



Teaching New Dogs Old Tricks

CLINICIAN:
Larry Clark

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Texas Bandmasters Association 2011 Convention/Clinic



JULY 24-27, 2011
HENRY B. GONZALEZ CONVENTION CENTER
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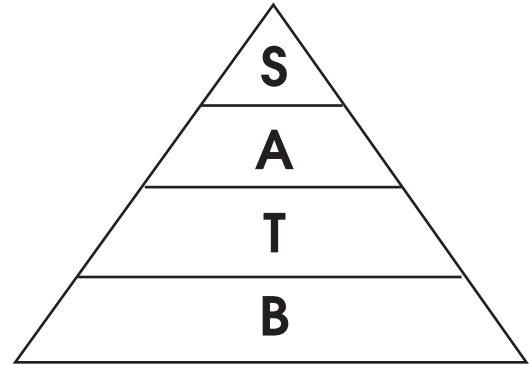
Teaching New Dogs Old Tricks

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- I. Rehearsal Preparation
 - A. Study the Score
 - B. Study the Parts – edit parts if necessary
 - C. Plan rehearsal – have goals – tell students what they are – achieve them

- II. Starting the Rehearsal
 - A. Tuning
 - B. Warm-up – teaching tone quality – use of air
 - C. Technique building – scales and slurs
 - D. Musicianship building – play lyrical music



- III. Balance
 - A. McBeth Pyramid
 - B. Insist on – it's about listening
 - C. All dynamic levels

- IV. Articulation styles
 - A. Slurred  connected
 - B. Legato  pulsed
 - C. Natural  almost connected
 - D. Staccato  light and separated
 - E. Accent  more weight and separated

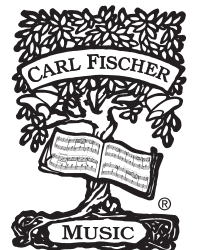
- V. Other stuff
 - A. Start a crescendo softer than the preceding phrase so that there is room for an effective change in volume without disturbing tone quality
 - B. Do not take a breathe at the end of a crescendo
 - C. Make the beginning of the diminuendo the climax of a crescendo
 - D. 99% of the time if it is played the same way, the conductor or judge will not comment
 - E. Emphasize accidentals
 - F. Do something with long notes

- VI. Resources
 - A. Effective Performance of Band Music – W. Francis McBeth
 - B. Music for Concert Band – Joseph Kreines
 - C. Alternative Rehearsal Techniques – The Creative Conductor – Edward Lisk
 - D. Exercises for Ensemble Drill – Raymond Fussell
 - E. Connections – Larry Clark and Sean O'Loughlin

VII. Great Quote!

If it's dotted...crescendo it
If it's tied...crescendo it
If it's syncopated...crescendo it
If it's clashes...crescendo it
If the melody descends...crescendo it
If the note sustains...crescendo it
If note repeats...crescendo it
If it's marked...crescendo it
If I tell you...crescendo it

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