

“SPEAKING” OF BAND

USING STUDENT VOCALIZATIONS AND SINGING TO IMPROVE ENSEMBLE PERFORMANCE

(open rehearsal demonstration session)

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2015 NBA/IGSMA BAND DIRECTOR WORKSHOP

CLINIC OUTLINE

INTRODUCTION

•

REMOVING RESISTANCE

Director Assumptions, Starting Early, Humming

•

PITCH

Just Intonation, Student Pitch Awareness

•

STYLE & MUSICIANSHIP

Pronunciation, Empowering Your Expressive Voice

•

RHYTHM & VERTICAL ALIGNMENT

Tracking, Giving Energy to Rests

•

TONE & TECHNIQUE

Mouth shape, Range, Multiple Tonguing

SOLFÈGE SEQUENCES

Standard solfège patterns, alternated with chorale repetitions to help with pitch, just intonation adjustments, ear training, and student pitch awareness. Design your own patterns to assist your students with problems they are having.

Singing Exercise #1

| | | | | | | | | |
|----|----|-------|----|-----|----|-------|----|----|
| 1 | 2 | 3 | 4 | 5 | 4 | 3 | 2 | 1 |
| Do | Re | Mi/Me | Fa | Sol | Fa | Mi/Me | Re | Do |

Singing Exercise #2

| | | | | | | | |
|----|----|----|-------|----|----|----|-----|
| 1 | 2 | 1 | 3 | 1 | 4 | 1 | 5 |
| Do | Re | Do | Mi/Me | Do | Fa | Do | Sol |

| | | | | | | | |
|-----|----|-----|-------|-----|----|-----|----|
| 5 | 4 | 5 | 3 | 5 | 2 | 5 | 1 |
| Sol | Fa | Sol | Mi/Me | Sol | Re | Sol | Do |

Singing Exercise #3

| | | | | | | |
|----|-------|----|----|-------|-----|----|
| 1 | 3 | 2 | 4 | 3 | 5 | 4 |
| Do | Mi/Me | Re | Fa | Mi/Me | Sol | Fa |

| | | | | | | |
|-----|-------|----|----|-------|----|----|
| 5 | 3 | 4 | 2 | 3 | 2 | 1 |
| Sol | Mi/Me | Fa | Re | Mi/Me | Re | Do |

At this point students are ready for more difficult exercises. Try to trick them (at times), but don't throw too much at them at once. When things go awry, bring them back home (tonic) and teach them how to hear the interval they missed.

For example, if the students are having trouble hearing from 5 to 2:

| | | | | | | | | | | |
|----|-------|-----|-------|----|-----|----|----|-----|----|----|
| 1 | 3 | 5 | 3 | 1 | 5 | 1 | 2 | 5 | 2 | 1 |
| Do | Mi/Me | Sol | Mi/Me | Do | Sol | Do | Re | Sol | Re | Do |

The possibilities are endless.

Two-Part Example

| | | | | | | | | | | | |
|----------|---|---|---|---|---|---|---|---|---|---|---|
| Part One | 1 | 2 | 3 | 4 | 5 | 4 | 3 | 2 | 1 | | |
| Part Two | 1 | | | 2 | 3 | 4 | 5 | 4 | 3 | 2 | 1 |

A little each day goes a long way!!!!!!