

REHEARSAL TECHNIQUES, ATTITUDES,
CONCEPTS, PRACTICES

“WHEN I LEARN, I TEACH, WHEN I
TEACH I LEARN”

Leonard Bernstein

LEONARD SLATKIN

- National Conducting Institute
- National Symphony, Kennedy Center, Washington, DC
- 4 weeks, 9AM to 10PM
- Rehearsal observations followed by sessions with Mr. Slatkin!
- He would say “So.....????”

REALITY CHECK

- Intervals
- Chords
- Chord prgressions
- Graduate applicants must vsit GMU and spend the day with me!
- The final hearing test!
- Please don't live a "lie".

HYMN FOR BAND

- Sing and Conduct the score!

PHYSICAL PRESENCE

- YOUR PHYSICAL ATTITUDE DISPLAYS YOUR MENTAL ATTITUDE!
- Remember that when you interview for a job!
- At my desk in my office
- Student enters
- I stand, walk towards them
- I ask, “How can I help you?”

PREPARATION

- PREPARATION IS EVERYTHING!
- Fairfax Elementary Band phone call
- Scores everywhere, the Mall, Traffic light-4 minutes, airplanes, etc.
- My wife loves to read, so do I!
- She reads a book, I read a score!!

PROS & CONS

- WHAT TIME OF THE DAY?
- BEFORE SCHOOL, DURING SCHOOL, BEFORE LUNCH, DURING LUNCH, AFTER LUNCH, AFTER SCHOOL, EVENINGS, WEEKENDS???
- FREQUENCY OF REHEARSALS

PURPOSE OF THE REHEARSAL

- A. Teach the LOVE/PASSION for music. Accomplish this by making music!
- B. Prepare for performance
- C. Pencils are necessary
- D. Sight read
- E. Exposure to standard and new literature
- F. Experience large ensemble playing as well as chamber music (the more transparent exposed sections) “Please conduct accordingly”
- G. Musical enjoyment
- H. Remember the “WHO, WHAT, WHEN, WHERE, WHY” for each score
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PREPARATION - ENVIRONMENT - ATMOSPHERE

- **INSPIRATION IS PARAMOUNT!!!!!!!!!!!!!!!!!!!!**
- Set the “mental stage”
- Create the “tone” of the room
- Student teaching with Frank Battisti at Ithaca High School “Students are only going to be as excited as YOU ARE! Go take that clarinet sectional!

REMEMBER THE DAZZLING DOZEN (12) E (EFFECTIVE) WORDS

- **Energy, Enthusiasm,
Excitement, Encouragement,
Exuberance, Ebullience,
Euphoria, Elation, Exultation,
Efficiency, Exhilaration,
Emotional**

CREATE A COMFORTABLE PHYSICAL ENVIRONMENT/SPACE

- French Horns **MUST HAVE** enough bell space, **MAKE ROOM** for the larger instruments)
- Vary seating chart, rehearse in a circle, be creative if you have time 😊
- Percussion floor plan must be efficient and user friendly

IT'S AN EVENT!!!!!!

- **A MUSICAL HAPPENING!**
- B. NECESSARY PREPARATION = KNOWLEDGE OF THE SCORE!!!
- C. TEACH THE SCORE !!!!!!!!!!!
- PRIMARY - SECONDARY - SUPPORTIVE MATERIAL (English Class short story)
- D. TONE OF VOICE

ESSESNTIAL ELEMENTS

- 1. physical energy, approach to the podium
- 2. mental
- 3. emotional content level
- 4. attitude-personality
- 5. some of the **greatest** moments are in the rehearsal & not always in the concert (stool vs. no stool, a “personal observation)

MAIELLO'S FOUR REHEARSAL PROMISES

- 1) YOU WILL ALWAYS HAVE MY UTMOST RESPECT!
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- 2) I WILL NEVER EMBARRASS YOU! (I can't help it if you embarrass yourself)
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- 3) I WILL ALWAYS SAY “PLEASE” AND “THANK YOU” (just good manners)
-
- 4) I WILL TAKE CARE OF YOU!!! (Flip-Flop breaks)

TUNING PROCEDURE/WARM-UP (IT'S ALL ABOUT THE AIR)

- John Carnahan - Director of Bands, California State University-Long Beach Stay inside the sound!
- Starts with the tubas
- Work upwards to trombones, euphoniums
- Add lower woodwinds - Bari sax, bass clarinets, bassoons, tenor saxes, etc.
- Middle voices - alto saxes, French Horns
- Lower upper voices-3rd clarinets, trumpets
- Higher upper voices, 2nd-3rd clarinets, oboes, flutes

AIR STREAM EXERCISES

- Prepare the players physically, mentally, emotionally
- Always include percussion instruments, they breathe too!
- Inhale 4 counts, exhale 8 counts (hissing)
- Inhale 4 counts, exhale 4 counts (hissing)
- Inhale 1 count, exhale 4 counts (hissing)
- Low, loud “HUH” towards the back wall

Tuning Suggestions- Always sing

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- F, Bb, A Treasury of Scales, Leonard B. Smith, Belwin Publication
- Warm up in the tonality of the first piece
- Tune off the leader of the section
- Tune from the bottom up, the top down
- Tune the long tube, the short tube, sharp and flat valve combinations, etc.
- Intonation sheets - include dynamics (i.e. piano to forte and reverse), notate
- “My Country Tis of Thee” all keys by ear
- PLEASE PLAY SCALES IN ALL KEYS, MAJOR & MINOR
- Bow vs Air Stream, up, up, up, up, down = 4 quarters to whole note
- MAX’s NEW BOOK!!!!!! Wish I had it in 1965!!!!!! 😊
-

INTONATION (It's like B.O.)

