightreading room! (if you allow questions ☺ and if applicable)
- J. It is your job to instill classroom atmospheres that motivate students to want to volunteer to perform in front of the class.

- i. This can start with assigning models for certain warm-up exercises.
 - ii. All-region preparations can involve having students play scales, etudes, etc. in front of the class. Your ultimate goal could be to take students entirely through the audition process in front of the class.
 - iii. Student volunteers can start off by playing from their chairs; and later transitioning to sitting or standing in front of the class facing the band.
 - iv. If students can play in front of you and their peers, they should not have any problems playing in a room with judges who are usually behind a screen ☺ .
- K. If students do not move fast enough between ready and playing position, then audiate “countbacks.”
 - i. These “countbacks” can transition right into your count-off of whatever you are about to play.
- L. Ready position means that students should be ready to receive information.....and ready to play with their instruments in a similar, upright position.
- M. Playing position means that students are physically set to play. There should be absolutely no instrument or embouchure movement once in this playing/set position.
- N. Use short one or two-word commands when transitioning students between ready and playing position:
 - i. “ready position” and “set/playing position”
 - OR
 - ii. “ready” and “set”
- O. Keep some sort of a log for students forgetting to bring their instruments, music, etc. Students should be given consequences for not having their instruments and music in class. Parents need to be contacted when infractions become chronic.
- P. You are encouraged to have daily music and materials checks at the start of your classes.
- Q. Students’ music stands should be raised to the proper heights at the start of class.....even if warm-up exercises are to be performed by memory.
- R. When students show signs of being off task and/or disruptive, re-direct the entire class by drilling seating positions.

VII. Warm-up Considerations

- A. During the initial months of the school year, all intervallic exercises should be slurred. The tongue often adds interference, which causes gaps between notes due to students stopping their air.
 - i. When you go back and add the tongue...and you hear gaps in between notes, then go back and put the slur back in.
- B. Employ the following audiation whenever possible:
 - i. “Start – stop”
 - ii. “Start – change – stop”
 - iii. “Start – change – change – stop”
- C. Watch for embouchures collapsing and/or resetting both when breathing and during rests.
 - i. With the exception of flute and double reed, all other students should be breathing through their corners. When breathing, you should not see students pulling their corners back. You should furthermore never see teeth!
 - ii. Brass players should have their mouthpieces completely seated on their faces during the entire breathing process. This goes back to what “set position” means.
 - iii. You should not see upper lips raising off the tops of single reed players, while breathing or during rests in between groups/capsules.
 - iv. You *should* see upper lips coming off of top blades of oboe players when breathing, but not during rests in which they are not breathing.
 - v. You *should* see upper lips coming off of lip plates of flute players when breathing, but not during rests in which they are not breathing.
 - vi. You *should* see bottom lips coming off of bottom blades of bassoon players when breathing, but not during rests in which they are not breathing.
- D. Three-note intervallic exercises should not be attempted in varsity or non-varsity bands until students are very successfully able to move from the 1st note to the 2nd note without a bump or change in tone, volume, etc.
 - i. It would be very appropriate for non-varsity bands to never perform three-note exercises throughout an entire school year.
 - ii. Remingtons are extremely effective when only performing two notes.
- E. Be cautious of having brass players vibrating on mouthpieces too early in the school year.
 - i. You are encouraged to focus on only one note for a set amount of time (whether that be days or weeks)....before attempting intervals.

- ii. Descending chromatic exercises are most beneficial as opposed to Remingtons.
 - iii. Use appropriate woodwind color instruments to model pitches for brass players. They will then be able to better achieve the exact pitch in the exact octave.
 - iv. Identification of color groups
- F. If mouthpiece vibrations are performed in beginning classes, you are discouraged from discontinuing this effective part of brass sound production. Capitalize on the skills the students developed in the beginning year ☺ .
- G. When performing exercises where woodwinds play and brass answer on their mouthpieces or with their entire instrument, be sure to incorporate some sort of rest in between the two families. There should be no overlap of sound, especially with younger bands. If there is constant overlap, then you are not able to hear the note starts in either group. This applies to intervallic exercises, lip slurs, F-Around-the-Room, etc.
- H. While woodwind players model in warm-up exercises, brass players should be positioning both while the woodwinds are playing....and again while vibrating their mouthpieces. Similarly, woodwind players should be positioning the next group/capsule while the brass are vibrating.
 - i. It is ineffective to have models play when others are not looking at their music and/or are not positioning.
- I. During all appropriate daily drill/warm-up exercises, it is important for all percussionists (who are not working with a percussion specialist or other director) to perform on either a keyboard instrument—with yarn or rubber mallets—or on a practice pad.
- J. With younger groups, assign F-Around-the-Room section orders which will help sections match pitch. You are discouraged from going back and forth between bass and treble clef instruments.
- K. When assigning F-Around-the-Room section order, put your most in tune and consistent sections earlier in the order (especially dealing with low woodwind instruments).
- L. When performing articulation exercises, be cautious of incorporating long-lifted and staccato notes too early in the school year. 2nd year players will be more than challenged with legato quarter and eighth notes.
 - i. Watch for embouchures collapsing and/or resetting in between long-lifted and staccato notes.
 - ii. Watch for chin and jaw movement, as well as abnormal throat movement.
- M. When teaching legato quarter, eighth, triplet and sixteenth notes, break down the “ultimate” measure to its smallest subdivision and progressively add the rest of the subdivisions.
 - i. Students should audiate these techniques before playing.

- ii. This process may take months and that is ok!
- N. As with the majority of your warm-up time, do not conduct, especially since students are looking at their warm-up sheets anyway! You need to expend your energy on looking out and making verbal and non-verbal assessments.
- O. In any given exercise, call out student names—in rests—who are keeping set the entire time and are complying with your expectations ☺. In *another* given exercise, call out student names—in rests—who are not keeping set the entire time ☹. Most often, students are not aware that they are moving, etc. It is your job to look out and identify these students!
- P. As new styles are learned throughout the school year, begin passing these styles around the room in the same format as your F-Around-the-Room exercise. Make assessments—based on the overall ability levels of the various sections—in regard to music you plan to pass out.
- Q. Major scales should be an integral part of the entire school year—not just during region band audition time. Since most non-varsity students are not participating in these auditions, scales must especially be performed on a regular basis. Capitalize on the skills students had in their beginning classes!
- R. When selecting a chorale, pick the easiest and shortest four-part chorale with basic rhythms in a sensible key (one which represents a key you will most likely be reading in throughout the year.....and sightreading in at your UIL/state assessment contest) with straight forward rhythms.
 - i. If you find an appropriate chorale but it is in a key that is beyond your band's skills, then utilize Finale/Sibelius and transpose it into a better key.

