



**Texas Bandmasters Association  
Convention/Clinic July 20-22, 2023**

**A Jazz Rehearsal Snapshot**

**CLINICIAN:  
Maria Coronado**

**Demo Group: Harlingen HS Jazz  
Ensemble**

# A Jazz Rehearsal Snapshot

76th Annual Texas Bandmasters Association Convention/Clinic  
Saturday, July 22, 2023

Clinician: Maria Coronado, Director of Bands, Harlingen High School  
Demo Group: Harlingen High School Jazz Band

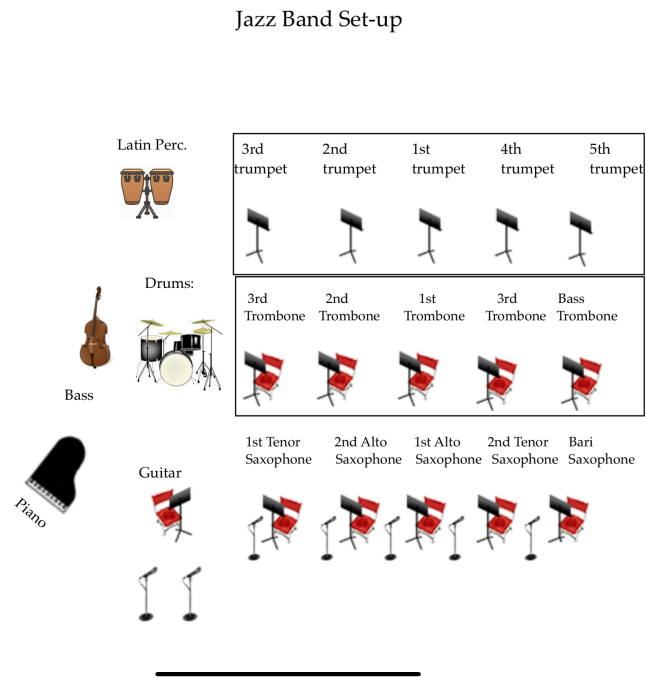
## Purpose

This clinic is an inside look at how you can cultivate the level of excellence by maximizing student learning during your jazz rehearsal.

## Plan the Work, Work the Plan

- Make sure to establish a warm up that will check off all the boxes for your jazz group.
  - Air movement
  - Front of sounds
  - Match game
  - Time
  - Tone/iTONation
  - Listening/Cross Listening
- Write down a set of short term goals and long term goals for your group. These should not only include what you want to accomplish with your jazz ensemble competitively, but what you want to accomplish daily leading up to your first performance.
- Use jazz vocabulary you are comfortable with- phrases that sound natural or relaxed- It's all in how you say/sing it!
- When selecting your program, make sure to consider the skill level of not only your experienced jazz musicians but your young jazz musicians as well.
  - Select varied styles you know your group can play at a high level
  - Careful when selecting level of difficulty
  - Keep in mind the outcome for your students- you want to build and sustain your program

## Things to consider



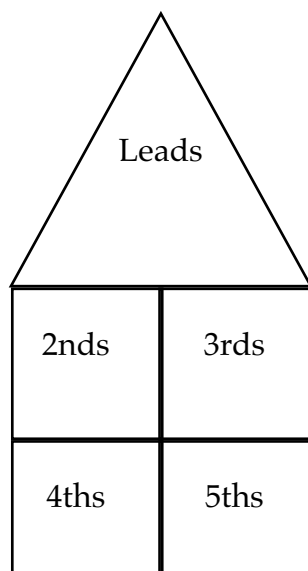
- Make sure the set up is ready for your first rehearsal when students enter the room. Also, make sure students know the blueprint for the set up.
- Make sure to check that left side is set up correctly. Know what you want to hear from left side equally to right side of your group.
- Have a microphone stand for your soloists even though you may not be at this stage yet (see chart above)

## Strategies for your warm up

Plan to spend a lot of time at the beginning of the year on your warm up in order to establish your concepts as well as the level of excellence you expect from your students. This will change as they progress.

- Let your rhythm section know what style you want them to play. The style should coincide with what you're starting chart for the day is as well as the objective of the day.
- In the beginning, keep it simple for the entire group: Bb scale in whole notes, play up to the 9th
- As you progress, increase the responsibility: Bb scale- flat 7th, Bb scale- flat 3rd and 7th
- Add rhythmic patterns that will compliment the style the rhythm section is playing.

- As you go through your process, make sure to stop when the group is not achieving at a high level so the expectation of excellence is established before you begin rehearsing your first chart.
- Ask questions (i.e. what do you hear, what did you think of the time, hows the intonation)
- Make sure students listen towards the “leads” and leads towards the rhythm section.



- As you progress, give the rhythm section more “fill in” responsibilities:
  - Drums: groove only, groove plus one fill, groove plus two fills, etc.....
  - Bass: whole notes, quarter notes, accent beats two and four, etc.....
  - Piano: whole notes in octaves, chords right hand only, chords in both hands
- Tune!

### Rehearsal Strategies

Consider the skill level of your jazz group then determine if from day one you will need to break up your rehearsal with sectionals or you can have a reading session before you break up into sectionals. Bottom line, sectionals are key to your success.

Sectional schedule example:

Monday & Wednesday= Saxes and Rhythm

Tuesday & Thursday= Brass and Rhythm

Friday= Full Band

You can do this regardless if you are the only director or you have a staff that can help. Make sure to give staff/ students what phrase you would like for them to work on and at what tempo. The rhythm section should always stay with you. When you begin your full rehearsal, start with the chart that needs the most attention but with a phrase that they play well in order to set their level of confidence.

- Have a “chunk” you want to rehearse. Know how you want that chunk to sound. Don’t try to conquer Mt. Everest in one day. It is very important that you try not to conquer long phrases, build it small to big.
- Have the rhythm section vamp while the winds position notes, vocalize when ready
  - “Let me hear the trombones at” .... Or “2nd trumpet, lead alto, and guitar let me hear you at” .....
- Take time to ask “what did you hear” after you give info
- Put all together and play the “chunk”
- Ask again “what did you hear?” “Did you hear who you match notes within the chord”
  - Are students listening for: matching tonal energies, time, intonation, cross listening
- For rhythm section (specifically drums)- same process as warm up- keep groove/ time then add fills
- Make sure students listen towards the “leads” and leads listen to rhythm section.
- Use your vocabulary!
  - Loo-dip, ooo-va, thooo-da
  - Dahht
  - Dit
- Tune chords while chops are fresh and retune when not :)
- Always keep your concert band sound and concepts in mind.
- Take your UIL listening concepts and apply them to your jazz band sound regardless of jazz style.
- Try to end rehearsal with their strongest sounding phrase or chart so the group is excited for the next rehearsal.

### **Final Thoughts**

- Take your group on the road; say “yes” to community functions.
- Don’t be afraid to enter a competition. This will encourage growth.
- Find a MENTOR
- Invite friends to listen
- Your music selections should be entertaining and educational.
- Your jazz group is an ambassador to your band program and school.