BUT…I CAN'T DO THAT

(open rehearsal demonstration session)

CHIP DE STEFANO

VANDERCOOK COLLEGE OF MUSIC
6287 TEACHING THE MIDDLE LEVEL BAND

CLINIC OUTLINE

INTRODUCTION
Giving Advice, Director Assumptions/Excuses, Information Overload

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INTONATION
Chords, Melodic Line, Tutti, Accuracy to Pitch

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TONE QUALITY
Warmth, Resonance, Control, Clarity, Focus, Consistency, Likeness of Qualities

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BALANCE/BLEND
Balance of Sections/Ensemble and Blend of Individual Instruments

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INTERPRETATION AND MUSICIANSHIP
Artistry, style, phrasing, tempo, dynamics, emotional involvement, expression

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FLUENCY OF TECHNIQUE
Attacks/Releases, Control of Ranges, Mechanical Skill, Articulation

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RHYTHMIC ACCURACY
Accuracy of Note and Rest Values, Duration, Pulse, Steadiness, Accuracy of Meter, Vertical Alignment, Precision

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STAGE PRESENTATION
Posture, instrument position, uniformity of appearance

DE STEFANO-ISMS

I find myself saying these things all the time. Maybe they'll help you too.

INTONATION

"Anticipate what that chord is going to sound like before we play it."

"We're making a nice adjustment on that chord, but it's taking too long. Adjust before you play the note, please."

"If you hear that it's out of tune, the only wrong answer is to do nothing."

"Make sure you're listening to _____. They have the same thing as you an octave lower"

"Ugh."

TONE

"Should our _____ affect our tone?"

"Let's see if we can protect those notes (upper register WW usually), by playing softer"

BALANCE/BLEND

"Listen 'through' down to the lowest sounding instrument"

(usually to upper wws) "Let's take that down an octave"

"Fit your sound into the sound of the person next to you"

INTERPRETATION AND MUSICIANSHIP

"One energy" (John Hagstrom)

"Low leads to high, high leads to low, short leads to long" (Ed Lisk)

FLUENCY OF TECHNIQUE

"It's about evenness, not speed."

"Make a big deal out of the small notes" (Don Owens)

"Fast is the same as slow, only faster"

"Worry about your tone, not your fingers"

"We're not going to wait for your fingers. They'll just have to catch up."

RHYTHMIC ACCURACY

"It's my job to set the tempo. Who's job is it to maintain the tempo?" (each kid should answer "mine")

"If you're going to jump on a moving train, step one is to run along side it.)"

STAGE PRESENTATION

"What would a professional do?"

GENERAL

"No one cares about ordinary."

"It's not my job to get you to play your best. That's your job. My job is to make your best better, which is impossible if you're not doing your job."

Judge's sheet

Chorale Pages

Solfege sequences

Sample practice sheet

Fix-it sheets