



**Texas Bandmasters Association  
Convention/Clinic July 22-24, 2021**

**Round Two: FIGHT!**

**CLINICIAN:  
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**HENRY B. GONZALEZ CONVENTION CENTER - SAN ANTONIO, TEXAS**

# Round 2: **FIGHT!**

## Sound Priorities, Realistic Goals, Culture

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### CONFIDENCE

*Confidence is built through success on easy skills.*

- Full, block band exercises/fundamentals
  - Start ridiculously simple
    - Concert F!
    - "Melodianne"
    - Move to models when confidence has been built
- Rhythm Chart work
- Beginner Book, Book 2, etc
  - Teach like beginner band
  - Delay full band pieces initially
- Flex pieces

### LISTENING & MATCHING - ear opening exercises

*Tone, volume, balance*

- Down the Row / Around the room
  - By section
  - By individual
  - **YOU MUST GIVE FEEDBACK**
    - Lots of open talking about what we hear
      - Specific words (build vocabulary) & means of improvement
      - Don't just glorify those already sounding awesome
        - Huge celebration with IMPROVEMENT
        - Most improved from day to day
    - Teach kids to value the *sound* we want
    - They want *accuracy*
- Tone models
  - 8th vs. 7th?
  - Section vs. band
  - Tone models vs. band
    - Eventually Tone Flute vs. flutes, Tone Oboe vs. oboe, etc...around the room
    - Which section matched their model the best?

Is it an important fundamental?  
Find a way to make it a matching game!

- Hired & Fired
  - **YOU MUST GIVE SPECIFIC FEEDBACK**
  - A chance to redeem everyday
  - Hired groups vs. fired group
    - Eyes closed?
    - Discuss

*Give them explicit permission to experiment IN CLASS.*

## **AWARENESS** - mental engagement

*Do you know what's going on?*

- Passing exercises
  - Remingtons (1a)
    - Everyone plays same 2 measures by section to compare
    - Flutes play 1-2, Oboes play 3-4, Clarinets play 5-6, etc... (start over)
    - Flutes play 1-2, Band answers; Oboes play 3-4, Band answers; etc...
    - By person
  - Lip slurs
    - Pass same position/slur around the band
    - Flutes play 1st slur, Oboes play 2nd, etc... (start over)
      - Can brass come in on correct partial?
      - Do you even know where we are?
      - Bep and finger along
  - Pattern 1
    - Assign measures
      - Woodwinds, brass, percussion
      - Highs, lows
      - 8th, 7th
      - Dogs, Cats
  - Any fundamental exercise
- Silently bring in the next random instrument/person

## **WATCHING**

*There is no lag in the band hall.*

*Watching is more than tempo.*

- Forced communication with you, not just tempo
  - "Melodianne" exercise
  - 1a
    - Pause, make them wait to bring them back in
    - In fermatas
      - All notes

- Middle notes (tuning also)
    - Last note, etc...
  - Lip Slurs
    - Number slurs (by position)
    - Show band which slur you want them to play
      - 1-2-1
      - 1-2-3-4-3-2-1
      - 5-6-5-6
      - Etc...
    - Teach using “Boring Lip Slurs”
  - Lip Slurs with fermatas
    - On last note, count back in silently
    - Fermata the rest & silently count back in
      - Next level = turn off met during rest, Turn back on *sometimes* at a new tempo
- Changing tempo
  - 8 quarter notes
    - Count or Tah first
    - Articulated 8 count concert F with no met
    - After a couple of rounds, stop conducting, count back in at new tempo
    - Are they watching? Are they processing?
    - Same thing on 8th notes
    - Woodwinds only, brass only, percussion only
    - By section, etc...
  - Constant quarter notes
    - Count or Tah first
    - Gradual tempo changes
    - Same thing on 8th notes

## SUBDIVISION

*Internal and demonstrated*

- Remingtons as written then with 8th or triplet subdivision
  - Then alternate 8ths & triplets
  - Brass BERP while woodwinds subdivide, switch
  - Vibrato instruments sometimes subdivide with pulses instead
    - Helps build control in vibrato
- Foundations for Superior Performance page 3
  - Write in subdivision to internalize during rests
  - Make them verbalize as soon as they prove they are note internally switching subdivisions

- Half met!!! (cut time)
  - On EVERYTHING as soo as they are comfortable with exercise
  - Set HD on Beat 2
    - Pull quarter note lever down = 1/2 met
    - Same thing as putting tempo on half tempo & adding 8ths
  - Foot stays in normal time
  - Go back and forth between normal and half
- Quarter met!!! (in 1)
- Turn volume all the way down and then return
  - Are they still with the met?

## CULTURE

*Culture is a direct result of how the process affects our students.*

### Process

- Pedagogy
- Rehearsal format
- Assigned importance
- *Our* attitude, *our* interaction with the students

## WHAT DO YOU WANT TO CHANGE?

*We should re-examine our processes and our goals EVERY YEAR.*