VIII. Non-Playing Techniques to Utilize

- A. Counting rhythms using a consistent counting system done throughout the beginner year
 - i. Student voices must be confident and should correlate to the energy and confidence that you want them to play with.
 - ii. Voices with little or no energy should not be allowed.
- B. Audiation of note names while positioning
- C. Tapping rhythms on shoulders without positioning
- D. Performing articulations by using the right hand as a “pretend” tongue.....and this hand touching a “pretend” articulation surface (tooth-gum line, blade, tip of a reed) with their left hand
 - i. This can be done with air as well.
- E. Positioning with air through instruments (flutes off lip plate in the “offset” or “3-quarter” position)

- F. Positioning only without air
- G. For all non-playing techniques utilized, the metronome should be just loud enough for students to hear. Since these techniques are creating awareness levels regarding precision, then it is vital that the metronome is not covering up these non-playing sounds.
- H. Regarding foot tapping: students should understand that the ankle controls the down and up movement of the foot.....not vice versa.
 - i. For directors who ask students to not tap because of the sounds that are made on risers or hard-surfaced floors, instead ask students to remove the shoe on their tapping foot! This will alleviate the extra sounds heard both during rehearsals and public performances.

IX. Marking Music

- A. Immediately upon passing out new music, students should put their names on each page.
- B. Students should have been taught in beginning band how to number measures; this skill should continue with 2nd year players.
 - i. Assign to students that new music should be numbered at home on the day it is passed out.....and will be graded for completion at the start of the next rehearsal.
 - ii. Numbers should be legible and put on the top left hand side of each measure.
 - iii. Extended rests (within reason) should have each number written out so that students know where you are at all times.
- C. Students should never be allowed to keep music in plastic protectors once it is being rehearsed. Assume that students who fail to remove music from their plastic will never mark anything ☹. Plastic protectors should only “house” music outside of class.
- D. When telling students to mark their parts, you need to be sure you are marking the very same things in your score—regardless of how obvious the information is to you! This way, in the future when students are not doing something correctly, you know that at one time they were already told to mark whatever it was. These markings will also help you evaluate students when playing individually for grades.
- E. Not having a pencil should never be a reason for students not to mark their parts. You are encouraged to have a box or container of pencils in a designated place for students to borrow a pencil as they walk into the classroom.
- F. After telling students to mark something, the best use of your time is to walk around the set-up with your score and monitor that students are actually marking.....and that they are making accurate markings.

- i. The more 2nd year players you have, the more there needs to be other directors walking around as well.
- G. If you ask students to mark something.....and their response is that they already have it marked.....then a clearer or additional marking needs to be made since the “original” marking is obviously not working (or is not effective).
 - i. For example, for a crescendo that has been written into students’ parts could be darkened/traced with a pencil to “stand out” more.
- H. When marking accidentals, make sure that students are not putting accidentals on top, bottom or to the right of the actual notes.
- I. Students need to understand the difference between a breath mark and a stylistic lift marking.
- J. Optional breaths need to be put in parentheses.
- K. When putting breath marks in between notes within measures, be sure that students are putting the breath mark closer to the second note (so as not to clip or cheat the value of the first note).
- L. Students must be taught very early to mark slashes through a series of shorter-valued rests within musical lines.
 - i. Example of rests slashed.....and then a rest circled with a breath mark inside of the circle
- M. Slashing through a rest means:
 - i. To not breathe
 - ii. To keep faces set and still
 - iii. To not take mouthpieces either off faces or out of mouths (depending on what they play)
 - iv. To think forward motion (applicable to percussionists as well)
- N. Subdivide longer note values into subdivisions when teaching an extended crescendo or decrescendo.
- O. When drawing arrows from notes to rests, these markings must always be drawn by note heads and not stems. All notes followed by rests must end with resonance to complete or connect the musical idea.
- P. Students must be taught to be very proactive about marking their music....to the point that they should be grabbing their pencils before you even finish the marking instruction! This applies to not only UIL/state assessment contest music, but during warm-up exercises and any work done in a supplemental method or technique book.
- Q. As 2nd year players progress through the school year, they must understand that what they have known as “warm-up” or “daily drill” exercises are, in reality, musical ideas, phrases and styles. Eventually, treat this part of your rehearsal as musical preparation rather than separate skill exercises.
- R. 2nd year players must understand that their performance music is only as good as the quality of their warm-up exercises (which we are eventually going to morph into musical ideas, etc.).

X. Miscellaneous Rehearsal Suggestions

- A. Take out ties in the initial teaching stages of any music rehearsed.**
- B. Take out any slurs in the initial teaching stages of any music rehearsed.**
- C. Utilize rhythmic subdivision in order to work on energy and forward motion throughout long note passages and dynamic changes.**
- D. No skills are ever initiated then discarded throughout the entire performance experience (i.e. hand position reminders, supplemental exercise specific to each instrument, mouthpiece vibrations, etc.).**
- E. Try your best not to “cut” students out of the most challenging parts of their performance literature. Strive to give them as much information as you can so they can be successful ☺.**
- F. Throughout even the first semester, begin incorporating as many UIL/state assessment contest sightreading procedures and techniques into your teaching.**
- G. Students must be given 3-5 minutes to properly clean and take apart their instruments at the end of each rehearsal. If you do not give time for this vital component of your class, then students will stop taking care of their instruments and will go into high school with bad habits that you allowed in middle school/junior high.**
- H. Always strive to end each rehearsal by saying something positive. ☺**



2015 Summer Band Schedule

Week 1: August 10th – 12th

Date→ Time↓	Monday August 10 th	Tuesday August 11 th	Wednesday August 12 th
		team shirt day	*twin day*
9:00 – 10:30 AM	Flutes/Oboes Percussion	Flutes/Oboes Percussion	Flutes/Oboes Percussion
10:45 – 12:15 PM	Clarinets Trumpets/Horns	Clarinets Trumpets/Horns	Clarinets Trumpets/Horns
1:00 – 2:30 PM	Alto Saxes Trombones	Alto Saxes Trombones	Alto Saxes Trombones
2:45 – 4:15 PM	Low Reeds Low Brass	Low Reeds Low Brass	Low Reeds Low Brass

Week 2: August 17th – 20th

Date→ Time↓	Monday August 17 th	Tuesday August 18 th	Wednesday August 19 th	Thursday August 20 th
Daily Themes→	*sock day*	*hat day*	*crazy hair day*	
3:30 – 4:30 PM	Flutes/Oboes Percussion	Flutes/Oboes Percussion	Split Band Rehearsal 5:30 – 6:45 PM	Summer Band Concert – 5:00 PM Warm-up, 5:30 PM Performance
4:45 – 5:45 PM	Clarinets Trumpets/Horns	Clarinets Trumpets/Horns		
6:00 – 7:00 PM	Alto Saxes Trombones	Alto Saxes Trombones	Full Band Rehearsal 6:45 – 7:30 PM	Summer Band Party 6:15 PM – 8:30 PM
7:15 – 8:15 PM	Low Reeds Low Brass	Low Reeds Low Brass		

Be sure to read the back for all the fun stuff!!