- **“A GUIDE TO THE UNDERSTANDING AND CORRECTION OF INTONATION PROBLEMS”**
- Al "Corky" Fabrizio publisher, Meredith Music Publications
- Points out the “bad” notes with s, vs, vvs, f, vf, vvf
- Provides suggestions on how to correct these notes

SUGGESTION!!

- **Mark these notes in your score in each part!**
- Have students do the same in rehearsal
- Pencil in the method for correcting these “bad” notes in your score
- Use “Intonation” sheets
- Have students work in pairs
- One plays without looking at the tuner while the other tracks the correction process
- Example 4th line D - Alto Saxophone

“PREPARING YOUR SCHOOL BAND FOR ADJUDICATION”

- “Training Young Musicians to *see* with their ears”
- By James Meredith & Gary Fagan
- Publisher - James River Music
- www.jamesriveermusicva.com
- I “love” the 3 minute rule!!!!!!
- Time yourself!
- SHOW THE BOOK!!!!!! 😊 LEAVE IT WITH SCOTT

PERSONAL APPROACH - Possession of Intangible Qualities

- 1. **ABILITY TO NURTURE**, musical knowledge, confidence, enthusiasm, eye contact, facial expressions, posture, poise, **ability to inspire**, working knowledge and awareness of **group psychology**, musical sensitivity
- 2. Uphold personal ideals uncompromisingly **without** violating those of your students

THREE KEY WORDS

- OBSERVE - eyes and ears (cup your ears)
- DIAGNOSE medical doctors process through examination
- PRESCRIBE -there are never enough Rx
- That's why you are here!

ORGANIZATION

- A. Daily Bulletin Board!!! List everything!
- This forces them to come to the band room
- B. Stand in the Hall and say Good Morning!
- C. List rehearsal, starting point and time spent (I care!)
- D. Remember Percussion set-up/floor plan/assignments
- D. Stop playing/start talking IMMEDIATELY!!!!

SUGGESTIONS

- A. Vary Routine, don't always start at the beginning
- B. Sing/say parts, compare with pitch on instrument
- C. FINGER/SIZZLE, eye technique
- D. Left-right stand partner concept 1 play 1 listen
- E. Rotate sections ww play, brass listen, combinations
- F. Get off the podium, WALK INTO AND AROUND the ensemble, GO into the hall, away from ensemble
- Let the ensemble play by itself without YOU!

Continued

- G. Use snare drum as metronome (i.e. Dr. Beat)
- 1. timpani play bass line in choral warm-up
- 2. mallets play sustained chords (2,3,4 mallets)
- H. Always involve the students in the issue if possible

CONDUCTING VS REHEARSING

- 3 MINUTE RULE
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- WHEN DRILLING, DON'T CONDUCT, CLAP, SNAP, COUNT, ETC.
When results are achieved conduct like the music sounds, not like it did when drilling!
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- SCORE STUDY, conceptualization of the score in your mind, piece by piece, section by section “
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- ELIMINATE everything that does not sound like the final product!
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- CLOSE EYES, Visual distraction is eliminated and the conductor hears more acutely

Continued

- ENSEMBLE CLOSES THEIR EYES & USES INHLATION TO START THE SOUND WITHOUT THE CONDUCTOR
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- British March, slower tempo
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- INCORPORATE SUBDIVISION (inner pulsation of the beat) whenever tempo allows
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- Pay attention to note endings as well as the beginnings

FOOD FOR THOUGHT

- Think shape, architecture, structure, form, balance, blend, timbre, pitch/intonation, tone, core/center to the sound, rhythm, dynamics, articulations, nuances, musical tension & release, the phrase “within” the phrase, emotional content, musical message, climax/high impact points,
- **KNOW ALTERNATE FINGERINGS**, air support, embouchure, horn position, hand position, adjustments all affect intonation

FOOD FOR THOUGHT

- Place hands behind ears for increased hearing related to balance, blend, tone, etc.
- **CALL or SCHEDULE SECTIONAL REHEARSALS!**
- **ORGANIZE CHAMBER ENSEMBLES!**
- **HAVE STUDENT RECITALS!** (before school, evening, Sunday afternoon)

BEETHOVEN

- “To play a wrong note is insignificant
- To play/teach without passion is inexcusable!”

10 MINUTE CHAT ROOM

- Personal questions
- Professional questions
- My Personal thoughts/actions