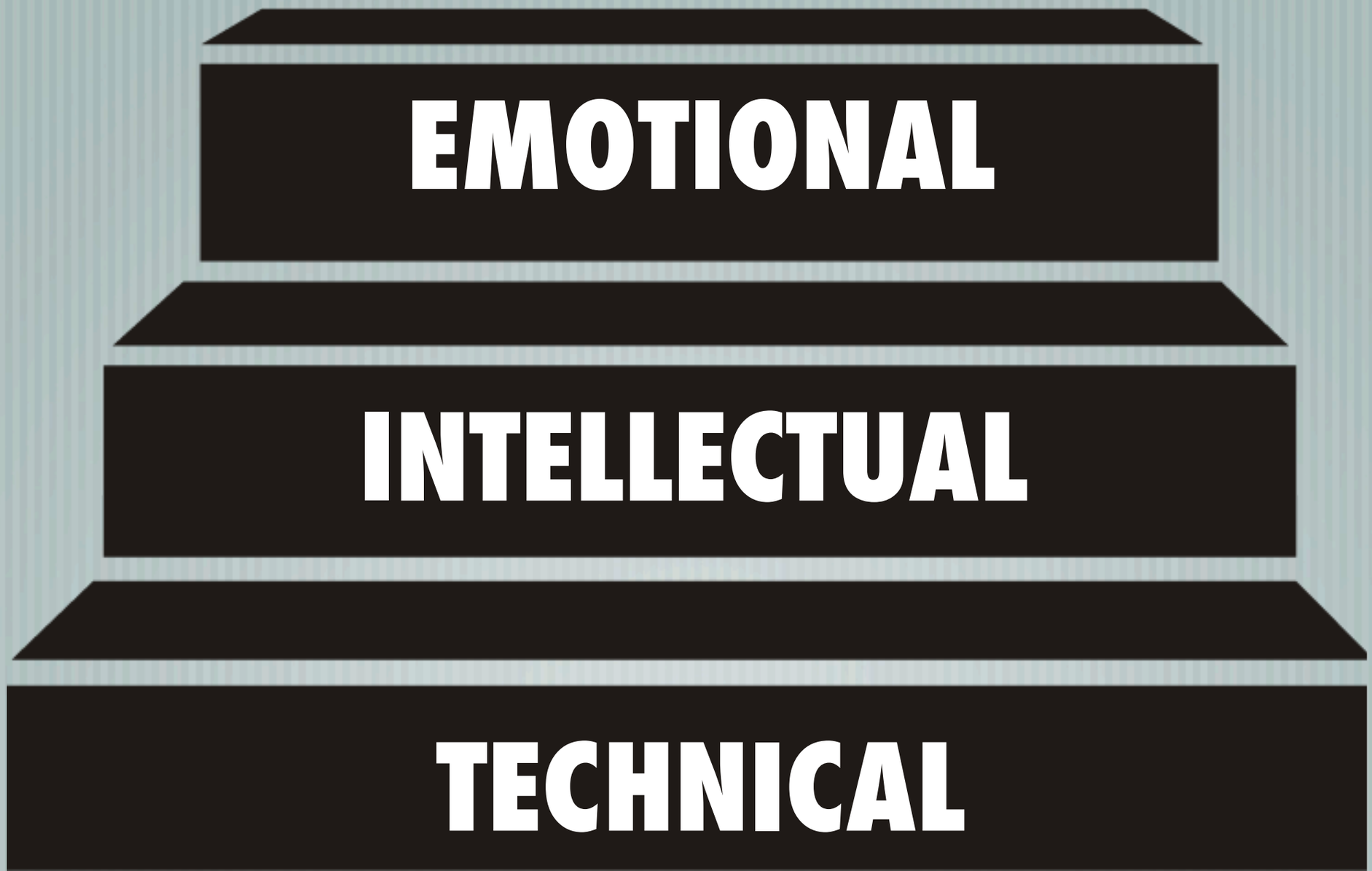
# BEYOND THE NOTES

**A Clinic for American Band College**

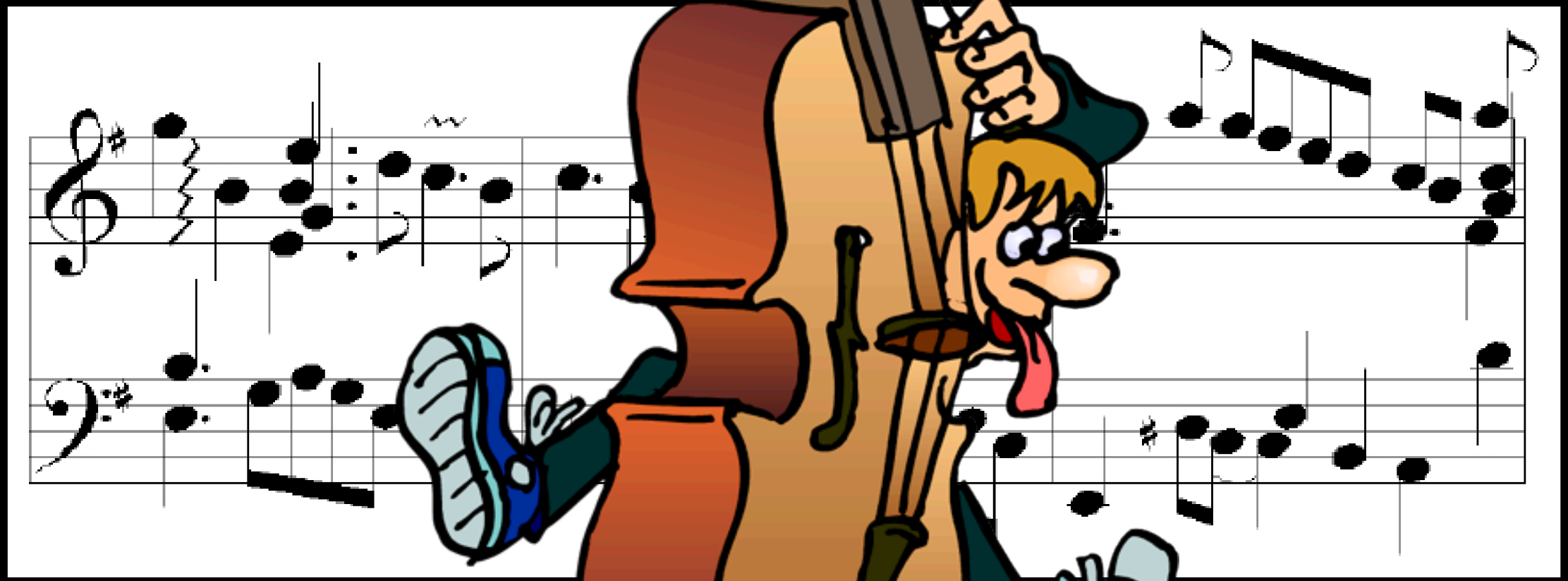
presented by:
Paula A. Crider

# THREE LEVELS OF PERFORMANCE:



- Technique. Wond[illegible] sound. All of this is sometimes a[illegible]onishing ... but it is not enough.

Pablo Casals



Perhaps they should have just thought the music,
then no one would have been the wiser.
(Except, perhaps, the tune itself.)

