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Oct 1, 1956

Palama- Kiwanis Beginning BAND

OBJECTIVES:

To develop and train all band members the functions and procedures in band playing.

Ex. Who should turn the page when two persons are using one stand?

To point out group and ensemble playing rather than playing alone. Harmony with the group.

To develop good playing habits from the start.

To keep members and their instruments in playing conditions at all times.

Stresses for the beginner.

Embochure, Musical Notation, Breathing, Posture, Technic and Band discipline.

1. Embochure.

1- Use of sustain notes in the middle register.

2. Notation.

1- Learning the interrelationships between fractions and music meter.

2- Value of notes. Use of the blackboard in showing examples.

3- In band, calling upon the children orally and have them participate in the class.

3. Breathing. (Diaphrastically)

1- Showing breathing as in swimming.

2- Example of a baby breathing.

3- Doing forward bends.

4- Sitting with back bent forward and breathing.

5- Leaning against the wall.

6- Puffing as if you're tired.

7- Placing arm back of head, to prevent lifting of shoulders and chest breathing.

4. Posture.

1- Discipline from the beginning.

2- Sitting up straight with feet flat on the floor.

3- Standing, have the left foot slightly ahead of the right.

5.

Tongueing and Technic.

- 1- Single Tongueing. Use of the Syllables Ta, Tu and Te.
- 2- Procedure:

Breathe and in the exhaling, build up enough breath pressure in the mouth and release the tongue as if it were a valve.

6. Classroom Procedure.

- 1- Begin on time.
- 2- Break after 20 or 25 minutes of playing.
- 3- Use of the break for questioning and asking about other problems that come up.
- 4- No talking when instructor is talking and raising of hand when question is to be answered.
- 5- Use of Anecdotes and Analogies to keep the class lively and moving.
- 6- Stress on care of instruments and books as well as Palama property.

7. Embouchure procedure with different instrument.

1- Clarinet

Use of a medium soft reed.

The lower lip over the lower teeth forming a cushion for the reed.

Using the syllables (M) and (O)

Keep the chin pointed and flat.

2- Brass

Cheeks raised up as if smiling.

Buzzing of lips and use of the spit the hair of the lip method in lip flexibility and tongueing.

Chin flat and no air pockets present.

8. Book.

Easy Steps to the Band.

Juan Segura
[10-1-56 p. 2]

Private Clarinet

Half Hour Lessons
RUBANK Elementary Method

First Lesson

Get acquainted and observe the conditions of the instrument. Check the book and also the embouchure and breathing. Give lesson in posture and breathing. Have the student practice this at home. Also find out what level of playing he is at the present and starting him there with a review occasionally. Starting from the very beginning of the book with every student would be a waste of time, especially if there is music experience.

Second Lesson

Student should be checked on previous lesson and homework. If the child is an actual beginner his lesson would be almost like beginning band with the exception of more attention and speed. Other than a beginner, lessons covering technic and tone would be given.

Third Lesson

Stressing on daily practice and how to go about dividing up the time. Example: Fifteen minutes minor or major thirds slowly or long sustained notes. Ten minutes tonguing and Twenty-five minutes the lesson. The remainder of the time spent playing songs or reading meter.

In group lessons where students can practice together, I will have them check each other. This is one advantage of group lessons. Use of one person as an example in showing the mistakes.