

# Teaching Tone Quality and Intonation in Band

Presented by Steve Park

The most important questions:

1. **Why** do you do what you do in class every day?
2. What are your goals?
3. Do you have a personal "Mission Statement"?

What do these words mean to you?

What do they mean to your students?

1. Integrity
2. Self-esteem
3. Motivation
4. Winner
5. Leader

**Integrity** - Doing the right thing when no one is watching. Or even better: Doing the right thing when those around you are doing something else.

**Self-esteem** - the sum of self-confidence (a feeling of personal capacity) and self-respect (a feeling of personal worth).

Can one person give another person self-esteem?

How is self-esteem acquired?

Can you create an environment where self-esteem can be developed?

**Band is an ideal vehicle for building character.**

**Motivation** – Intrinsic vs. Extrinsic Motivation

**Winner** – Remember - You can beat 50% of the people by just showing up on time. You can beat 90% of the people by showing up on time and working hard. That puts you in the top 10% with all the other winners.

But also remember - Winning is not about beating someone else, it is about being the best that you can be.

It's easy to put people down. The real winners in life are those who lift people up.

**Leader** – Ask yourself: "If everyone made the kind of choices that you make and did the things that you do, what kind of world would we have?"

**Ideas to present to students:**

You are deciding what kind of person you are going to be in life. If you want to be happy and successful, you have to be a good person. You need to start NOW!

Some people make excuses and some people get the job done.

Make sure that you are the person who gets the job done.

Remember the five life principals from the book "Life Principals - Feel Good By Doing Good"

1. Do no harm - don't put people down, don't say negative things.
2. Make things better - if you can help someone or right a wrong, do it!!! (even if it wasn't your fault)
3. Respect others -
4. Be fair -
5. Be loving –

"The only people who never fail are those who never try." – Ilka Chase

"The will to win is important, but the will to prepare is vital."

--Joe Paterno

Preparation = Confidence

"Whatever comes our way, whatever battle we have raging inside us, we always have a choice. It's the choices that make us who we are, and we can always choose to do what's right."

- Peter Parker, Spiderman 3

### **The Proper Perspective**

We should convey to our students through words and actions that, "Regardless of how you play, you are a good person and I like you".

"People are more important than things."

These are Heavenly Father's children we have in our care. Do we see them the way He sees them?

### **Learn good classroom management skills**

- Create a discipline system that is FAIR and MAKES SENSE
- Don't use anger as a tool or weapon. You may win the battle, but you will lose the war.
- Start on time
- Run an efficient rehearsal
- Be consistent from day to day
- Establish routines and procedures
- Record your groups
- Observe other directors
- Bring in guest clinicians

### **Tone Quality and Intonation**

- Breathing – teach students how to take a quality breath.  
Diaphragm  
Rib cage – (intercostal muscles)
- Teach the proper embouchure - "It won't sound good if it doesn't look right".
- Use mirrors - each embouchure has its own unique shape
- **Woodwinds** – Flute, Clarinet, Oboe, Bassoon - each has a different embouchure  
Saxophone mouthpiece pitches:  
Soprano saxophone: concert c3  
Alto saxophone: concert a2  
Tenor saxophone: concert g2  
Baritone saxophone: concert d2
- **Brass** – the "Buzzy Buzz"  
learning to play "rolled in"  
"Sirens" – a quick test for brass

### **Rehearsing the band – Things to do every day:**

- Give students a chance to listen to each other as they play
- Direct their listening – during warm-ups - during the music rehearsal
- Concert F or Bb around the band
- Concert F down chromatically
- Balance between members of each section (chords, scales)
- Balance between different sections (chords, scales)
- Tune **carefully** every day:

Concert F above middle C - Clarinet, Horn, Tenor Sax (also middle C for horns)

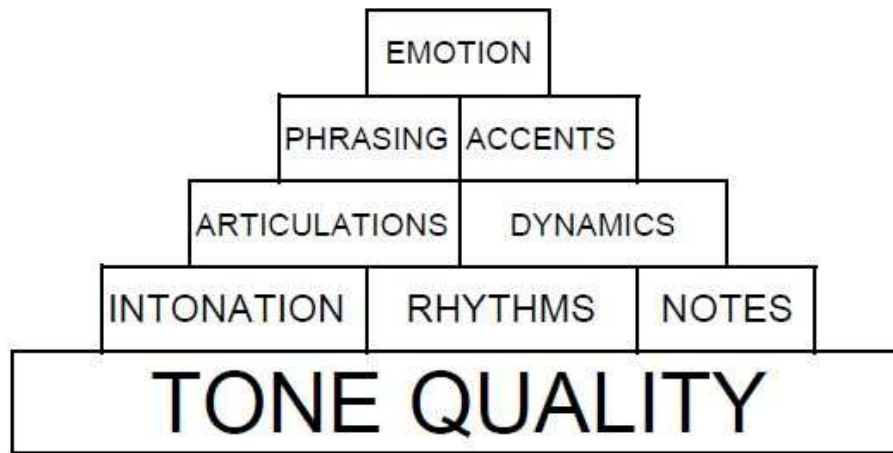
Concert A above middle C - Clarinet, Alto Sax, Oboe

Concert A an octave above middle C - Flutes

Concert Bb above middle C - Trumpets

Concert Bb below middle C - Low brass & Low woodwinds

- Listen to **quality** performances of the music you are learning
- When learning new music, fix rhythms and style first!
- Be sure your students know the pitch tendencies of their instrument
- Do weekly playing tests
- Use a methods book in each class
- TEACH THE FUNDAMENTALS!!! Scales, rhythms, balance , blend



**LEVEL I**

RHYTHMS

NOTES

TONE QUALITY

**LEVEL II**

TEMPO

STYLE

ARTICULATIONS

**LEVEL III**

BALANCE

BLEND

INTONATION

**LEVEL IV**

PRECISION

DYNAMICS

PHRASING