



Teaching New Dogs Old Tricks

CLINICIAN:

Larry Clark

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Texas Bandmasters Association 2014 Convention/Clinic



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HENRY B. GONZALEZ CONVENTION CENTER

SAN ANTONIO, TEXAS

Teaching New Dogs Old Tricks

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I. Rehearsal Preparation

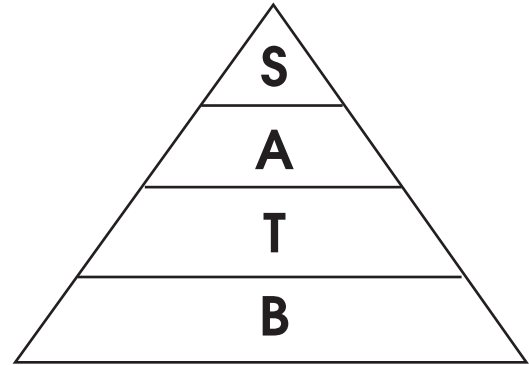
- A. Study the Score
- B. Study the Parts – edit parts if necessary
- C. Plan rehearsal – have goals – tell students what they are – achieve them

II. Starting the Rehearsal

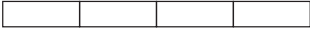




- A. Tuning
- B. Warm-up – teaching tone quality – use of air
- C. Technique building – scales and slurs
- D. Musicianship building – play lyrical music

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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