

Catholic Schoolhouse Manual

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Catholic School House Band/Orchestra Manual

*This manual **does not** have all of the answers for directing a group of young musicians. The task is one that requires patience, dedication and an understanding attitude. It takes time for beginners to evolve on their instruments. There are physical factors involved with playing a musical instrument and each child's ability to acquire the necessary skills is different. You will not have all the answers, but you must be willing to go in search of them when necessary. My best piece of advice is to give them a great deal of positive reinforcement and reassurance, while simultaneously challenging them to better themselves as young musicians.*

WHY participate in Band or Orchestra?

- Music provides lifelong enjoyment
- Music develops mental and physical abilities
- Music develops cooperation/teamwork!
- Music improves self-expression
- Music provides unlimited opportunities
- Music is FUN!

“Music is such a benefit to have in one’s life – especially for the young people in our technology age where everything is instant and at the touch of a button. It requires discipline, persistence, effort, teaches team building skills, is a fun & healthy way for them to express themselves, and something they can carry with them through their entire lives. The payoff is worth the extra time and effort.”

The Director

What does the job involve?

- Being a leader, being positive, being humble
- Helping students to reach their full potential; be a motivator!
- Being observant (by sight & sound)
- Not being afraid to try something new - embrace the unknown and the fact that not everything will work...it’s okay.
- Being passionate about music!
- “Ch, Ch, Ch-Ch-Ch!” (A great little way to get their attention when the noise level becomes overwhelming- much more pleasant than yelling!?!)

General qualifications for leading this type of group :

- The most ideal situation is to have a teacher with a degree in instrumental music. If these credentials do not exist, consider the next two bullets:
- Have solid skills on a wind or string instrument to where you are able to demonstrate for the students.
- Have solid piano skills –be able to read music, play a melody and basic harmonies
- Have ensemble experience - participation in a band, orchestra, or choir.
- The aspiring director of the group may find it helpful to set up a workshop prior to the start of school where a specialist can help the new students & director become familiar with their instruments and help them to learn how to make the first sounds.

Instrumentation

Woodwind Instruments (all read treble clef except for bassoon)

SINGLE REEDS		DOUBLE REEDS	
Flute	Pitched in C	Oboe	Pitched in C
Clarinet	Pitched in Bb	Bassoon (reads bass clef)	Pitched in C
Alto Saxophone	Pitched in Eb		
Tenor Saxophone	Pitched in Bb		
Baritone Saxophone	Pitched in Eb		

Brass Instruments

High Brass (Reads treble clef)		Low Brass (Reads bass clef)	
Bb Trumpet/Cornet	Pitched in Bb	Trombone	Pitched in C
French Horn	Pitched in F	Baritone/Euphonium	Pitched in C
		Tuba	Pitched in C

Stringed Instruments

Violin	Treble Clef
Viola	Alto Clef
Cello	Bass Clef
Bass	Bass Clef

Percussion Instruments

Snare Drum, Cymbals, Xylophone, Triangle, Bass Drum

(All beginners should start on a snare drum or on bells.)

Acquiring an Instrument

A quality instrument, whether you buy, rent or borrow, is the key to success for a beginning student. If it is in less than top playing condition, the student will become frustrated quickly and probably give up. Below are some possibilities for acquiring an instrument.

▪ **Borrowing or Freebies**

- Free is always nice! That being said, it is not recommended to demand a child play a particular instrument just because it was free. If the student is excited about what they are about to learn, the chances of success are much higher.
- If the instrument has been in storage for a while, it should probably be taken to a local music store for a tune up! Woodwind instruments, especially, are negatively affected by dry or extremely hot/cold conditions....like in an attic!?!
- If you are borrowing an instrument, realize that beginners are usually not too careful and the instrument may return with some "love" bruises. Please warn the owner!

▪ **Renting**

- Most local music stores will rent quality instruments for approximately \$20 - \$30 per month. This may include a maintenance plan for the instrument should something go wrong.