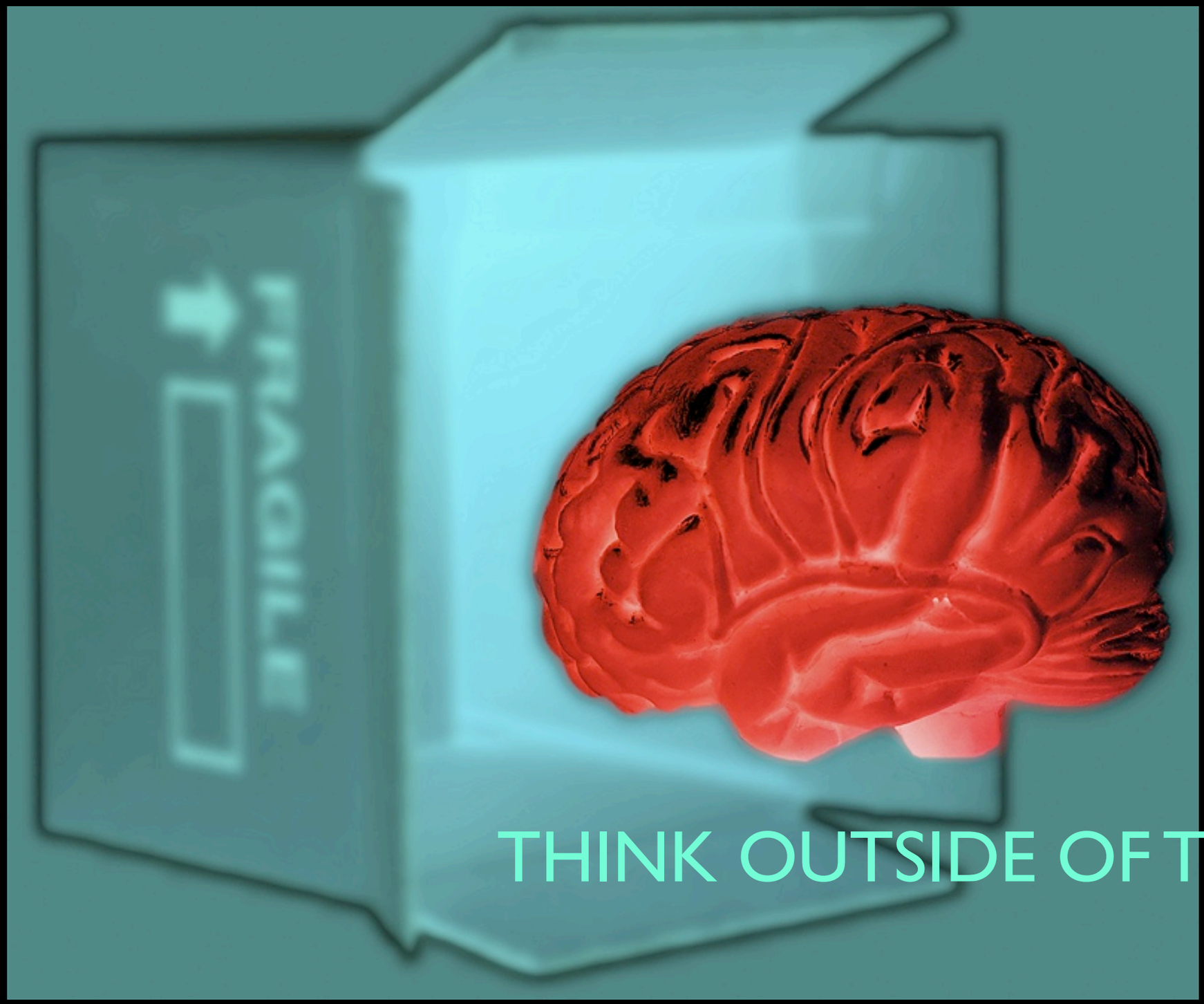
# Finding the path to true Musical Artistry

