

Only the Beginning – The First Year Brass Student
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Trevecca Nazarene University
Sponsored by Mynett Music Company

IMEA – State Convention
Fort Wayne, IN
Jan 21, 2011

Dr. Matthew Murdock is the director of instrumental and jazz studies at Trevecca Nazarene University in Nashville, TN. Murdock has 17 years experience in public and parochial school education. In addition to his teaching duties, Murdock maintains an active schedule as a musician, adjudicator/clinician, and arranger. He currently plays with the Nashville Jazz Orchestra, Duffy Jackson Rehearsal Band, and Relegators Blues Band. He has presented at state music conferences in Tennessee 2009, Kentucky 2010, and Indiana 2010 and 2011. Dr. Murdock is available as a guest clinician, conductor, or soloist.

Beginning brass techniques and strategies are presented using selected beginning band students from the Ft. Wayne area as a demonstration group. An emphasis will be placed on sound development, technique, ear training, and music reading skills. The intent is not only for classroom use, but equipping students for success in personal practice.

Posture

Address posture and continually reinforce during rehearsal. Develop short catch phrases for quick delivery. Post a checklist on the wall.

1. Sit on “the edge” of the chair. Most cases will fit between the student and the back of the chair.
2. Feet flat on floor
3. Back straight (puppet image)
4. Shoulders back (rib cage out)
5. Chin up
6. Elbows out
7. Bring instrument to you

Breathing

Breakdown various aspects of breathing

1. Starting with the mouth
 - a. Start with a “yawn”
 - b. Think the syllable “Oh”
 - c. Tongue at the bottom of the mouth
 - d. Image of a golf ball resting on the tongue
 - e. Megaphone opening up towards the throat

2. Chin up
3. The neck must be open and relaxed
4. Back Straight, Shoulder Back, Elbows, Out
5. Divide Torso into 2 part, but stress continuous breathing
 - a. Below and Above Rib Cage
 - b. Compare Torso to filling a glass with water
 - c. Expel air while buzzing lips (free buzz) adding resistance

Free Buzzing

3 Types of buzzing

1. "Airplane Buzz" – Trombone, Baritone
2. "Tight Buzz" – Trumpet, French Horn
3. "Full Buzz" - Tuba

Breathing Exercises

1. Metered breathing exercises
 - a. Metronome @ 70 bpm
 - b. Buzzing creates resistance
 - c. Use appropriate recordings
2. Unmetered Breathing warm-up
3. Long Tones
 - a. Discuss tongue placement w/ Syllables "Tah / Toh" "Dah / Doh"
 - b. Discuss what takes place inside mouth
 - c. Discuss release of note
 - d. Replace "Free Buzz" with mouthpiece
 - i. During initial warm-up focus on buzz sound rather than pitch
 - ii. "Lick Lips" to moisten the vibrating surface
 - iii. Think fast air movement

Long Tones

1. Focus on the sound of the pitch
 - a. Think pitch
 - b. Sing pitch
 - c. Buzz pitch
 - d. Play pitch on instrument
2. "Blow Through the horn" instead of "into the horn"
3. Pick a point in the room as a projection point
4. Feel the resonance or vibration of the instrument
5. Open mouth so teeth are just about as open as the inside of the mouthpiece cup
6. Tuba players cover up $\frac{1}{2}$ of the hole at the mouthpiece shank

Long Tone Exercises

1. Use metronome
2. Use recordings in Bb concert with first 5 notes
 - a. Johnny Be Good – Chuck Berry
 - b. Walking on Sunshine – Katrina and the Waves
 - c. Sadie Hawkins Dance – Relient K
 - d. When the Sun Goes Down – Kenny Chesney
 - e. Create song in Garage Band
 - f. Karaoke songs
3. Teach tonality with chromatic scales and songs in other keys

Start Out of the Book

1. Most books use the same “first 5 notes”
2. Pair note name with fingering
3. Focus on
 - a. Tone Production
 - b. Articulation
 - c. Connection between note name and fingering
 - d. See back of packet for songs

Develop Procedure for Learning Songs

1. Have song written on board (you may use printed handout)
2. Have students write song in method books
3. Focus on connecting note names and fingerings
4. Sing and finger note names, break song into segments
5. Sing articulation and finger, focus on matching attacks and releases

Go on Tour

1. Once the repertoire hits 3 songs, go out on tour!
2. Potential performance venues
 - a. Principal
 - b. Guidance counselor
 - c. Secretaries
 - d. Cafeteria workers
 - e. Janitors
 - f. Other classrooms
 - g. Administration

Rubric

Provide an assessment tool that will be used during individual, class, and testing situations. Keep it simple and easy to understand. Share it with parents. See Rubric example in back of packet.

Parental Involvement

Watch **Season 1 Episode 09 - Play It Again Vanessa** on YouTube. Although funny, this is not a good example for parents to follow. Inform parents through a letter on how to assist their student. See Parent letter in back of packet.