▪ **Buying**

- Most **local music stores** sell new and used reputable band & orchestra instruments. Inquire about warranties and about possible trade in down the road to a "step-up" instrument. Below are some of the **possible** benefits for rentals...these will vary from vendor to vendor:

- 100% of your monthly rental payment applies to purchase
- Return the instrument any time with no further obligation - no minimum "trial period"
- Payments stay the same every month - no sudden increases in your payment after a few months
- Pay the contract off early for a possible discount
- Monthly rental payments are designed so you can own your instrument in as little as 2.5 years

- **Reputable Online Music Companies**

- Musician's Friend (www.musiciansfriend.com)
- The Woodwind & Brasswind (www.wwbw.com)
- Music & Arts (www.musicarts.com)

- Dillon Music (www.dillonmusic.com)
- Pecknel Music (www.pecknelmusic.com)

- **Craigslist** in your city/state. (Nice because you can see the instrument before you buy.) When looking on Craig's list or ebay, it is not advisable to purchase an instrument where the brand is not listed or it says "BRAND NEW instrument for under \$100". These are unknowns and good repair technicians will probably not service them when they fall apart. They are disposable instruments.

If you find a good deal for a brand you do not see listed above, please contact a professional about it.

- **Ebay** Please be sure you are **very well** informed about brands and don't hesitate to call the seller with questions...look at lots of pictures. There are many "great deals" on the internet but not all brands are created equal. It is recommended to purchase reputable brands...less common brands may deteriorate quickly and are often not repairable.

Shopping USED?

All instruments should come with a case that looks and SMELLS clean, the outside is durable and latches working properly. Beginning students can be a little tough on their cases...they need to be able to withstand possible sword fighting and karate kicks! If you have acquired a nice instrument without a case, it is possible to purchase a case. Cost will vary based on the size and type of instrument.

Also, make sure you can see the serial number...if it has been rubbed out it may be a stolen instrument.

Flute: A flute should have 3 components... the footjoint, the longer body, and the headjoint. Make sure it can be put together easily and that it has a crown (cap) on the top of the headjoint (the part of the flute that the player blows into). Pads under each of the keys need to be in good order. A complete flute repad for a student flute will cost between \$200-300. Look it over carefully.

Clarinet: A clarinet should have 5 components...the bell, to longer joints, a short barrel and a mouthpiece with ligature. Look for cracks in the instrument – NO CRACKS! Make sure it can be put together easily. Does it come with a mouthpiece & ligature? Do the tenons all have cork? (If not, this can be replaced.) Are there any pads missing that cover tone holes? (These can also be replaced.) Do all the keys move the way they should?

Alto Saxophone: A saxophone should have 3 components...the body, the neck, and a mouthpiece. Green discoloration may be an indicator of other problems – have it looked over by someone that knows saxophones. Make sure the rods on the sax are not bent or moving around. Make sure the horn has no major dents...smaller “ping” dents are usually ok.

Trumpet: Ask if it's pitched in Bb – it should be. Does it come with a mouthpiece? Make sure slides move & valves can push down easily. Look for tiny red spots on the instrument. This is REDROT – stay away from trumpets that have this –the metal is deteriorating from the inside, out. Ask the person selling to play a few sounds on the trumpet – even if they aren't musicians!

French Horn: A horn can be pitched in F (single horn) or in Bb (double horn). The single horn is great for beginners because they are a little lighter (less tubing) and they are less expensive for the parents! Other things to look for are identical to the trumpet. Try to avoid buying a horn with very large dents as these can negatively alter the tuning on the instrument.

Trombone: The slide should move easily – it should not get stuck in each position. Take the outer slide off and look to see if the plating is coming off the inner slide – if so, I would avoid this. Does the water key mechanism work? (spring mechanism) Look at the bottom of the outer slide for extensive denting...I would probably avoid purchasing with big dents here. Does the slide lock work? Finally, will the bell section and the slide section screw together properly – this is the most important item to check.

* Finally, any instrument with a few smaller dents should be alright for a beginner as long as the instrument still performs well. Please avoid buying an instrument for a beginner where it is damaged to the point of making it difficult for them to progress normally.

Helpful Tip: *Avoid buying a musical instrument at the same store you can buy peanut butter and clothing. It will not last and your child will probably quit!*

Reputable Instrument Brands

There are many different brands but these are the most reputable & common.