We hope you are having an awesome summer!!!

MS. Adams and Mr. Berndt

Daily themes:

We decided to mix it up and do something fun and different!
During summer band we are going to have a daily theme! So,
get crazy and be creative!!!

Team Shirt Day: Wear your favorite team shirts!	Twin Day: Self-explanatory - find a friend, dress the same!	Sock Day: Wear your craziest mismatched socks!	Hat Day: Wear your craziest, funkiest hat!	Crazy Hair Day: Wear your craziest, funkiest hairdo!
				

Last day: Thursday August 20th

Summer Band PARTY!!!

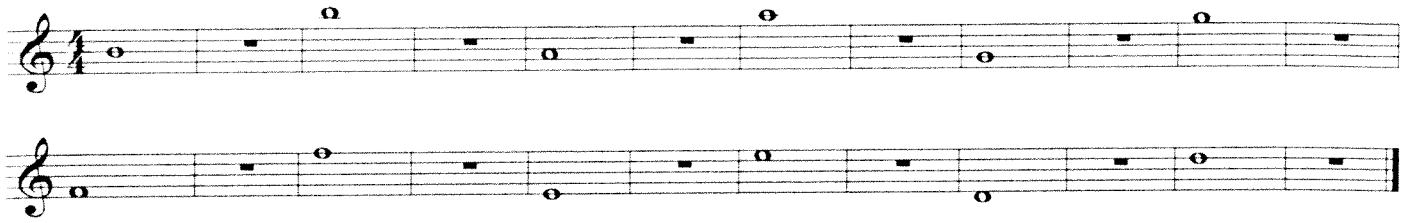
6:15 – 8:30 PM

Food, fun, movies, games

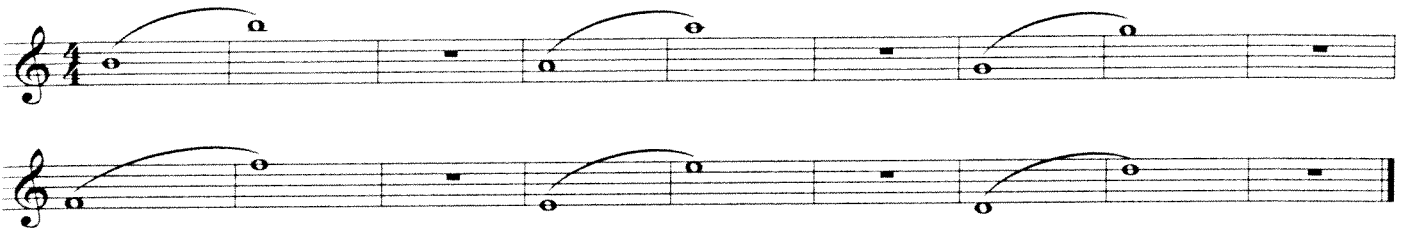
Stay after the concert and join the fun!!!

FLUTE SET 1

Octave Slurs - Level 1



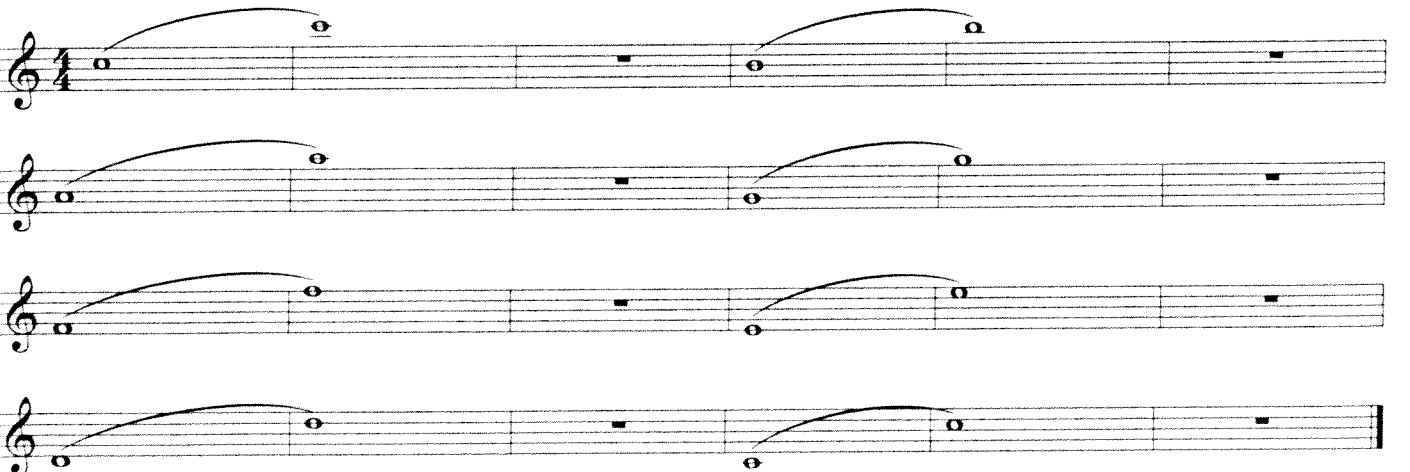
Octave Slurs - Level 2



Octave Slurs - Level 3

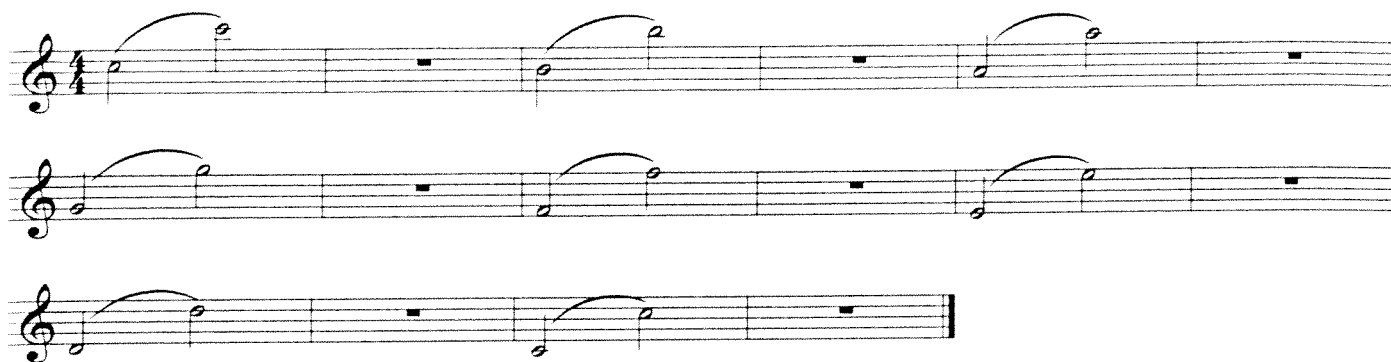


Octave Slurs - Level 4



FLUTE SET 1

Octave Slurs - Level 5



Octave Slurs - Level 6



Octave Slurs - Level 7



CLARINET

Set 7

Register Slurs

This is a more advanced level of Set 2.