COURAGE PASSION DISCIPLINE HUMILITY

*BEYOND THE NOTES*

CONDUCTOR'S
INTELLECT
INFORMED MUSICAL OPINION

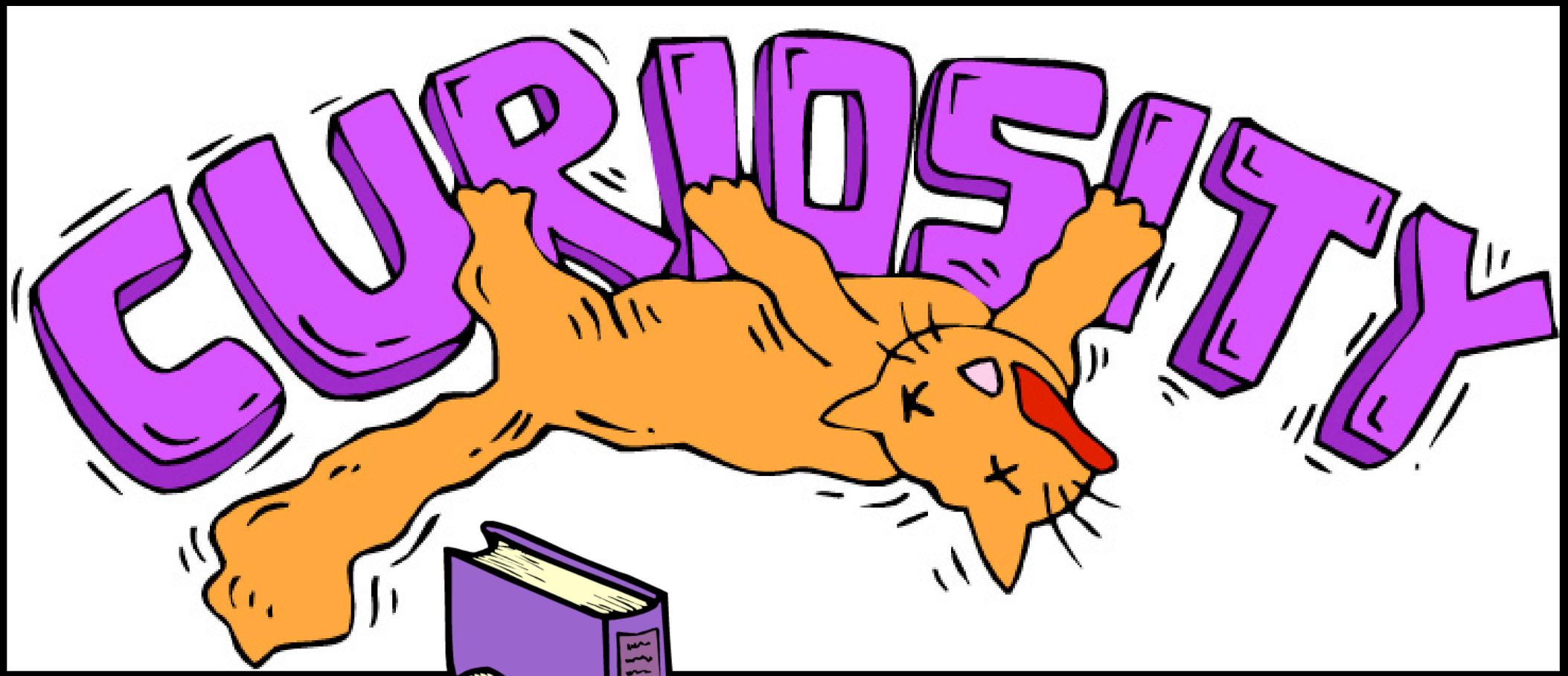
# INTELLECTUAL

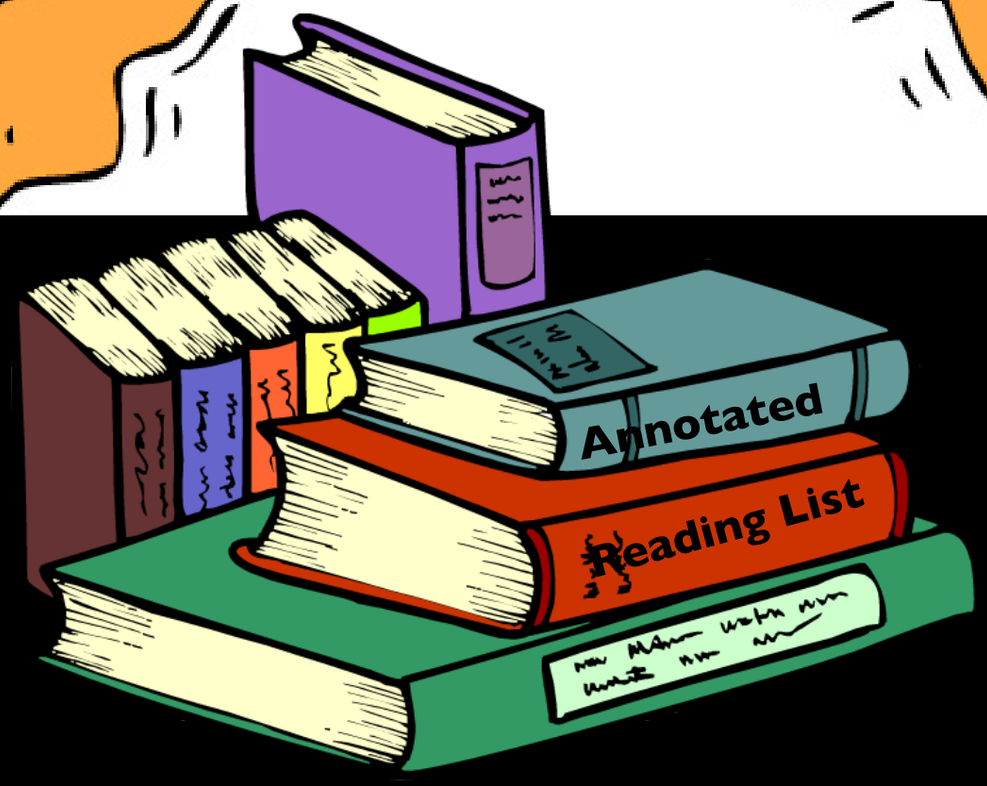


# KNOWLEDGE

Knowledge
is not
the filling of
a pail, but
the lighting
of a fire!

GREAT TEACHERS ARE LIFETIME LEARNERS


CURIOSITY


Annotated
Reading List

ON FIRE
!!!

WHATEVER
IT
TAKES!

INTELLECTUAL

# TEACH STUDENTS

- Analytical
- Creative
- Musical Opinion
- THINK for themselves

ENCOURAGE MUSICAL OPINIONS

**WHAT TO LISTEN FOR**

# What is the function of your part?

- Melody or germinal idea?
- Harmony to the melody?
- Countermelody or obligato?
- Harmonic rhythm?
- Sustaining harmony?
- Bass line?
- Ostinato?
- Impact notes? etc. etc.

# Listen Beyond Your Part

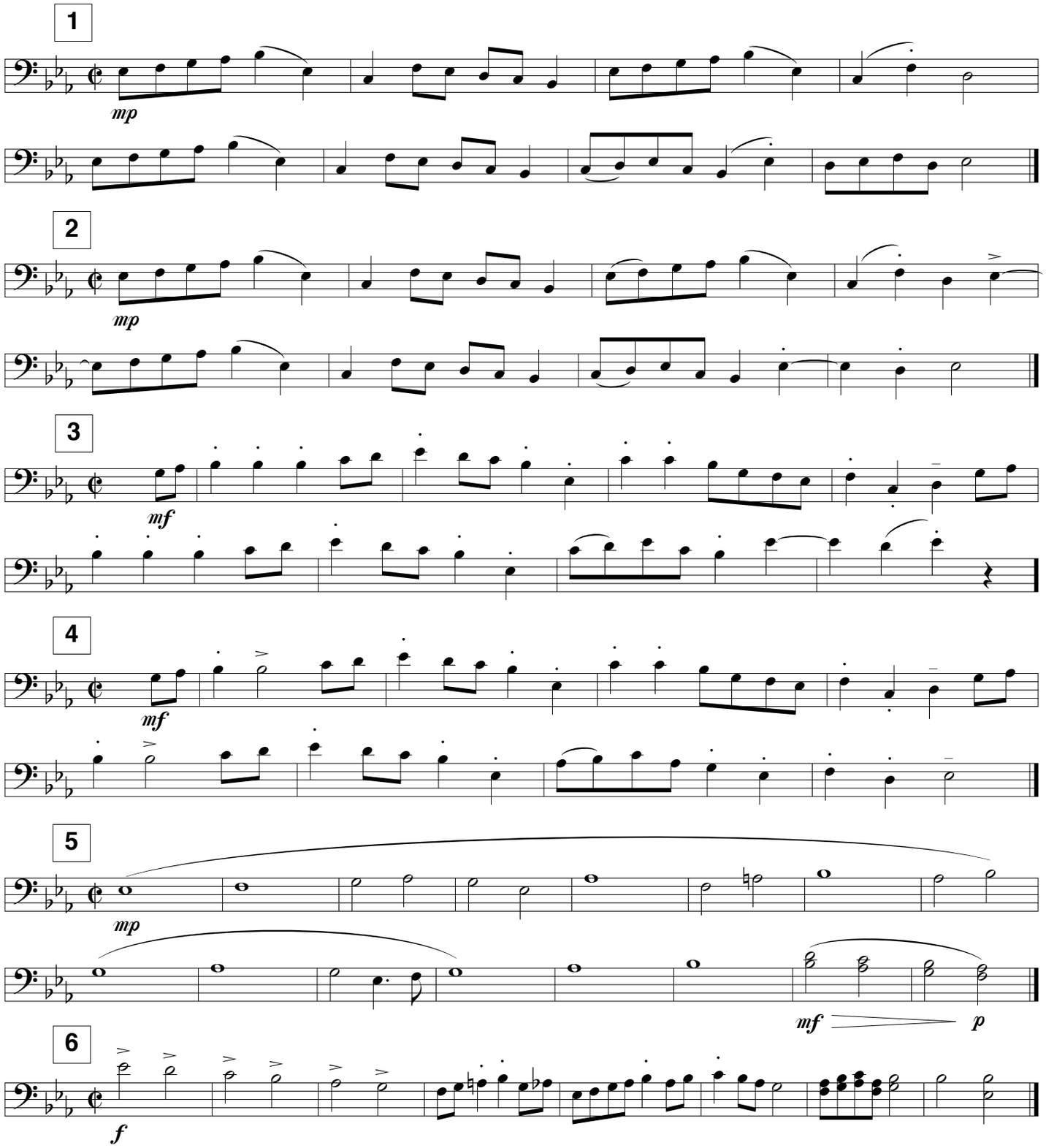
- What do you hear?
- How does your part function?
- Who has the melody/most important line?
- Are you in tune? In tone? In rhythm? In Balance?
- Is the ensemble rhythmically secure?
- Is the blend within your section good?
- Is the tempo stable?
- Do you hear anyone who is an expressive leader?
- Where are the moments of tension? Repose?
- How do you **FEEL** the phrase should be shaped?