Flute – Armstrong, Jupiter, Artley, Emerson, Gemeinhardt, Bundy

Clarinet – Jupiter, Artley, Selmer, Yamaha, Bundy

Saxophone – Selmer, Jupiter, Armstrong, Conn, Yamaha, Bundy

Oboe – Buffet, Jupiter, Allora, Yamaha, Bundy

Bassoon – Jupiter, Allora, Amati, Fox Renard, Selmer Bundy

Trumpet – Jupiter, King, Bach, Conn, Yamaha, Bundy

Trombone – Bach, Jupiter, Conn, King, Yamaha, Bundy

Baritone – Besson, Holton, Bach, Jupiter, King, Yamaha, Accent

Tuba – Besson, Bach, Jupiter, King, Yamaha, Miraphone, Meinl-Weston

Snare Drum – Yamaha, Orbitone, Pearl (These often come as a kit.)

Strings – Florea, Knilling, Bellafina, Stradivarius

Other items/accessories that each student will need:

- a folding music stand
- Method Book (Essential Elements 2000 for their specific instrument)
- a tuner/metronome
- Clarinet and Saxophone students will need to purchase 3 reeds (size 2 ½) plus a reed holder
- Oboe and Bassoon students may want to start with a plastic reed initially. If plastic is purchased, one may be sufficient for a little while.
- Woodwind players should purchase a cleaning kit (all should include a swab, and some will include cork grease)
- Brass players should purchase a cleaning kit (includes valve oil, polishing cloth, and slide grease)

What instrument is right for each child?

- Gender does not correlate with success on any instrument... avoid the stereotypes.
- Encourage students to choose according to the sound of an instrument. Some are drawn more to high sounds (flute, oboe, trumpet, violin) and some to low sounds (bassoon, trombone, baritone, tuba, cello, bass); others are somewhere in the middle- more mellow sounds (clarinet, saxophone, french horn, viola). Direct them to listen to good recordings of instruments they may be interested in. This will help them to decide.
- When they have identified a timbre they find pleasing, there may be other factors you as the director will want to consider: a balance of instruments in the group, physical attributes of the player, abilities, etc. (Don't forget that students will grow over time... look at Mom and Dad to see the potential!)
 - **lip shape:** students with thin lips may be more successful on trumpet & horn; students with more full lips are more likely to be successful on the lower brass; students with average/normal sized lips can go either way.

If a student has a teardrop shape to the middle of the top lip, this will not be good for flute, trumpet & horn.
 - **mouth shape:** extreme overbite or under bite may be problematic for some; trial will be necessary; under bite or extremely uneven teeth may be a concern for trumpet and horn players
 - **hand size:** bassoons typically need nice long fingers to reach the tone holes & trombones typically require a longer reach (trombonists should at least be able to reach with the slide beyond the edge of the bell).
 - **overall physique:** students should be strong enough to hold the instrument up and be able to reach all of the valves or keys; string players should have a proper fit with their instrument (the scroll to the middle of the palm with the arm stretched out for violins and violas).
 - **"ears":** instruments like oboe, bassoon, f. horn, trombone and strings will be better suited for students with a good sense of pitch. Students do not need to have perfect pitch, just a strong ability to match a pitch in tune. Having a background in piano is very beneficial.
 - **COST:** saxophones, oboes, bassoons, & French horns are usually more costly than other beginning instruments. However, it is possible to find good used instruments for less. Also, reeds for oboe & bassoon can be \$15 – 20 each... costly if a student is rough on his/her equipment. Perhaps consider a plastic reed initially and then move into the cane ones when ready.

Regardless of the above conditions, personal incentive, drive, and interest must always be considered. Do not rule out an instrument completely if a student is very motivated to learn.

PREPARING NEW STUDENTS FOR THEIR FIRST YEAR OF BAND

Ideally, a month or so before the end of the school year, either devote a band class to instrument selection/testing for your rising 5th graders (new band students) or set up a time one evening to run the testing...whatever is easiest for your school set-up. This should aid in the decision of what instrument might be the right fit for them. It will also give the parents plenty of time over the summer to acquire the necessary items for their son/daughter for band.