Five staves of musical notation in treble clef, common time. Each staff contains a sequence of notes with slurs indicating register changes. The notes are: Staff 1: G4, A4, B4, C5, D5, E5, F5, G5. Staff 2: G4, A4, B4, C5, D5, E5, F5, G5. Staff 3: G4, A4, B4, C5, D5, E5, F5, G5. Staff 4: G4, A4, B4, C5, D5, E5, F5, G5. Staff 5: G4, A4, B4, C5, D5, E5, F5, G5. The slurs connect notes across staves, showing the progression of the exercise.

Set 8

Harmonics

This is a more advanced level of Set 3.

Four staves of musical notation in treble clef, common time. Each staff contains a sequence of notes with slurs indicating register changes. The notes are: Staff 1: G4, A4, B4, C5, D5, E5, F5, G5. Staff 2: G4, A4, B4, C5, D5, E5, F5, G5. Staff 3: G4, A4, B4, C5, D5, E5, F5, G5. Staff 4: G4, A4, B4, C5, D5, E5, F5, G5. The slurs connect notes across staves, showing the progression of the exercise.

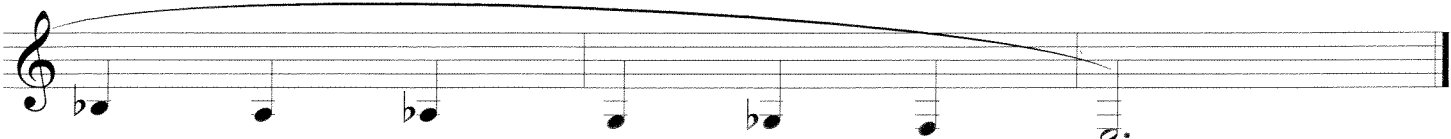
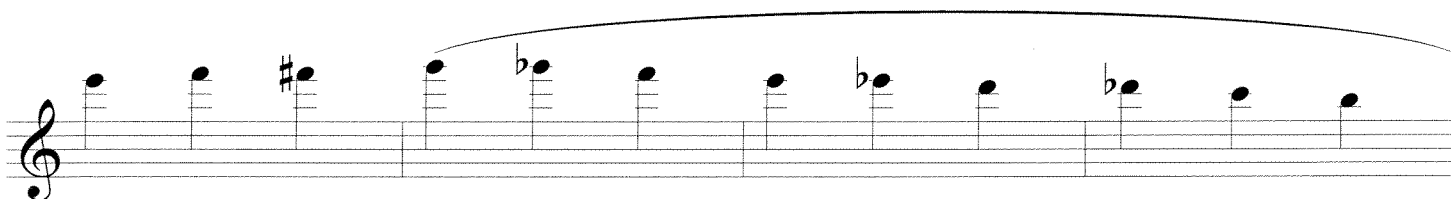
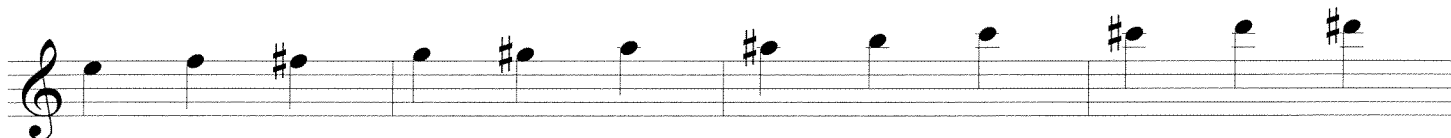
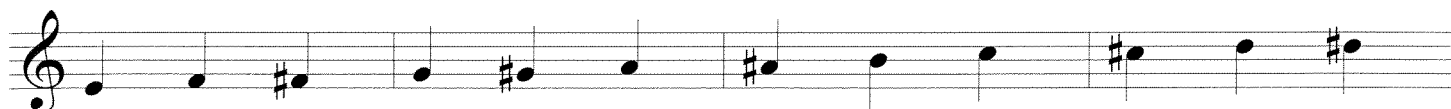
right hand "speaker key" (RH G#/Ab key) must be added on third note from this group to the end of the exercise

CLARINET CHROMATIC SCALE

All students should be made aware of the importance of making consistent, characteristic sounds on all notes regardless of register.

*Do not continue past the note when sound consistency changes.
Work your way up one note at a time.*

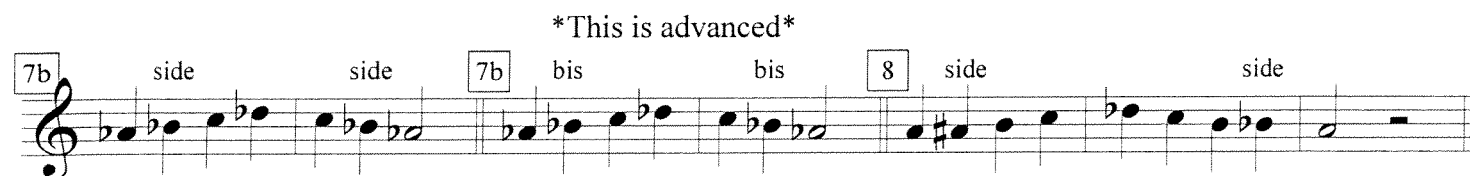
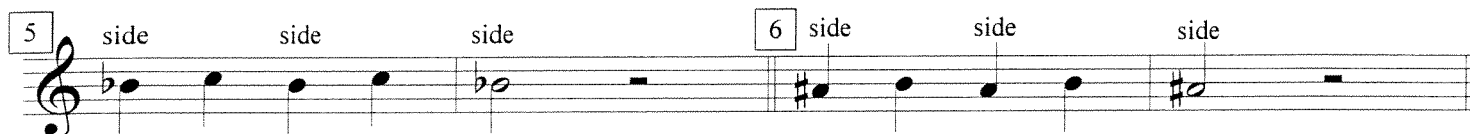
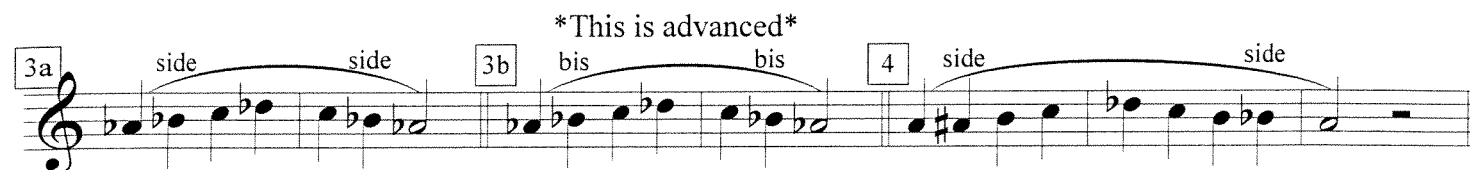
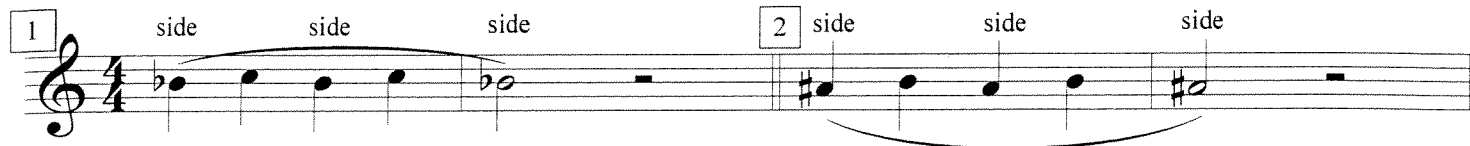
Realistically, the chromatic scale may not be introduced until the second semester.