# PLAYING WITH FEELING

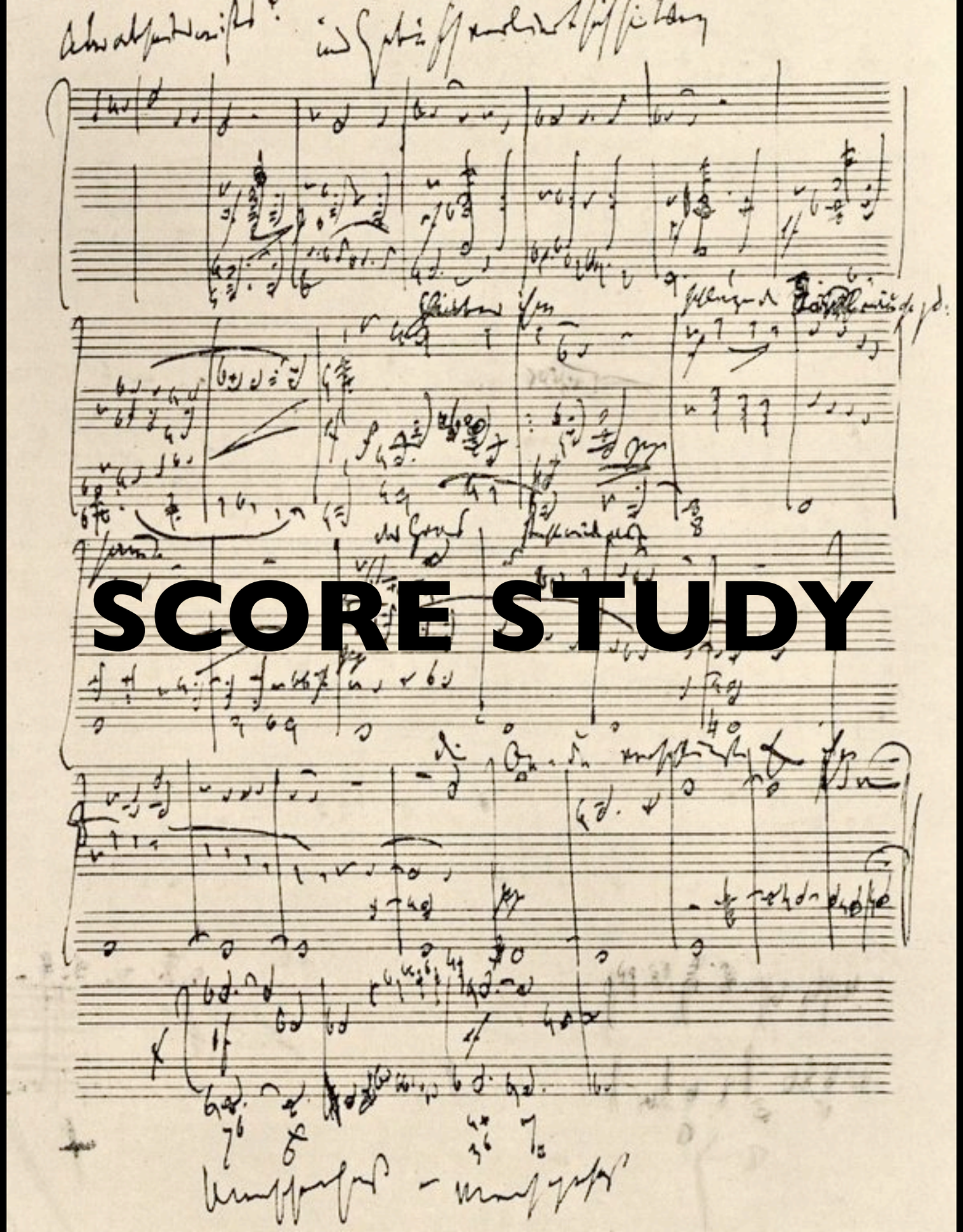
EVERYONE PLAYS THE MELODY

*Bsn/Trb/Euph*

# Canterbury Walk -- Help Sheet



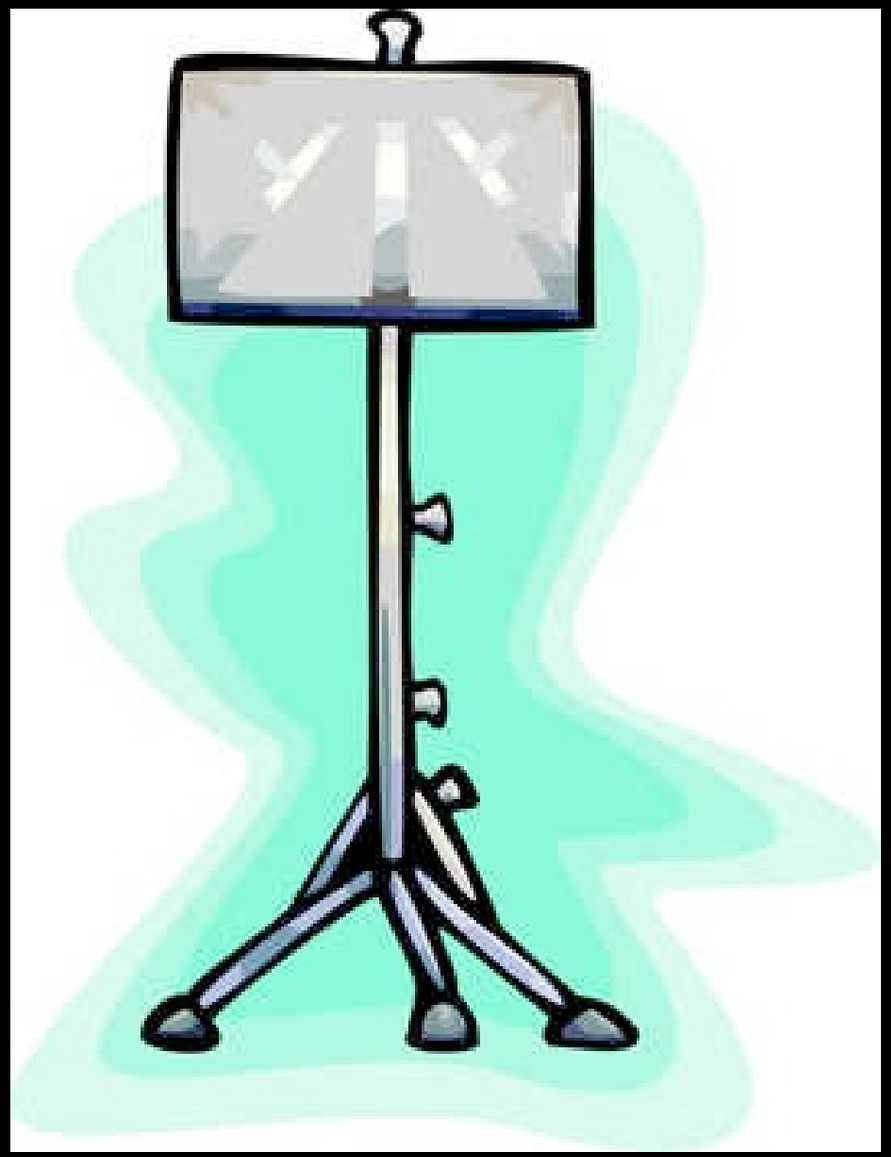

*Black Dog Music 2001*



# SCORE STUDY

# WHY SCORE STUDY ?

The more one brings to the music, the more the music gives in return.