Some suggestions for setting up an Instrument Selection Day:

- Contact a local music store that rents instruments...preferably one that has a decent reputation. Ask them about their rental program – cost, maintenance plans, etc. Then ask them if they would be willing to come to your school location to conduct a demo...show and demonstrate the various instruments and help to guide students through the process of trying a new instrument to see if it's the right one. (They should be familiar with this process.)
- Provide an Instrument Selection Form for the students /parents to fill out as soon as they enter the classroom. They should fill out the necessary information, including their 1st, 2nd & 3rd choices for an instrument.
- Consider having the classroom set up into multiple stations (woodwinds, brass, percussion and strings) so students can be spaced out while trying out their top 3 choices. Have a couple extra volunteers on hand to direct people from one station to the next and one to be a greeter. This could be a few older (reliable) band students or a few parents willing to help.
- The person conducting the instrument test should mark on the form between 1 & 5 as to how the student ranks with that particular instrument. After the student has tried all three of the preferred instruments on the form, he/she should meet with the director to make a final informed decision based on their rankings, physical features observed (facial features, finger size, height, etc.), possibly a simple pitch matching test, and number of players in band already on the instruments they are interested in.
- Have a separate handout for the parents that will provide the name of the recommended instrument for their child, along with any pertinent information they will need for the next year.

For example:

- A list of required accessories – music stand, book, reeds, etc.
- Names & contact information for a few reputable music stores in the area that provide instrument rental.
- Reputable brands for the instrument their child will be playing.
- Encourage the parents to invest in some private lessons over the summer to help them begin learning the basics properly and to get a head start for the beginning of school. Provide them with a referral for private lessons.

Instrument Selection Form

Child's Name: _____

Grade (Rising): _____

Parents' Email: _____

Choices: Flute, Clarinet, Saxophone, Oboe, Bassoon, Trumpet, French Horn, Trombone, Baritone, Tuba, Snare Drum, Bells, Violin, Viola, Cello, Bass)

Instrument Choices: (Please choose 3 from the list above. Rankings will be between 1 and 5. Five will be the highest. The director will make a final decision based on criteria from this form and outside of this information.)

First Choice _____

Rating: _____

Second Choice _____

Rating: _____

Third Choice _____

Rating: _____

Any previous musical experience? (Please circle "yes" or "no" and provide years.)

Piano Lessons: yes / no

Number of Years: _____

Choir: yes / no

Number of Years: _____

Special Criteria to think about:

- Students wishing to play percussion should be able to perform simple rhythmic exercises (repeat a clapped rhythm; maintain a steady pulse/beat, etc.)
- Students wishing to play trombone or French horn should be able to match pitch quite well.
- Students with braces can play any instrument. There may be some discomfort at first, but it will not last long. High brass players may find a bit more discomfort than low brass, but it is really up to the threshold of pain for each individual. There are many good products available today to place on the braces while the student plays.

What if an instrument doesn't work out?

Be observant...

Look and listen for students who may consistently be having trouble.

Look for signs of boredom, facial expressions displaying frustration, & blank stares perhaps. They may not tell you, but body language and conversation with peers will sometimes reveal a great deal. If they are not happy with their current instrument, try to catch it before they quit!

Real Life Scenario: *Trumpet student John was complaining of headaches from playing and was not enjoying band at all. The band at this time had 4 other trumpets, but no percussion. After speaking with the Mother about the situation (without John's presence), it was discovered that he loved to dance at home and had a great sense of rhythm and time....and the family already had some drums at home! Perfect! When John was approached about switching over to the snare drum (to be the time keeper for the band), his face lit up and he was more motivated than ever.*

Helpful Tip #1: Try to encourage students to continue with the same instrument year after year. The first six months to a year is the most challenging time. If they can stick with it through this time period, they will soon start to make progress much faster- learning songs with greater ease as they develop their skills on their instrument.

Helpful Tip #2: Try to acquire a list of private teachers and their contact info to refer the students to for private lessons beyond the weekly meeting time. Many music stores that sell instruments will also offer private lessons. Remember that this is a referral only and not all families will take part in extra lessons for their child.

COMMON QUESTIONS

What's the difference between a fiddle and a violin?

Nothing. Those are two names for the same instrument.

What's the difference between a Violin and Viola?

The *Viola* is slightly bigger than a violin so it is also slightly lower in pitch. The sounds of these instruments are similar. The viola is usually characterized as a more mellow sounding instrument. The *violin* is given the melody more often.

The saxophone is too big or too expensive. Is there an alternative to a saxophone for beginners?

Yes. The *clarinet* is very similar to a *saxophone*. Both use a single reed and the fingerings are very similar. Since many students simply do not have large enough hands to play the saxophone, the clarinet is a good choice for beginners. It's not difficult to switch to the saxophone later.

Should we start with the Alto or Tenor Saxophone?

Alto. The tenor saxophone is quite large and difficult to handle for elementary age students. Even the alto saxophone is too large for many students.