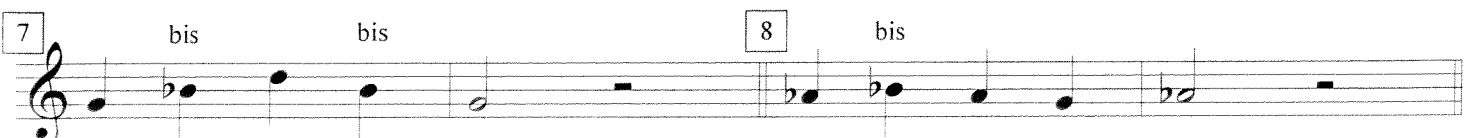
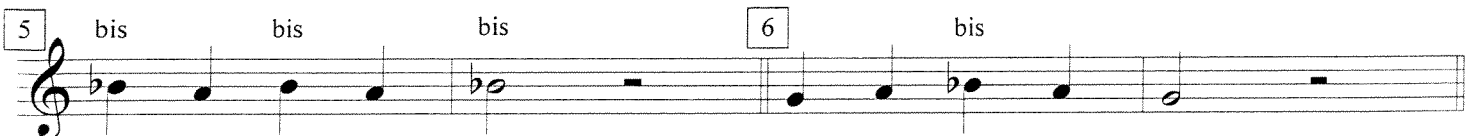
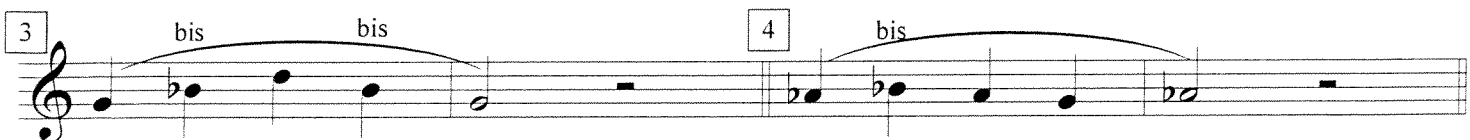
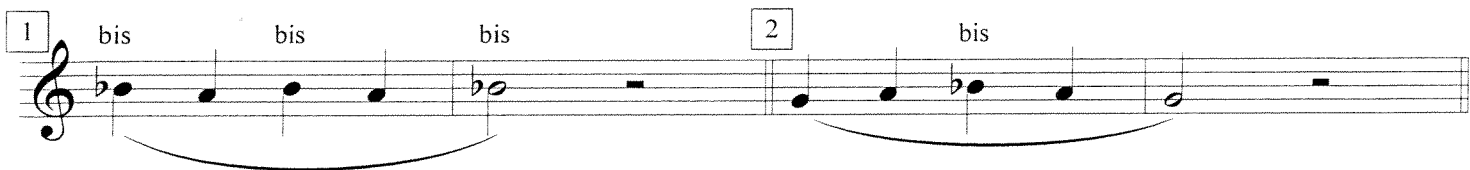
THE USES OF SIDE AND BIS B-FLAT ON SAXOPHONE

*There are two standard fingerings for B-flat on the saxophone.
These fingerings are "Side B-flat" and "Bis B-flat."*

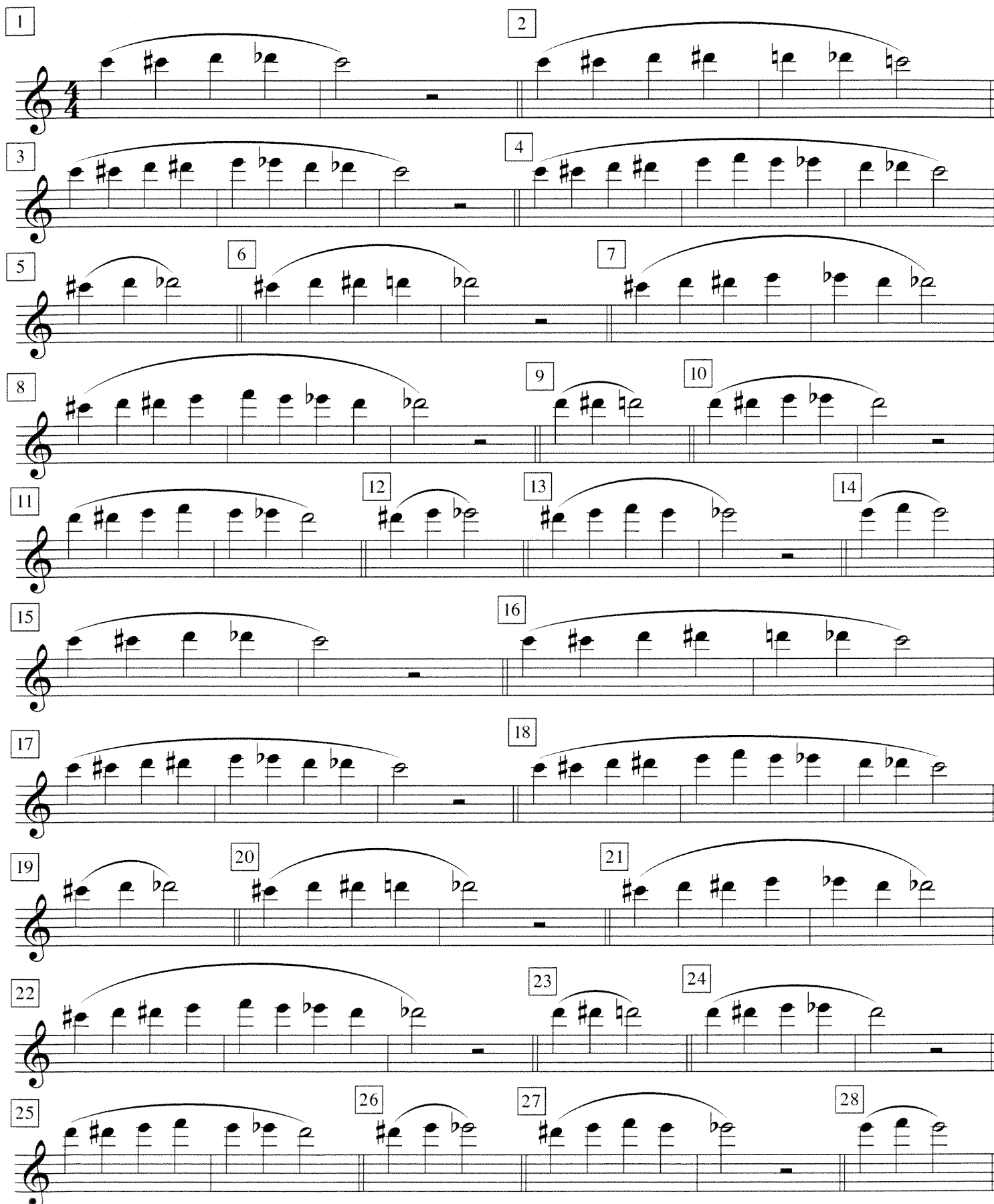
The side fingering is used when the A#/Bb is located beside a B-natural or C.