Procedure for Reading Music Notation

1. Students should be aware of a procedure or method of learning or playing music for the first time.
2. Write counting numbers below notes, cuts out room to write fingerings
3. Sing Counting numbers of exercise
 - a. With metronome
 - b. While fingering
 - c. Sing actual pitches
4. Sing Note names following same procedure
5. Buzz Exercise
6. Play Exercise
7. Discuss the difficulty of song and isolate problem areas
8. Demonstrate how to practice at home by playing the isolated areas

Critical Thinking Skills

1. Have a classroom set of other method books
2. Take books out periodically to compare and contrast with student's book
3. Sight read
4. Discuss how book is organized
 - a. Order of notes
 - b. Same songs in different keys
 - c. Same songs notated differently as it pertains to rhythm

Louie Louie

Trumpet

||: C C C F F G G G F F :||
||: 0 0 0 1 1 0 0 0 1 1 :||

French Horn

||: F F F B b B b C C C B b B b :||
||: 1 1 1 1 1 0 0 0 1 1 :||

Baritone / Tuba

||: B b B b B b E b E b F F F E b E b :||
||: 0 0 0 1 1 0 0 0 1 1 :||

Trombone

||: B b B b B b E b E b F F F E b E b :||
||: 1 1 1 3 3 1 1 1 3 3 :||

Full Band

C Instruments

||: B b B b B b E b E b F F F E b E b :||

Bb Instruments

||: C C C F F G G G F F :||

F Instruments

||: F F F B b B b C C C B b B b :||

Eb Instruments

||: G G G C C D D D C C :||

We Will Rock You

C Instruments

E b D C B b C C

Bb Instruments

F E D C D D

F Instruments

B b A G F G G

Eb Instruments

C B A G A A

Another One Bites the Dust

C Instruments

C C C C C Eb C F

Bb Instruments

D D D D D F D G

F Instruments

G G G G G Bb G C

Eb Instruments

A A A A A C A D

Snoopy Song

C Instruments

Bb C D / D C Bb / C Bb / Bb C D D

Bb Instruments

C D E / E D C / D C / C D E E

F Instruments

F G A / A G F / G F / F G A A

Eb Instruments

G A B / B A G / A G / G A B B

Wizard of Oz (The Witches Guard's Chant) Lip Slur

C Instruments

Bb F Bb / F Bb

Bb Instruments

C G C / G C

F Instruments

F C F / C F

Eb Instruments

G D G / D G

Land of 1000 Dances

C Instruments

F Eb F Eb F / Eb F Eb F Eb C Eb C Bb C / Eb F Eb F

Bb Instruments

G F G F G / F G F G F D F D C D / F G F G

F Instruments

C Bb C Bb C / Bb C Bb C Bb G Bb G F G / Bb C Bb C

Eb Instruments

D C D C D / C D C D C A C A G A / C D C D

Grapevine Bassline

C Instruments

C C Eb C / C C C Eb D

Bb Instruments

D D F D / D D D F E

F Instruments

G G Bb G / G G G Bb A

Eb Instruments

A A C A / A A A C B

Low Rider

C Instruments

||: D D D D D Eb F / Bb D Eb D Bb :|| Ab Ab Ab Ab Ab / Ab Ab Ab Ab Ab / Ab Bb

Bb Instruments

||: E E E E F G / C E F E C :|| Bb Bb Bb Bb Bb / Bb Bb Bb Bb Bb / Bb C

F Instruments

||: A A A A Bb C / F A Bb A F :|| Eb Eb Eb Eb Eb / Eb Eb Eb Eb Eb / Eb F

Eb Instruments

||: B B B B C D / G B C B G :|| F F F F / F F F F / F G

Bad Romance

C Instruments

Bb Bb F F Gb F

Bb Instruments

C C G G Ab G

F Instruments

F F C C Db C

Eb Instruments

G G D D Eb D

Smoke on the Water

C Instruments

C Eb F / C Eb Gb F / C Eb F / Eb C

Bb Instruments

D F G / D F Ab G / D F G / F D

F Instruments

G Bb C / G Bb Db C / G Bb C / Bb G

Eb Instruments

A C D / A C Eb D / A C D / C A

Chew 'em up, Spit 'em out, Rah Rah Rah

C Instruments

Bb D Bb D Bb Bb Bb Bb Bb Bb D Bb
 D F D F D D D D D D F D
 F Bb F Bb F F F F F F Bb F

Bb Instruments

C E C E C C C C C C E C
 E G E G E E E E E E G E
 G C G C G G G G G G C G

F Instruments

F A F A F F F F F F A F
 A C A C A A A A A A C A
 C F C F C C C C C C F C

Eb Instruments

G B G B G G G G G G B G
 B D B D B B B B B B D B
 D G D G D D D D D D G D

Baseline

C Instruments

Bb F Bb F Bb F Bb F G A Play 3x, then last three notes as pick up after cheer

Bb Instruments

C G C G C G C G A B Play 3x, then last three notes as pick up after cheer

F Instruments

F C F C F C F C D E Play 3x, then last three notes as pick up after cheer

Eb Instruments

G D G D G D G D E F# Play 3x, then last three notes as pick up after cheer

#42 Skip To My Lou

Score

Essential Elements 2000

American Folk Song

The musical score for 'Skip To My Lou' is presented in 4/4 time. It consists of three staves: a treble clef staff and two bass clef staves. The key signature has one flat (Bb). The score includes rhythmic notation with eighth and sixteenth notes, and rests. Fingerings are indicated by numbers 1-5 and 'T' for trills. The piece concludes with a final cadence.

