



**Texas Bandmasters Association
Convention/Clinic July 21-23, 2022**

**Mariachi Success: Creating, Establishing,
and Believing the Process to Realizing the
Outcome**

CLINICIANS:

**Hector Bermea, Maria Sandoval-Moreno,
Marta Ocampo, Ed Zamorano**

**DEMO GROUP: Mariachi Espuelas de
Plata, North Side HS**

SPONSOR: TAME



TAME Middle School State Festival

Maria Sandoval-Moreno

Administration

- Make sure you tell your co-worker, head department, school principal and executive director of fine arts about the opportunity of performing at the TAME Middle School State Festival. Discuss and inform them of the benefits of this student contest.

Rehearsals

- Talk to the students of the opportunity and the benefits of attending TAME Middle School State Festival. Have them buy into expected after school rehearsals/sectionals. Be prepared to do full rehearsals two weeks before the event.

General Requirements

- One Son Jalisciense
- One or two pieces of contracting styles
- Suggestions:
 - Showcase strong instrumentalists
 - Showcase strong vocals
 - Solos or Group
- This will be a ratings-based contest similar to the UIL State Mariachi Festival
- *More specifications on performance requirements to come soon*

Itinerary

- Detailed informational guide for administration, parents, and students.
- Plan a meeting with parents to inform them of the festival schedule and travel plans.

Enjoy Performance

- It is a privilege and an educational journey to perform at the TAME Middle School State Festival. You are representing your district and your community. A well-prepared ensemble leads to an enjoyable performance for students, educators, and audience.

Selecting Music for the Needs of Your Program

Hector Bermea – TBA Clinic 2022

I. Considerations before selecting music:

- **What unique weakness does your ensemble/program possess?**
 1. Sectional weaknesses within the ensemble
 - Violins
 - Trumpets
 - Armonia
 - Voices
 2. Lack of time for preparation within the program
 - After-school only
 - Only during class
 - Block Scheduling
 - Sharing of student time with other extracurriculars
 - Students with delayed starts on instruments
 3. Other weaknesses may affect a program
 - Student Work Schedules
 - Students watching their siblings after school
 - Student gigging group conflicts
 - Student Grades/Truancy
- **What unique strengths does your ensemble/program possess?**
 1. Sectional Strengths
 - Violins
 - Trumpets
 - Armonia
 - Voices
 2. Student Attributes
 - Student Character/Leadership
 - Individual Student Musical Abilities

- **Vision and Direction**

1. The Director

- What are your strengths? What are your weaknesses?
 - Knowledge of instruments
 - Knowledge of styles
 - Knowledge of repertoire
 - *You can't choose songs you don't know about.*
 - *Don't choose a song you don't fully understand.*
- What music do you believe in? Why?
 - What are you passionate about?

2. The Vision

- What identifying characteristics do you desire for your program?
 - Decide style preferences for sones, rancheras, boleros, etc.
 - Make sure they fit your set of strengths as an educator

II. Considerations while selecting music:

- **Finding Music – *Going down the rabbit hole***

1. YouTube
2. Spotify – <https://open.spotify.com/playlist/50OuknhK3YB7SW94FWGTeQ?si=9f53d6188bbc4c85>
3. Albums/Records
4. Listen for potential

- **General Considerations**

1. Fits sectional/individual strengths of your ensemble while also hiding weaknesses
2. Fits the strengths and hides weaknesses of the educators
3. Aligns with the vision for your program
4. Is the song/arrangement overdone?
5. Is it “too” well-known?
6. Have music tailored to your group
7. Do I like it? Do I believe in it? Why is it good?
8. Does it straddle the line between attainable and unattainable for the students and directors?
9. Find someone to bounce off ideas with

The Details of Appearance and Staging for Mariachi – Marta Ocampo

When considering the appearance of the mariachi musician and ensemble, bear in mind this is primarily a cultural ensemble. Mexican cultural norms should take precedence in deciding the appropriate look for your ensemble.

I. Grooming:

a. Men's Hair:

- i. Clean cut
- ii. Long hair is not preferable in men. If need be, it should be pulled back in a ponytail, slicked, and out of the face.
- iii. Curly long hair must be slicked backed and out of face.

b. Men's Facial Hair:

- i. Beards and mustache must be groomed and approved by director



c. Woman's Hair:

- i. Hair should be pulled back in a ponytail, slicked, and out of the face.
- ii. Part hair in a similar style.
- iii. If using braids, they must be the same.



II. Make up:

- a. Girls:
 - i. Foundation
 - ii. Eye shadow
 - iii. Eye liner
 - iv. Eye lashes



III. Traje:

- a. Traditional Trajes
 - i. Two Piece Traje



- ii. Three Piece Traje



b. Alternative Traje



- i. Long sleeve collared shirt must be the same.
 1. Pick a color
- ii. Girls with long skirts
- iii. Boys with dress slacks

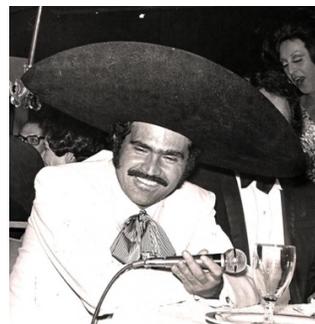
IV. Mono (for shirt)

- a. Style up to director but should be the same
- b. Must be clean
- c. Must be crisp
- d. Hair bow for girls

V. Shoes:

- a. Botines:
 - i. Charol (shiny)
 - ii. Leather
 - iii. Botines with high heels for girls is an option.
- b. Must be the same. No street shoes.
 - i. Western boots are an alternative if they look the same.

VI. Sombrero is optional but adds a flare to the look. Also makes a nice visual.



VII. Earrings:

- a. Girls should be the same and large enough to be seen and add that special detail of bling!
- b. Boys: NO

VIII. Fingernails

- a. Must be painted the same.
- b. Fingernails should be short except for the armonia's right hand and harpists

IX. Extra Jewelry:

- a. NO!

X. When you are ready for an upgrade, there are a multitude of vendors that can help you.

XI. From the Maestro himself:



XII. When you have all the details down, move to the stage performance and all you can do with the space provided. Check out the video for the use of the stage space! Watch for transitions to match the music.

- a. https://www.youtube.com/watch?v=a0ZEE86_e1k