Bis B-flat is used when coming from or going to any note other than B or C.



SAXOPHONE PALM KEY EXERCISES

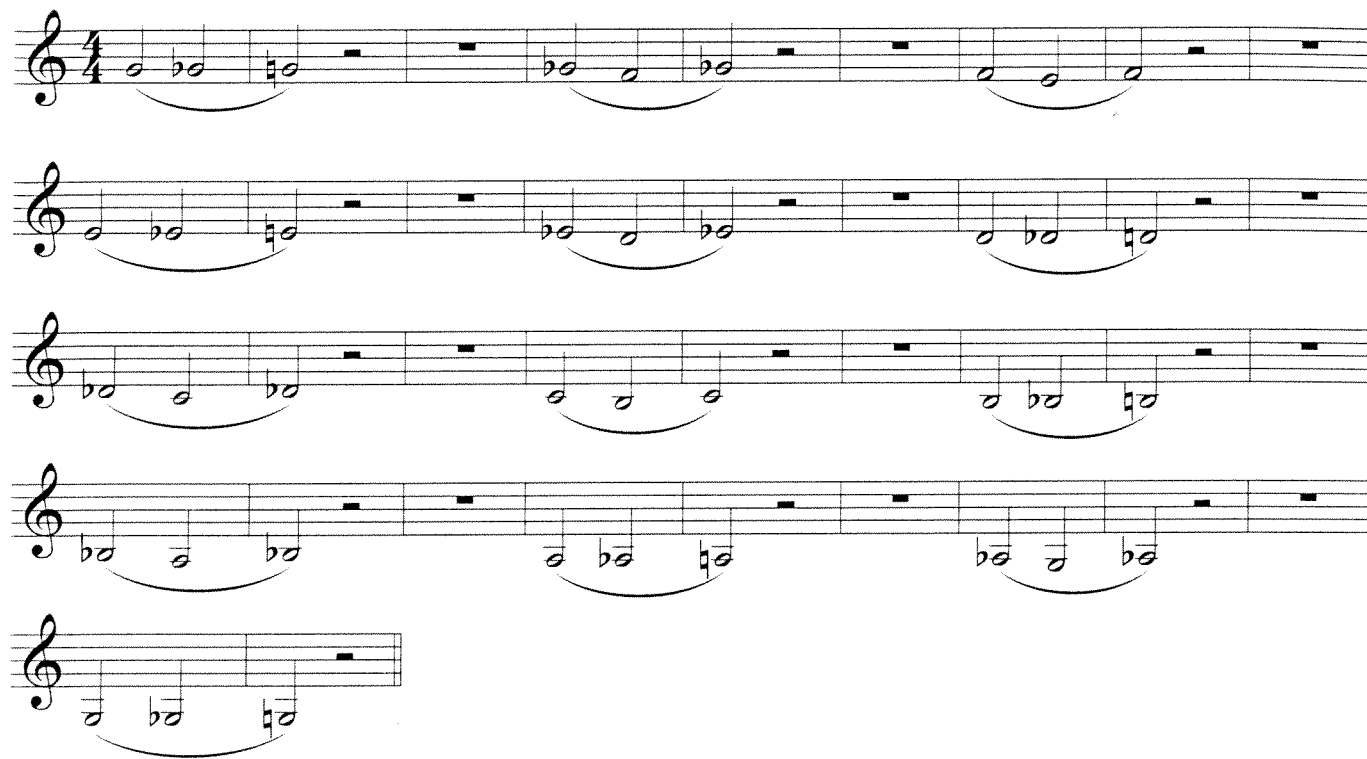


This sheet music contains 28 numbered exercises for saxophone palm keys, arranged in four rows of seven exercises each. Each exercise is written on a single staff in 4/4 time, featuring a treble clef and a key signature of one sharp (F#). The exercises are designed to be played as single-breath phrases, indicated by a slur over the notes. The notes are primarily eighth and quarter notes, with some exercises including a final half note. The exercises are numbered 1 through 28, with some exercises (e.g., 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28) being repeated in a sequence.