Is it possible to play the oboe or the bassoon as a beginner?

Yes. Many students can successfully start on these double reed instruments. If they are allowed in a beginning band, there are two factors to be aware of. The cost of these instruments, especially the bassoon is very high. They also require expensive reeds that will need to be replaced on a regular basis. These instruments can also be more difficult for a beginner than most of the other instruments. It's a good idea to take private lessons to play oboe or bassoon.

What's the difference between a trumpet and a cornet?

For the beginner, there isn't a noticeable difference. The trumpet is a bit longer and slightly brighter sounding than a cornet. Either instrument is suitable for beginners.

Which percussion instrument should we start with?

A percussion player will eventually play everything in the percussion section. This includes the snare drum, bass drum, bells, triangles, cymbals and many others. Many beginners start out on either bells or snare drum. The drum set is rarely used in school bands.

Which instrument is the easiest to learn?

This depends on the student. Each instrument has unique difficulties. The French Horn is particularly difficult because so many notes can be played with each valve combination. Students who have some previous music experience with piano or elsewhere tend to be more successful with the French Horn.

Do girls or boys do better on certain instruments?

No. It's true that more girls may play the flute and more boys play the tuba but gender doesn't correlate with success on any instrument. Thousands of musicians have proven boys or girls can succeed on any instrument.

How often should a beginner practice?

Generally, the more a student practices, the better they will sound on their instrument. This is especially true if they are working with a tutor or teacher. Otherwise bad habits may develop by unguided practice.

A typical practice schedule for a successful student is about 30 minutes, five days per week. Even 5 to 10 minutes of practice each night can be effective. Spreading out practice time is important. Two hours of practice in one evening is not nearly as beneficial as four evenings of 30 minutes.

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Trivia:

The flute uses more air than any other wind instrument.

For this reason people with larger lung capacities (tall people) have a distinct advantage over others in sustaining phrases.

As men in general have larger lung capacities than women, it is a mystery why most flute players in schools are girls!

Instrument Pitches/Transpositions

Because some instruments are pitched differently, a transposition exists. This is most important for the director to know in the beginning stages where students will have no idea what pitch they should be playing. Use the piano as your pitch source to help with this. (It is **not necessary** for students to know how to transpose. What they see in their music is what they will identify the note as.)

Instrument	Piano Note	Written Note for the Instrument	Transposition
Flute, Oboe, Violin, Viola	Bb	Bb	NONE
Clarinet & Trumpet	Bb	C	Written a Major 2 nd higher than the piano note
Alto Saxophone	Bb	G	Written a Maj. 6 th higher than the piano note
French Horn (Single horn)	Bb	F	Written a Perfect 5 th higher than the piano note
Bassoon, Trombone, Baritone, Tuba, Cello, Bass	Bb	Bb	NONE
Snare Drum	Bb	No Pitch	NONE

Helpful Tip:

When referring to the Conductor's Essential Elements 2000 Book, if you can't remember the note that the piano plays to match the various transposing instrument pitches, remember you can always look at the flute note (top of the score) or the tuba note (bottom of the score) to help you. These two instruments play the same note as the piano (they are non-transposing).

Band/Orchestra Seating

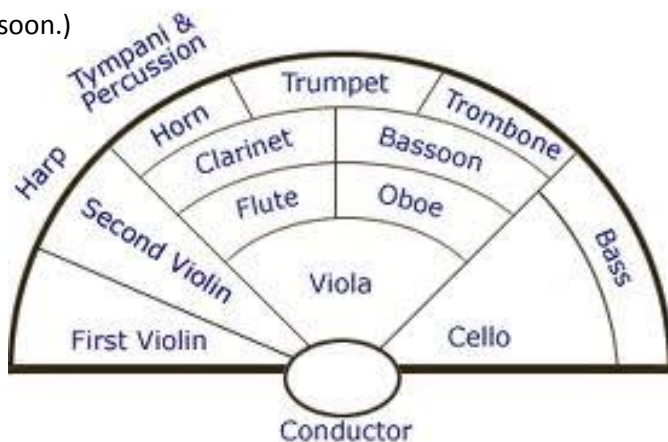
Seating the students can depend on a number of factors: ability, number of students, number of same instruments, music/parts, physical space, and sometimes even classroom management.

