The Symphony Orchestra: Keeping it Off the Endangered Species List
Midwest Clinic
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International Ballroom, Hilton Hotel, Chicago

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Assisted by:
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If our art form is to survive, we must be the standard bearers, the banner carriers

It is our responsibility to pass on musical heritage
  Past great composers
  Perform music of today’s composers

Expose students to the “classics”
  Bring music to the rehearsal room

Franz Joseph Haydn—104 symphonies
  Composed music for a prince (luxury not enjoyed by all composers of his time)
  Experiment like a scientist
  Invented symphony orchestra

Advocates/promoters of school symphony orchestra
  Marshall High School Music Department, Chicago Public Schools

Important medium for teaching musicianship
  Stretch students

Ideal world, orchestra would rehearse daily
  Harrison High School Orchestra, Lakeland, Florida

Issues of scheduling, facilities, recruitment, before/during/after school rehearsals
  Each of these topics is a session in and of itself—not enough time today

Repertoire, Repertoire, Repertoire—key to success
  Must be challenging, of the highest quality, meet needs of students
  Concertos—Okemos High School Orchestra, Okemos, Michigan
  Music with solo spots

Effective Rehearsals
  Get together with winds/percussion BEFORE large group rehearsals
  Become acquainted with students
  Students begin to learn style/expectations of director
  Make winds/percussion players feel like a part of the orchestra
  Use rehearsal time wisely
  Give winds/percussion undivided attention
Mindset of wind players
   Aggressive, play with confidence (like a soloist)
   Project

Director with string background must add only one letter to vocabulary—L
   BOW/BLOW!!

Reverse vocabulary in rehearsals
   Strings—“more air”
   Winds—“off the string”

Unique characteristics of instruments
   Strings—delay
   Winds—anticipate

Seek expertise and knowledge of band/choir colleagues
   Total music department involvement

Get out of our comfort level
   Must practice what we preach—be confident, aggressive/assertive

Give the downbeat and listen
   Do we hear what we want to hear?
   Have preconceived ideas

“EVERY REHEARSAL MUST HAVE A MUSICAL MOMENT”
   Elizabeth A. H. Green

BIBLIOGRAPHY