CORNET CHROMATIC WARM-UP

DESCENDING/ASCENDING

1

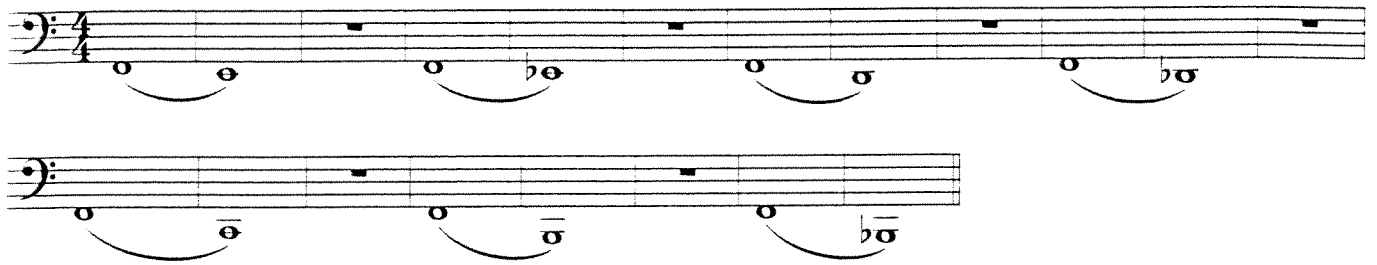


2

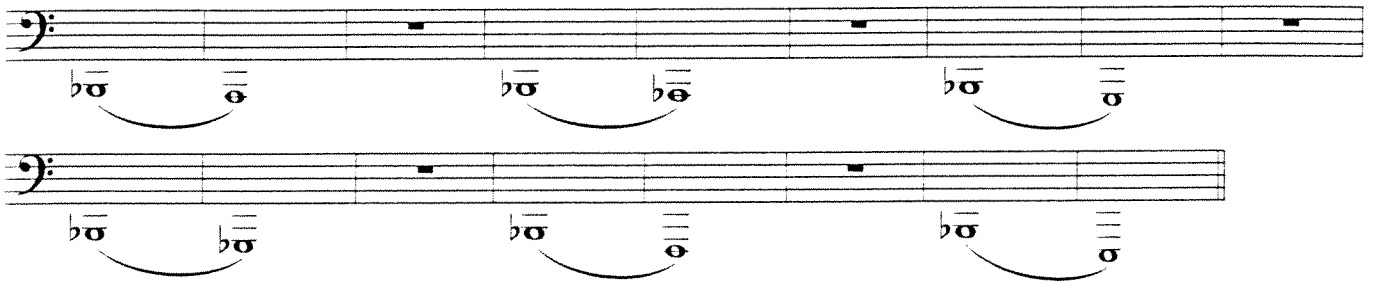


TUBA WARM-UP SHEET #1

1



2



3



4



5



2015-2016 Band Fees Breakdown

Symphonic 1 Band

- \$10 Band T-shirt
select size: S M L XL
(Required uniform for select performances)
- \$10 All-Region entry fee
(Required for all Symphonic 1 students. Each student in Region 25 is required to pay the entry fee to be allowed to audition for the all-region band)
- \$7 MISD Ensemble Festival fee
(Required for all students. The entry fee pays for judges and awards)
- \$8 MISD Solo Festival fee
(Required for all students)
- \$40 Master-class/Clinician fee
(This covers costs of all-region master-classes, and select master-classes with visiting clinicians throughout the school year)
- \$25 Contest Entry Fee

\$100 Total band fees

Optional Add-Ons:

- \$10 **Pool Party** - Rodenbaugh Natatorium 8/29/15
- \$20 **DMS Band logo hoodie**
please select a size (circle one): **S M L XL**
- \$8 **DMS Band decal sticker**
Student Name: _____
- \$20 **DMS Band yard sign**
Instrument: _____
Student Name: _____

Total amount due: \$_____ (checks payable to - **Dowell BPO**)
(please ask about our available payment plans)

Student Name _____

Instrument _____

*All of the above fees are normally collected individually throughout the year. Collecting them up front saves us all time during the school year. We will still fundraise throughout the year to cover other operational expenses not covered in the above fees, such as private lesson scholarships, transportation costs, meals, sheet music, equipment needs, and contests entry fees.

Check # _____
Cash _____

2015-2016 Band Fees Breakdown

Symphonic 2 Band

- \$10 Band T-shirt
select size: S M L XL
(Required uniform for select performances)
- \$7 MISD Ensemble Festival fee
(Required for all students. The entry fee pays for judges and awards)
- \$8 MISD Solo Festival fee
(Required for all students)
- \$40 Master-class/Clinician fee
(This covers costs of all-region master-classes, and select master-classes with visiting clinicians throughout the school year)

\$25 Contest Entry Fee

\$90 Total band fees

Optional Add-Ons:

- \$10 **Pool Party** - Rodenbaugh Natatorium 8/29/15
- \$20 **DMS Band logo hoodie**
please select a size (circle one): **S M L XL**
- \$8 **DMS Band decal sticker**
Student Name: _____
- \$20 **DMS Band yard sign**
Instrument: _____
Student Name: _____

Total amount due: \$_____ (checks payable to - **Dowell BPO**)
(please ask about our available payment plans)

Student Name _____

Instrument _____

*All of the above fees are normally collected individually throughout the year. Collecting them up front saves us all time during the school year. We will still fundraise throughout the year to cover other operational expenses not covered in the above fees, such as private lesson scholarships, transportation costs, meals, sheet music, equipment needs, and contests entry fees.