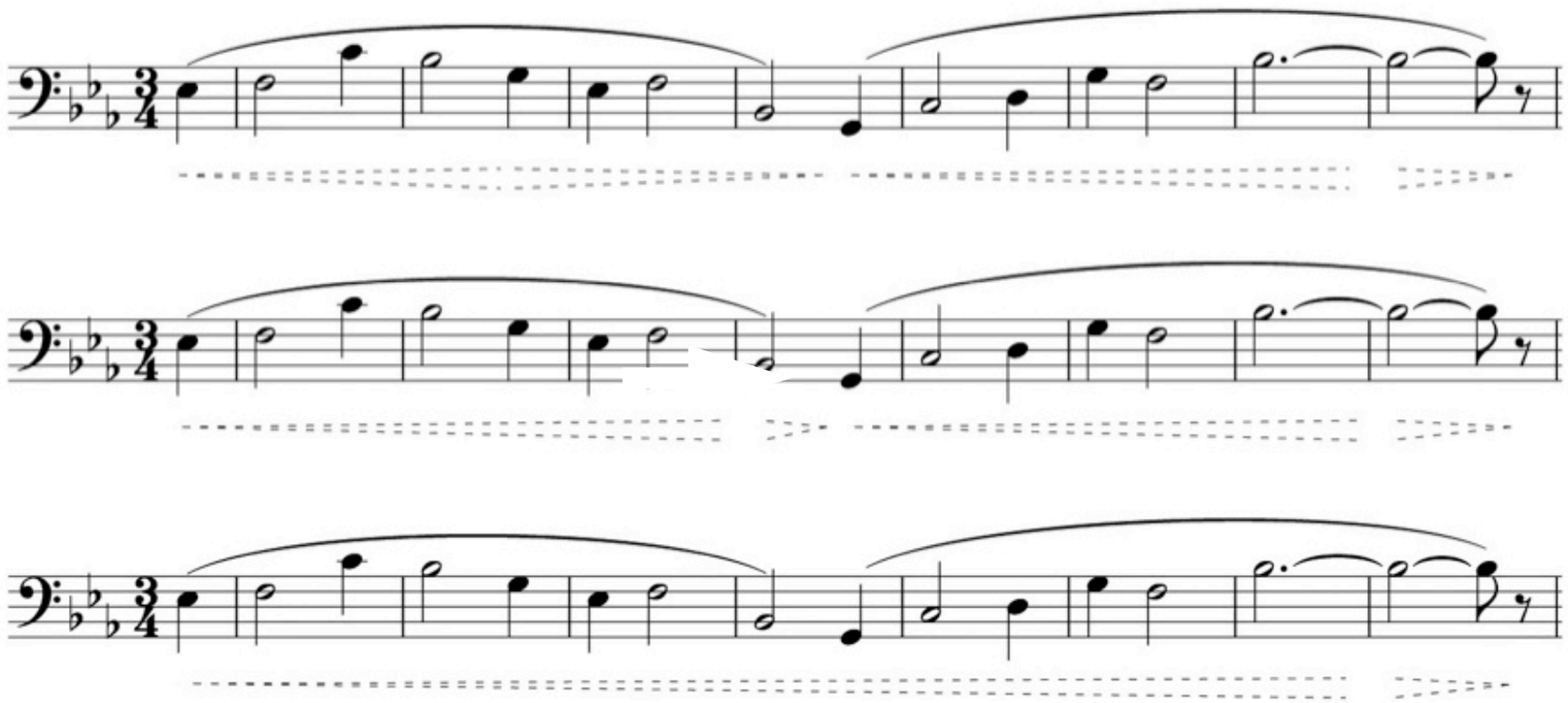


- A COMMITMENT TO THE INTEGRITY OF THE ART, AND A CONSUMMATE KNOWLEDGE OF THE MUSIC WILL ALWAYS BRING OUT THE BEST IN MUSICIANS.

- **REHEARSAL PREPARATION**
  requires a daily (weekly, monthly, yearly)rehearsal plan that allows the teacher to systematically address all aspects of performance necessary to teach the piece.

## B. Phrase Analysis

Isolate melodic lines and construct the melodic contour you wish to convey to the students. Keep in mind there may be more than one right answer. For example, three possible phrasing choices for the "Chaconne" melody from the *Holst First Suite in E♭* appear below:



There's more than one "Right" answer

# FUHGEDDABOUDIT ! ! !

*The longest, most arduous journey is from the head to the heart....*

**EMOTION**

# EMOTION

Some kinds of music dissipate
in seconds.
Other music remains
for a lifetime.
Stored in the limbs,
or maybe the brain,
...or even the heart.