Beginning Band Performance Rubric

Music Category	Excellent 3	Average 2	Needs Improvement 1	Score
Sound Tone Quality	All notes performed with pleasant, relaxed, open sound	1 or 2 notes need improvement in sound	Most notes are airy, stuffy, pinched, or did not sound	
Posture	Sit on edge of chair, feet flat on floor, back straight, chin up, elbows out	1 or 2 elements are affected during performance	Most elements are affected during performance	
Note Accuracy	All notes are accurate	1 or 2 missed notes	Several missed notes*	
Steady Tempo	Consistent tempo or speed throughout	1 or 2 moments of unsteadiness. Slow down, speed up	Moments that slow down, speed up, or complete stops*	
Holding notes for full value	All notes are played full note value	1 or 2 notes are held to long or cut off too short	Several notes are held to long or cut off too short	
Tonguing Articulation	Consistent Tonguing	1 or 2 notes are unclear	Tonguing concerns may include, huffing, not coordinating fingerings w/ tongue, tonguing between teeth, anchor tongue tongue cut-off	
Total Points				

* Concerns may be caused by: Fingerings, Note Reading Skills, Tempo, Producing Sound or combination of items listed.

Suggested Key:

A+ 17-18
 A 15-16
 A- 13-14
 B+ 11-12
 B 9-10
 B- 7-8
 C 6

Dear First Year Band Parents,

Your child is about to embark on an exciting new journey. This may be an experience that sparks a passion for music and becomes an outlet for self-expression and creativity that will last a lifetime. Regardless of your own musical background, YOU are an important person as a supporter and motivator for your child's musical development.

The most common question, I hear as a music educator is, "What does my child need to do to get better in band?" Here are a few suggestions;

1. Keep a positive attitude, don't make light of the beginning sounds that are heard in your home.
2. Try to establish a regular routine of practice.
 - a. Provide a place for your child to practice.
 - b. Set a regular practice time
 - c. 15-20 minutes is a good starting point for a beginning student
 - d. Ask what they are practicing
 - i. Are you learning a new song?
 - ii. Are you learning a new note or rhythm?
 - iii. What did you play today during band class?
 - iv. Do you have a playing quiz coming up?
 - v. Ask them to teach you "new" concepts they have learned
3. Take advantage of private lessons. Often private lessons get confused with tutoring. Private lessons provide additional one-on-one attention which can increase the rate of learning
4. Invite other band students over for group practice
5. Have your child perform over phone or skype to family and friends
6. Listen to your child play their instrument. Use a copy of the performance rubric.

As your child's music educator, I look forward to this upcoming school year. If you have any questions or concerns, please feel free to contact me.

Sincerely,

B. Director

IMEA 2011 Brass Ensemble

Trumpet

Kayci Clark, Salamonie K-8 School
Ella Guntle, Memorial Park Middle School
Atticus Klopfenstein, Lakeland Middle School
Kessler Klopfenstein, Lakeland Middle School
Marisabel Sanchez, Memorial Park Middle School
Henry Matter, Heritage Jr/Sr High School

Trombone

Jay Blanchard, Cedar Canyon Elementary School
Devin Donaldson, Cedar Canyon Elementary School
Ben Hostetler, Summit Middle School
Adam Koenig, Central Lutheran K-8 School
Conner Lundquist, West Noble Jr/Sr High School
Andrew Schenkel, Salamonie K-8 School
Joey Woenker, Cedar Canyon Elementary School

Baritone

Clayton Johnson, Central Lutheran K-8 School
Seth Murphy, Concordia Lutheran K-8 School

Tuba

Nick Hartman, Summit Middle School
Gabe Kramer, St. Paul Lutheran K-8 School

Band Directors

Helen Best – Central Lutheran, New Haven
Kevin Christenson – Heritage Jr/Sr High School, East Allen County Schools
Doug Hofherr – Salamonie K-8 School, Huntington County Community Schools
Sue Jehl – Summit Middle School, Southwest Allen County Schools
Stacey Leahy – Lakeland Middle School, Lakeland School Corporation, Lagrange
Bryan Munoz – Central Noble Jr/Sr. High, Albion
Todd Phillips – Fort Wayne Lutheran Schools
Kim Randinelli – Memorial Park Middle School, Fort Wayne Community Schools
Donna Sevcovic - Memorial Park Middle School, Fort Wayne Community Schools
Aimee Slone – Cedar Canyon Elementary School, Northwest Allen County Schools

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