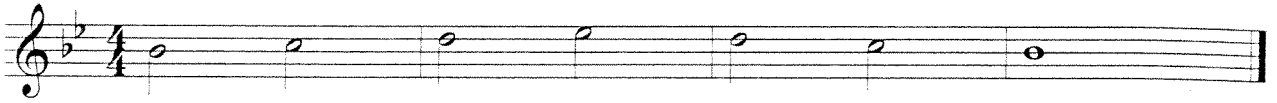
Check # _____
Cash _____

Concert Bb Scale Study

Your Key of Bb

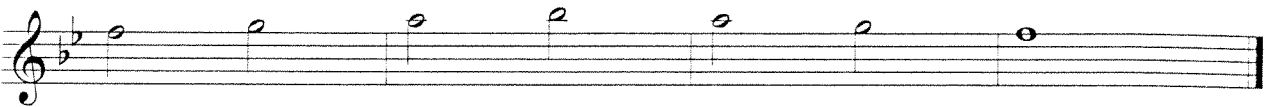
1

Bb Tetrachord - 1st Octave



2

F Tetrachord - 1st Octave



3



4

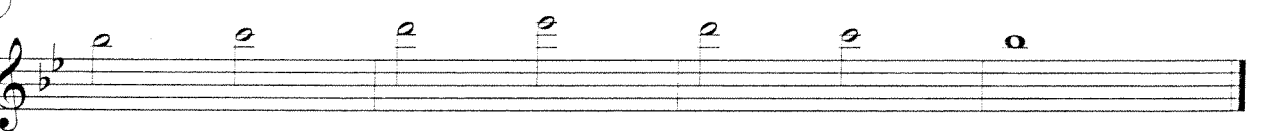


5



6

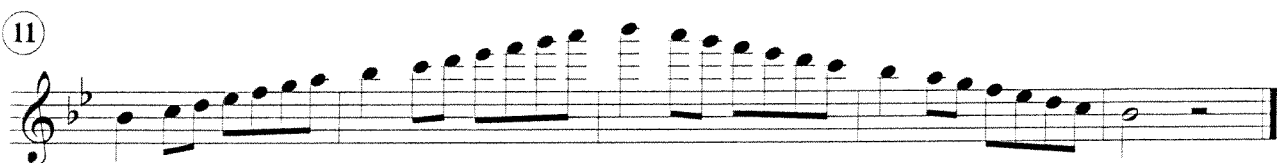
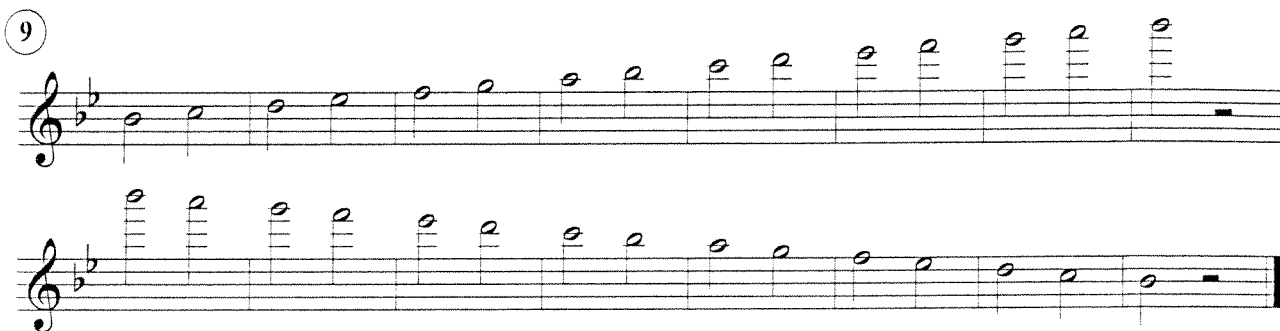
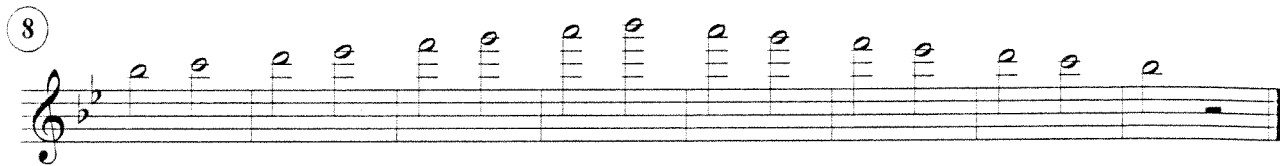
Bb Tetrachord - 2nd Octave



7

F Tetrachord - 2nd Octave





Flute

All-Region Scales

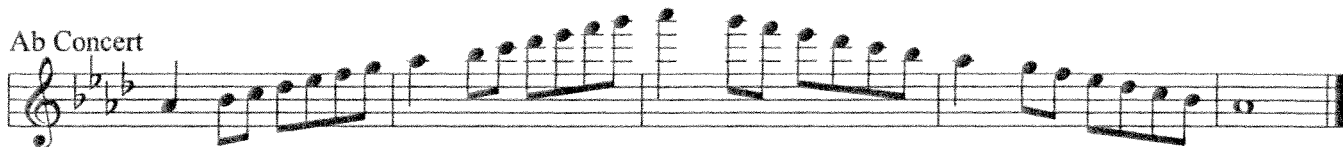
Bb Concert



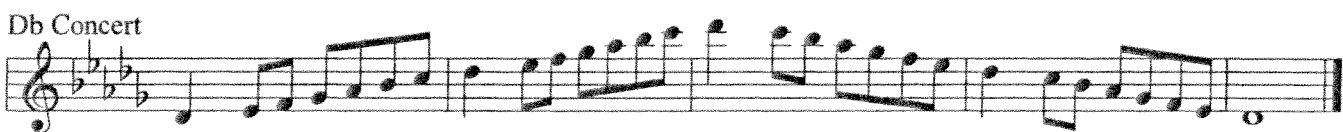
Eb Concert



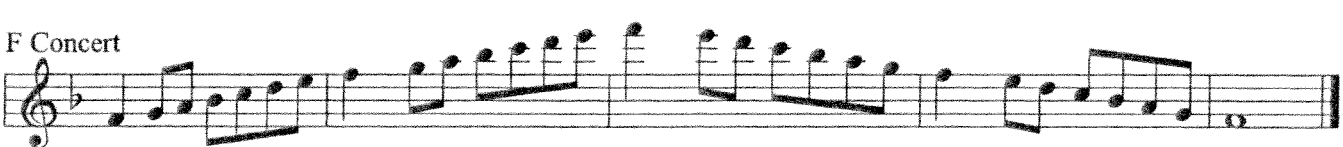
Ab Concert



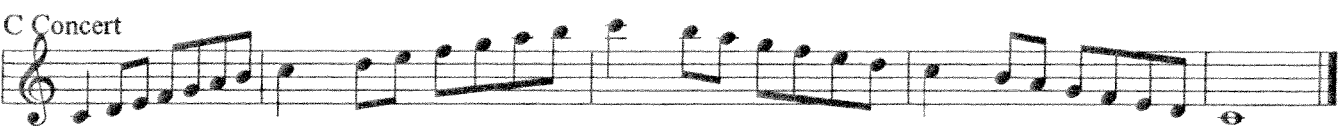
Db Concert



F Concert



C Concert



G Concert



Chromatic Scale



ARTICULATION SERIES

John Benzer

1 2 3 4 5 Legato 6

7 Long-Lifted (think "dah/daw") 8 9 Staccato (think "tone") 10

11 12 13 14 15 16 17 18

19 20 21 22 23 24 25 26

27 28 29 30 31 32

33 34 35 36 37 38

39 40 41 42 43 44

45 46 47 48 49 50

51 52 53 54 55 56

The musical notation is presented on a single staff with a common time signature (C). The series consists of 56 measures, grouped into eight sets of seven measures each. Measures 1-6 show a half note, a whole rest, a half note, a whole rest, a half note, a whole rest, and a half note. Measures 7-10 show a half note, a whole rest, a half note, a whole rest, a half note, a whole rest, and a half note. Measures 11-18 show a half note, a whole rest, a half note, a whole rest, a half note, a whole rest, and a half note. Measures 19-26 show a half note, a whole rest, a half note, a whole rest, a half note, a whole rest, and a half note. Measures 27-32 show a half note, a whole rest, a half note, a whole rest, a half note, a whole rest, and a half note. Measures 33-38 show a half note, a whole rest, a half note, a whole rest, a half note, a whole rest, and a half note. Measures 39-44 show a half note, a whole rest, a half note, a whole rest, a half note, a whole rest, and a half note. Measures 45-50 show a half note, a whole rest, a half note, a whole rest, a half note, a whole rest, and a half note. Measures 51-56 show a half note, a whole rest, a half note, a whole rest, a half note, a whole rest, and a half note. The notation includes various articulation techniques such as slurs, accents, and staccato markings.

ARTICULATION SERIES

This musical score, titled "ARTICULATION SERIES", contains measures 57 through 111. The notation is organized into ten horizontal staves, each containing a sequence of measures. Measures 57-62, 63-68, 69-74, 75-80, 81-86, 87-92, 93-96, 97-100, 101-104, and 105-108 are written on a single-line staff with a treble clef. Measures 109-111 are written on a single-line staff with a bass clef. The notation includes various rhythmic values (quarter, eighth, and sixteenth notes), rests, and articulation marks (accents and slurs). Many measures feature triplets, indicated by a "3" below the notes. Measures 93-96 and 109-111 include a double bar line, suggesting a change in articulation or a section break. The final measure, 111, ends with a double bar line.

57 58 59 60 61 62

63 64 65 66 67 68

69 70 71 72 73 74

75 76 77 78 79 80

81 82 83 84 85 86

87 88 89 90 91 92

93 94 95 96

97 98 99 100

101 102 103 104

105 106 107 108

109 110 111