Derrick de Kerckhove

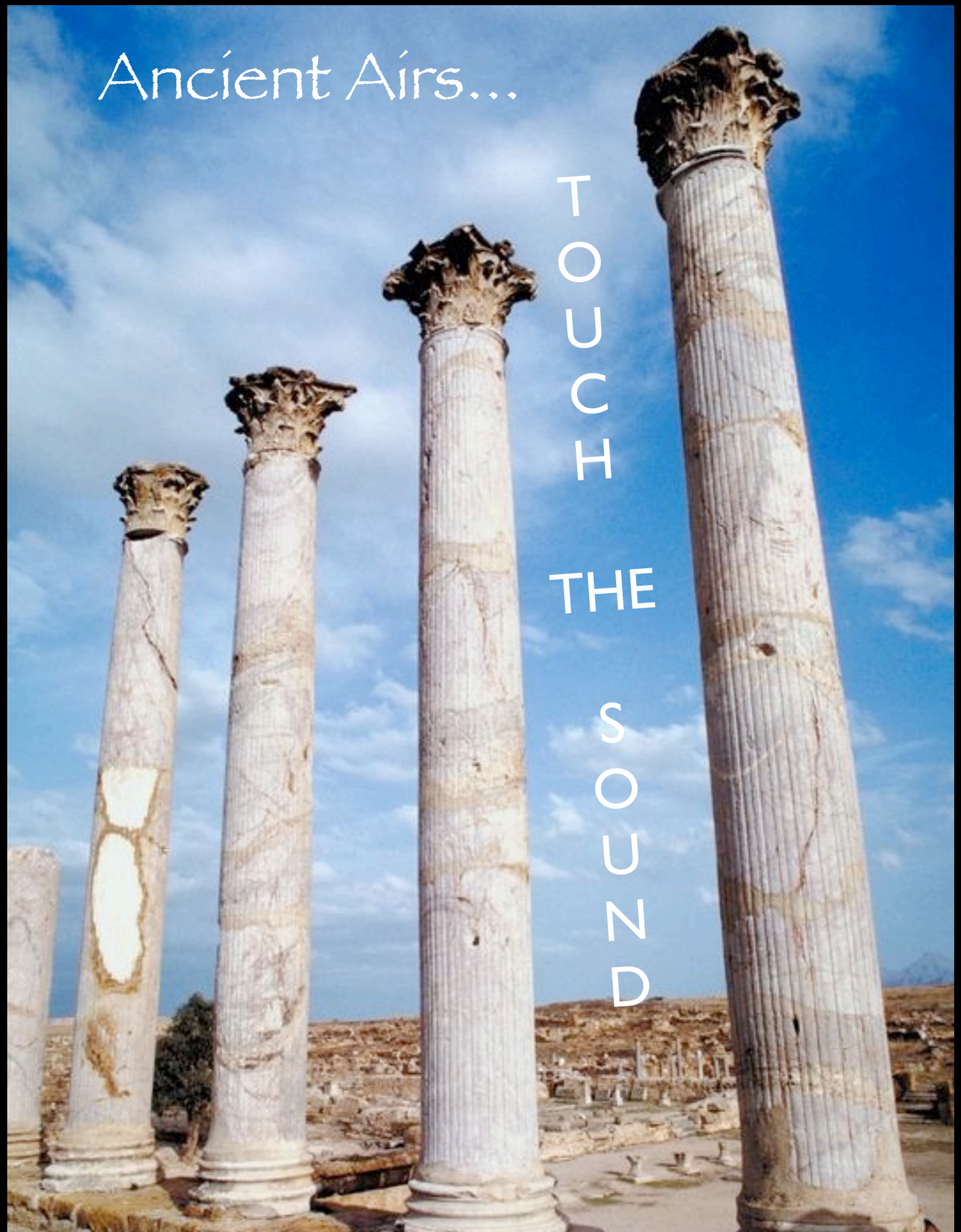
Nathan

# Nathan on the Cello

# THE VALUE OF “STORYING”

Relating the **Known** to the **Unknown**

# GREENWILLOW PORTRAIT


Ancient Airs...
TOUCH THE SOUND

MUSIC allows students to be creative, to discover their passions.

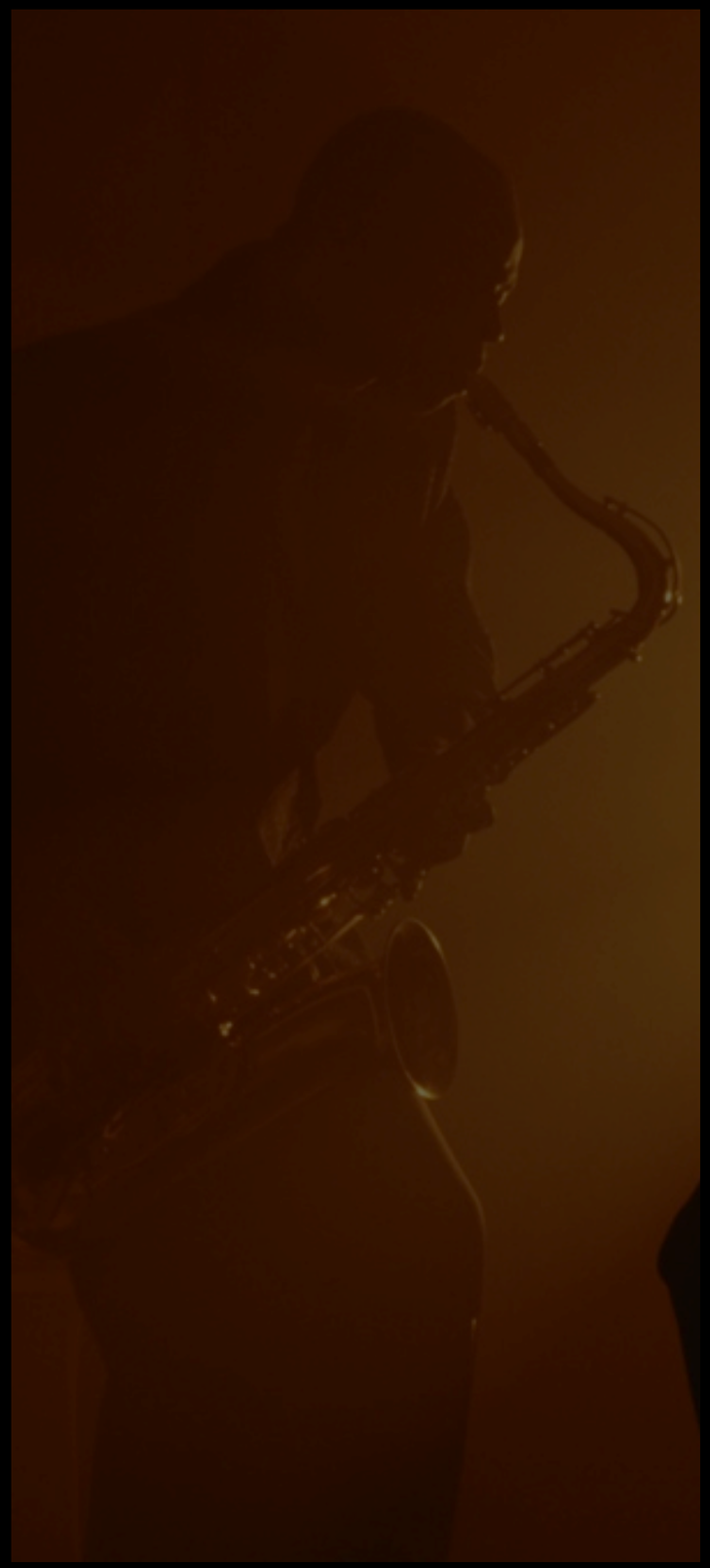
# The EMOTIONAL content of music affects us in a way that NO other subject can.

- Propose: Music Education take on the responsibility of educating the EMOTIONAL nature of the child. (That which traditional curriculum does not address)