New Students: At the beginning of their first year in band/orchestra, seat them with others that play the same instrument. If you have a group with 1st and 2nd year students, try to put a 2nd year student next to, or in between, a 1st year student. The idea of being a role model for a less experienced player can be gratifying to the advanced student and helpful to the conductor. A basic arc with a bit of space in between each chair for the case is the most ideal seating arrangement to begin with. If there are many students in the program, you may need two arcs.

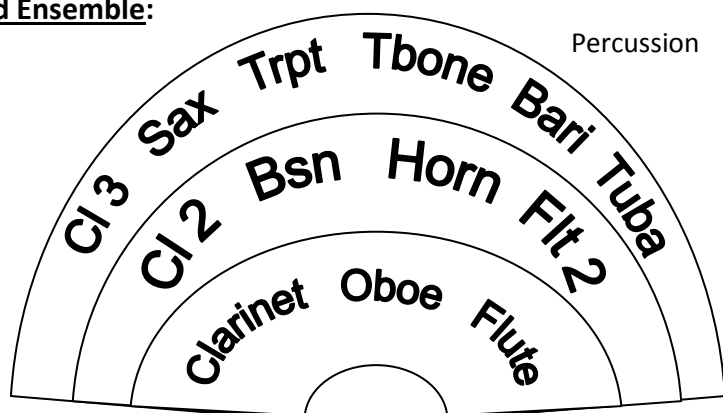
Various set-ups for a band/orchestra: Some conductors like to set up students in an arrangement that never changes and others will move them around based on the music/parts they are playing. Below are two examples of a typical set-up; one for a full orchestra and one for a concert band (no strings). Again, based on your numbers, instrumentation, and music, modifications may be made to the below settings. Feel free to try out different set-ups until you find something that works well for your ensemble.

Remember that your brass and percussions will naturally be louder than your woodwinds and strings, so the back row will be the best location in a performance setting.

ORCHESTRA: (Note: the Tuba would be in between the Trombones and Basses. Non-traditional instruments: Baritone would be placed in the Trombone section and a Saxophone between the Clarinets and Bassoon.)



Wind Ensemble:

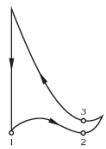
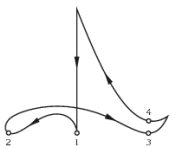

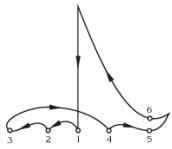


Basic Conducting

Most of the music your 1st and 2nd year players learn will be in 4/4, 3/4, 2/4, or 6/8. This being said, you may not even want to worry about a specific pattern for the first several weeks—begin by using a basic up and down pattern to help them get used to following a pulse/tempo. Once they have mastered this you can introduce them to the following conducting patterns below.

CONDUCTING PATTERNS

Note: Every beat pattern illustration in this manual has small numbered circles that show where the beats actually occur in the pattern. Bounce your hand lightly at the circles to emphasize each beat. You will need to move slightly faster in some parts of the pattern than in others so that the beats keep a steady rhythm.

Time signature	Number of beats per measure	Beat pattern
$\frac{3}{4}$	3	
$\frac{4}{4}$	4	
$\frac{2}{4}$	2	
$\frac{6}{8}$	6	

BASIC TEACHING METHODS:

“Consider teaching on a ‘need to know’ basis and try to talk in terms of desired results rather than lengthy explanations.”

“Demonstrate what you want them to do first then have them try.” If you are not able to demonstrate, have an older student model for you if possible. Another alternative is to use a recording or video clip of a professional musician. (Youtube is a great resource!)

“If some students need more explanation, either provide it for them or ask the class guided questions resulting in another explanation of the technique.”

- Clinic Notes from Midwest Band Conferences

POSTURE AND BREATHING

Basic posture is vital to proper breathing and playing position for ALL instruments – winds, strings, and percussion.

Students should sit toward the front edge of the chair (back off the chair back—except tubas), spine straight, shoulders relaxed and head upright. With their feet on the floor they should be able to easily stand up without any extra effort. Horn students that are smaller may need to prop a foot on the leg of their chair to raise the height of the horn.

Proper breathing is simply moving lots of air in and out of the body as efficiently as possible.

