



## **"Where Exactly IS the Music?"**

***What to do after they think they have a piece learned"***

**Or**

**"Waiting for the Goosebumps"**

***Midwest Band and Orchestra Clinic***

***December 19, 2001***

***2:00 – 3:00 pm***

***Williford Room***

***Deborah Perkins, Ph. D.***

**Musicality and Artistry- Daring to go beyond the technique  
"Expectations of Excellence"**

**Basic fundamentals must be in place- no exceptions**

**Music must meet the technical needs of the students-**

Music selection is the most important job

Choose music with which you can experiment



**The Artist's Palette- Tools for Musical Expression**

**Dynamics**

**Tempos**

**Style**

**Tone Quality**

**Phrasing**

**Melody vs. Harmony**

- Voicing and Balance

**Music is so subjective** –Because it is so subjective, we have to teach them the difference between **musical and unmusical**

**The Notes are the Vocabulary- the poetry is the *bow***

- Need to match direction as well as...
  - Bow placement- bow pressure and bow speed

**How do we accomplish all this and remain sane?**

- Can not over program
- You must actually **listen** to what the students are playing
- Do not to sing or play along; it clouds (covers up) reality
- Use technology- audio and videotapes.
- Get clinicians into your classroom

**If we start with the music, the notes will follow...**