- **Emotional content of music is *real* !**

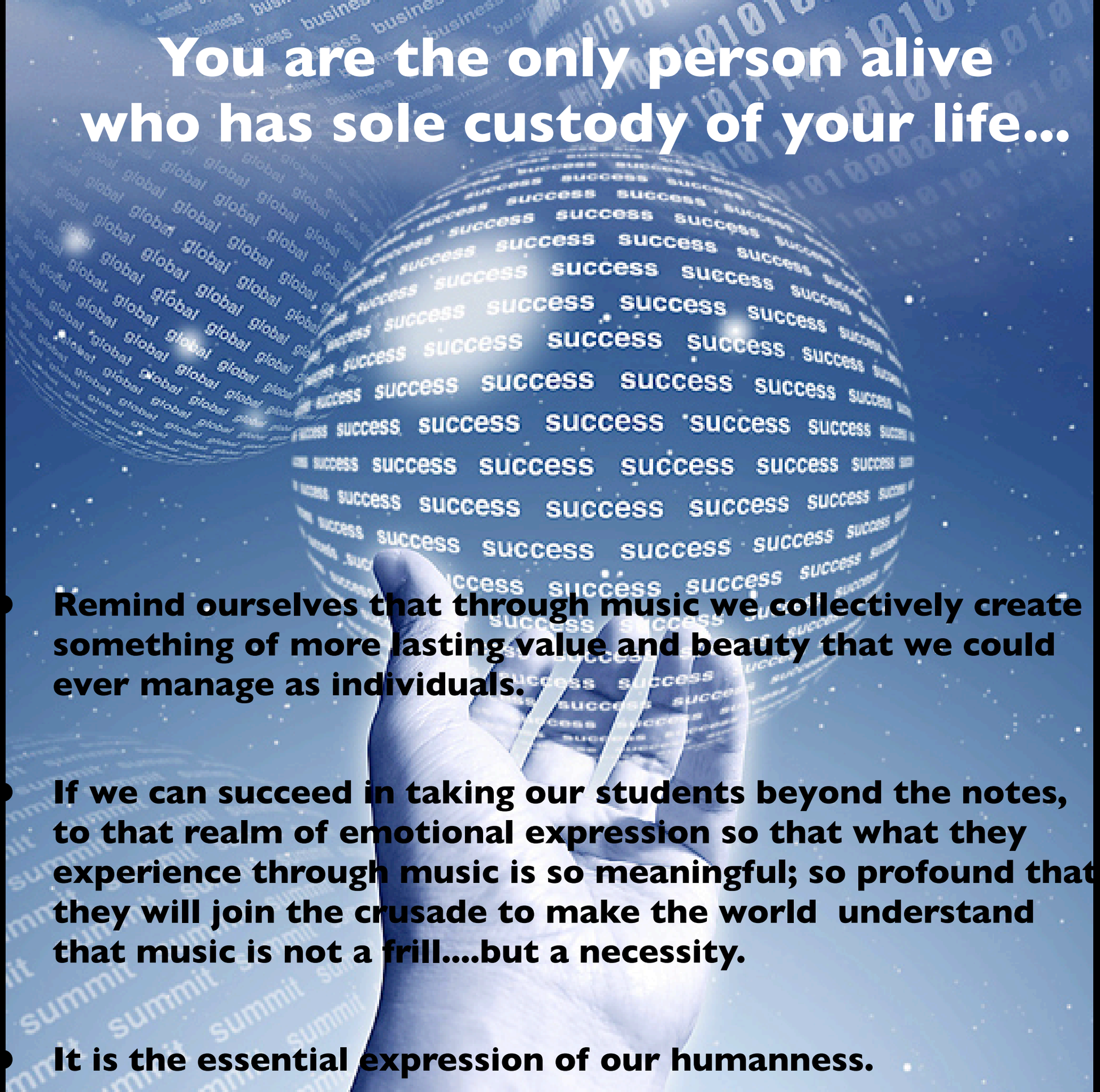
Important to make students aware of how music makes us FEEL.

Search for the passionate & the
extraordinary in children



Express
the
INEXPRESSABLE

# You are the only person alive who has sole custody of your life...



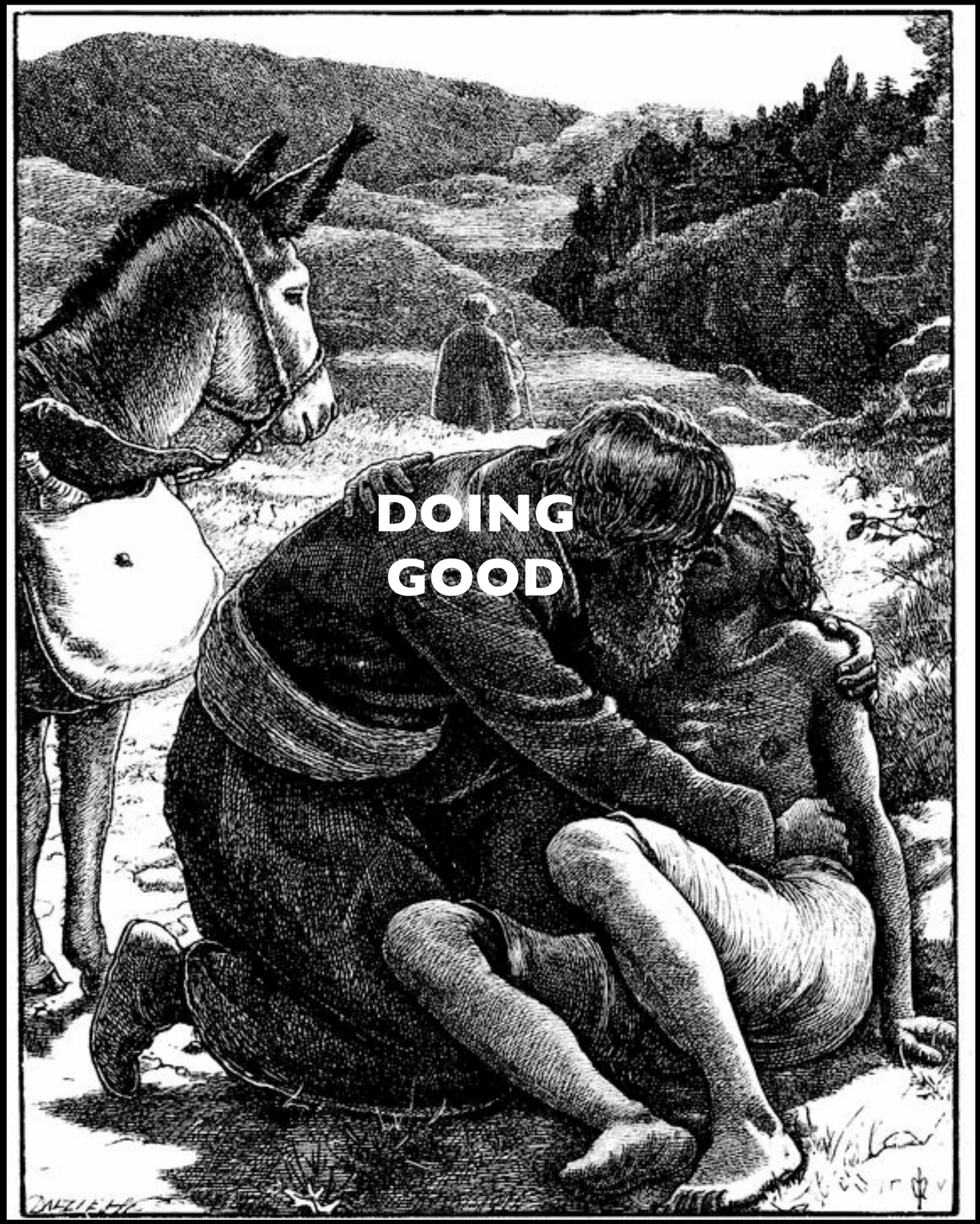
- Remind ourselves that through music we collectively create something of more lasting value and beauty that we could ever manage as individuals.