Demonstrate to the class then have them copy. Look for the following things:

- Breathing through the mouth—NOT the NOSE!
- Stomach area expands first then the chest—like filling up a glass with water
- Shoulders may rise slightly but not abnormally
- Air should move in and out—NO HOLDING IN AIR!!!! (Think of a swing)
- Silent air in and out—extra noise means something is getting in the way of the air stream (inhale like yawning, exhale like sighing)
- Avoid tension caused by: taking in too much air, squinting eyes & facial muscles, tired arms from holding the instrument, nervousness!

Breathing Exercises:

- In ____; Out ____ Blow to a target (focus with eyes)
- Blow up large 12” balloons in one breath
- Blow against a single sheet of paper held about 6 inches from your nose
- Hold palm of hand about 6” in front of your mouth and blow a steady stream of warm air using a “tu” syllable toward the center of your palm. (Wind Patterning)
- To show them how to blow warm air, describe fogging a window with their breath.

Catholic Homeschoolers Practice Log Sheet

NAME: _____

Try to practice at least 15 -20 min. each day

Month _____

DATE	Music and/or Exercises Practiced	# of minutes

Parent's Initials _____

DATE	Recordings you Listened to with your instrument as a part of the musical group. (Name of Musician(s) & Name of Song)

Parent's Initials _____

DATE	Live Concerts Attended

Parent's Initials _____

FREE Helpful websites:

<http://www.conn-selmer.com/en-us/educators/educational-resource-center/>

(One of the best websites for music educators...provides fingering charts and teaching methods specific to the various instruments.)

<http://www.beginband.com/> (Has descriptions of each instrument as well as sound clips. Instrument recommendations are limited.)

<http://www.midwestclinic.org/midwest-clinicians.aspx>

(Clinic notes from workshops presented by national/international professionals in the field of music performance and education. On the right hand side of the page are the links for multiple years of clinic notes. When you find your topic of interest, look for the PDF link to view the notes.)

www.YouTube.com for videos of professional musicians and orchestras from around the world. When you find something you like, you may want to consider looking for the video on the professional musician's personal website for viewing with students if it is "cleaner".

<http://www.usarmyband.com/jukebox/index.html> A selection of various styles of music performed by the U.S. Pershing's Own Army Band

http://www.marineband.usmc.mil/audio_resources/discography/index.htm A huge selection of mp3's for listening (FREE!)... Classical music, ceremonial music, band music, orchestra music. It would be a wonderful resource to refer your students to for listening.

<http://itgyouth.trumpetguild.org/> OUTSTANDING professional website for students and teachers alike. Journals, reviews, summer camps, etc.

<http://itgyouth.trumpetguild.org/journaljr/201306junior.pdf> "Correcting Common Mistakes" (for trumpets)

http://www.midwestclinic.org/2012_clinician_Douglas_Akey.html "A Sound Only a Mother Could Love: Developing a Mature Young Band Sound"

http://www.midwestclinic.org/2012_clinician_Daniel_Perantoni.html "A Complete Guide for the Successful Tuba Player"

http://www.midwestclinic.org/2012_clinician_Gail_Zugger.html "Clarinet 101: Simple Steps to Improve Your Clarinet Section"

http://www.midwestclinic.org/2012_clinician_Debra_Haburay.html "Count Tap Clap: Coordinating the Relationship between Rhythm and Pulse"

http://www.midwestclinic.org/2012_clinician_Jim_Catalano.html "Percussion 101: Refresher"

http://www.midwestclinic.org/2012_clinician_Jeremy_Woolstenhulme.html "String Players vs. Rhythm: Let the Battle Begin!"

<http://www.midwestclinic.org/2011-clinician-Gail-V-Barnes.html> "Priorities in the String Class: Posture, Pulse and Pitch"

http://www.midwestclinic.org/user_files_1/pdfs/clinicianmaterials/2000/dackow.PDF "Middle School Full Orchestra – Making it Work for You"

http://www.midwestclinic.org/user_files_1/pdfs/clinicianmaterials/2000/spring.PDF "10 Steps to a Better Clarinet Section"

http://www.midwestclinic.org/user_files_1/pdfs/clinicianmaterials/2004/michael_davis.pdf "21st Century Trombone – Brass Fundamentals for the year 2004 and beyond"

The Midwest Band Clinic is loaded with great articles...the ones above are a few I have picked out that would probably be helpful for any beginning orchestra/band director.

Blessings on your musical Journey!

*Sarita Maxwell, M.M.
Prof. of Low Brass
Winthrop University*