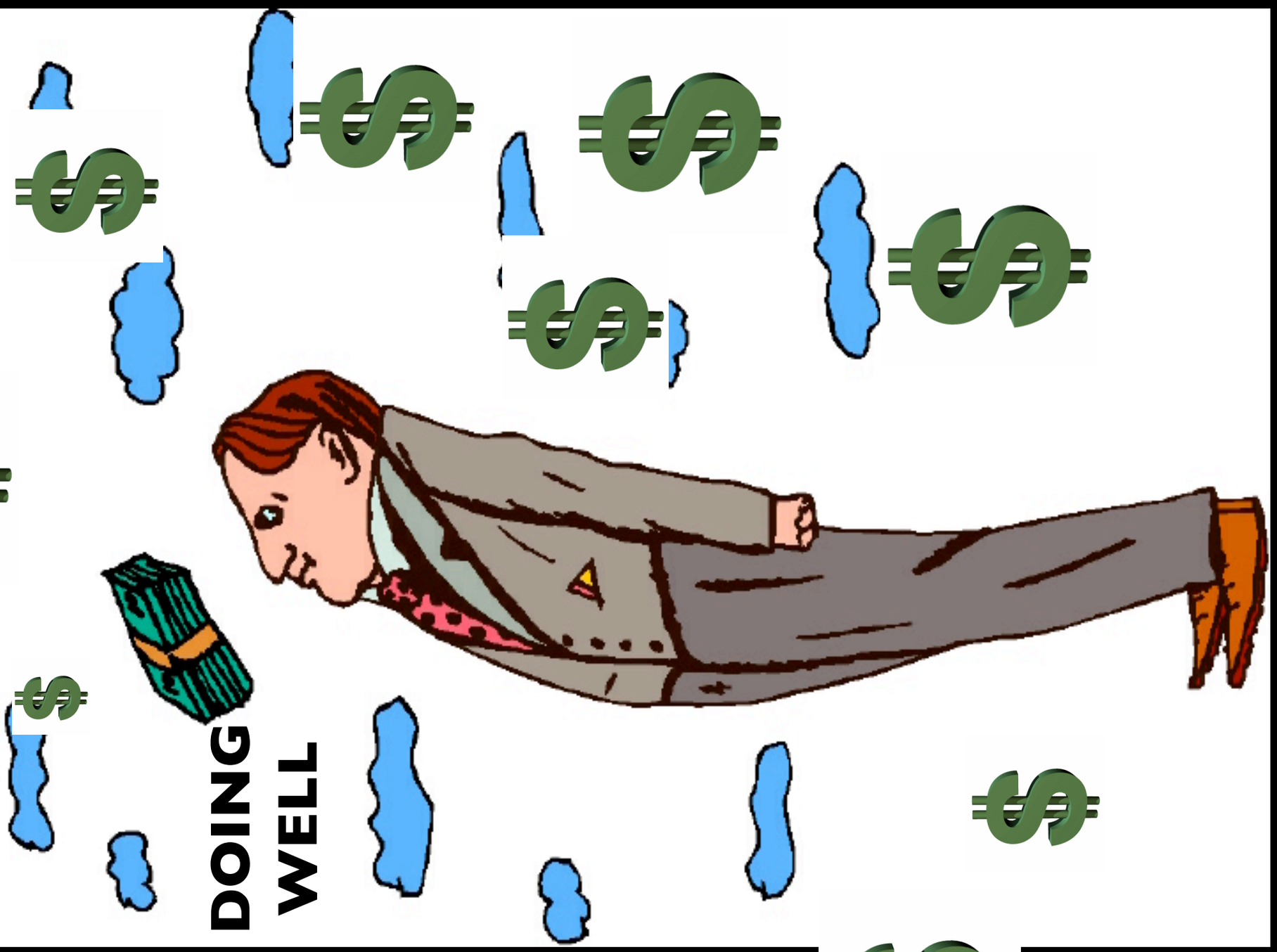
- If we can succeed in taking our students beyond the notes, to that realm of emotional expression so that what they experience through music is so meaningful; so profound that they will join the crusade to make the world  understand that music is not a frill....but a necessity.

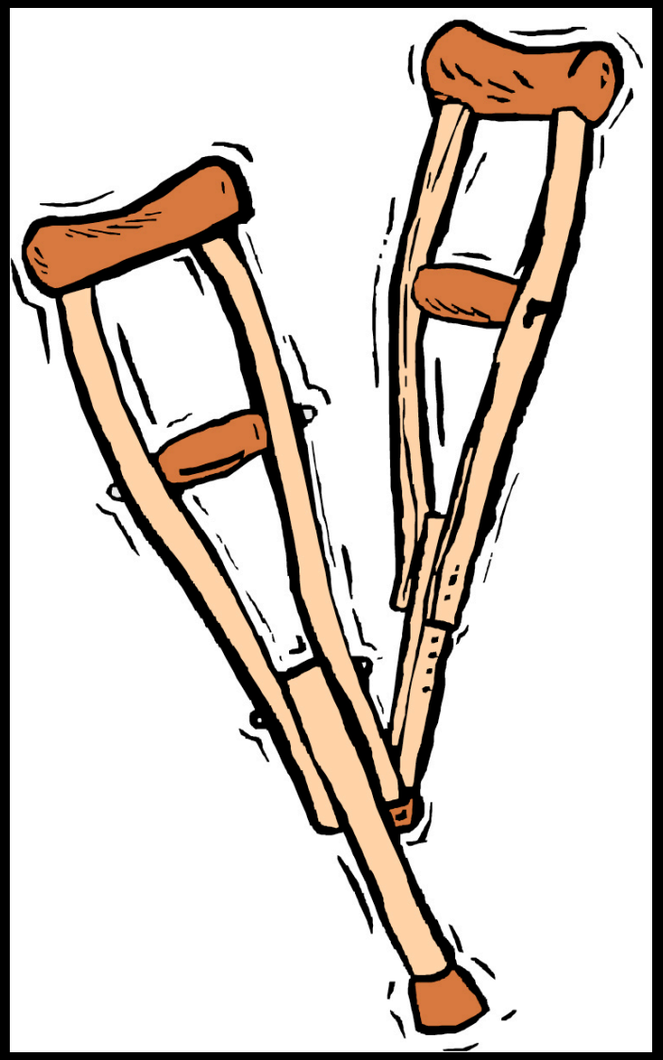
- It is the essential expression of our humanness.

# Take Time For YOURSELF

*Teachers, like children need to play.*
*Play replenishes the inner child.*
*School leaders who starve the inner child of teachers do so at the expense of the children.*


DOING
GOOD


DOING
WELL



**CYNICISM** IS THE CRUTCH OF THE INTELLECTUAL CRIPPLE ! G.B. SHAW

Seek out stories of moral beauty
Challenge cynical responses.

Create an environment
where students feel safe

When we teach our students to be responsible, caring individuals, we place a positive force upon the earth.

When we teach our students to know goodness, and to appreciate beauty, we open a door to limitless expression

A Story...

A TEACHER
EFFECTS ETERNITY
HE/SHE HAS NO IDEA WHERE THIER INFLUENCE MAY LEAD

You are the music...
While the music lasts

# DONA NOBIS PACEM

Do - na no - bis pa - cem, pa - cem.

Do - - - na no - bis pa - cem

Do - - - na no - bis pa - cem

5

Do - - - na no - bis pa - - - - cem.

Do - na no - bis pa - - - - cem.

Do - na no - bis pa - - - - cem

THE
END !

# Please Note:

This presentation is being shared with students of the American Band College for personal use only. It should not be used for presentations other than for your own ensemble.

Thank you and best wishes for musical success.

pcrider@mail.utexas.edu