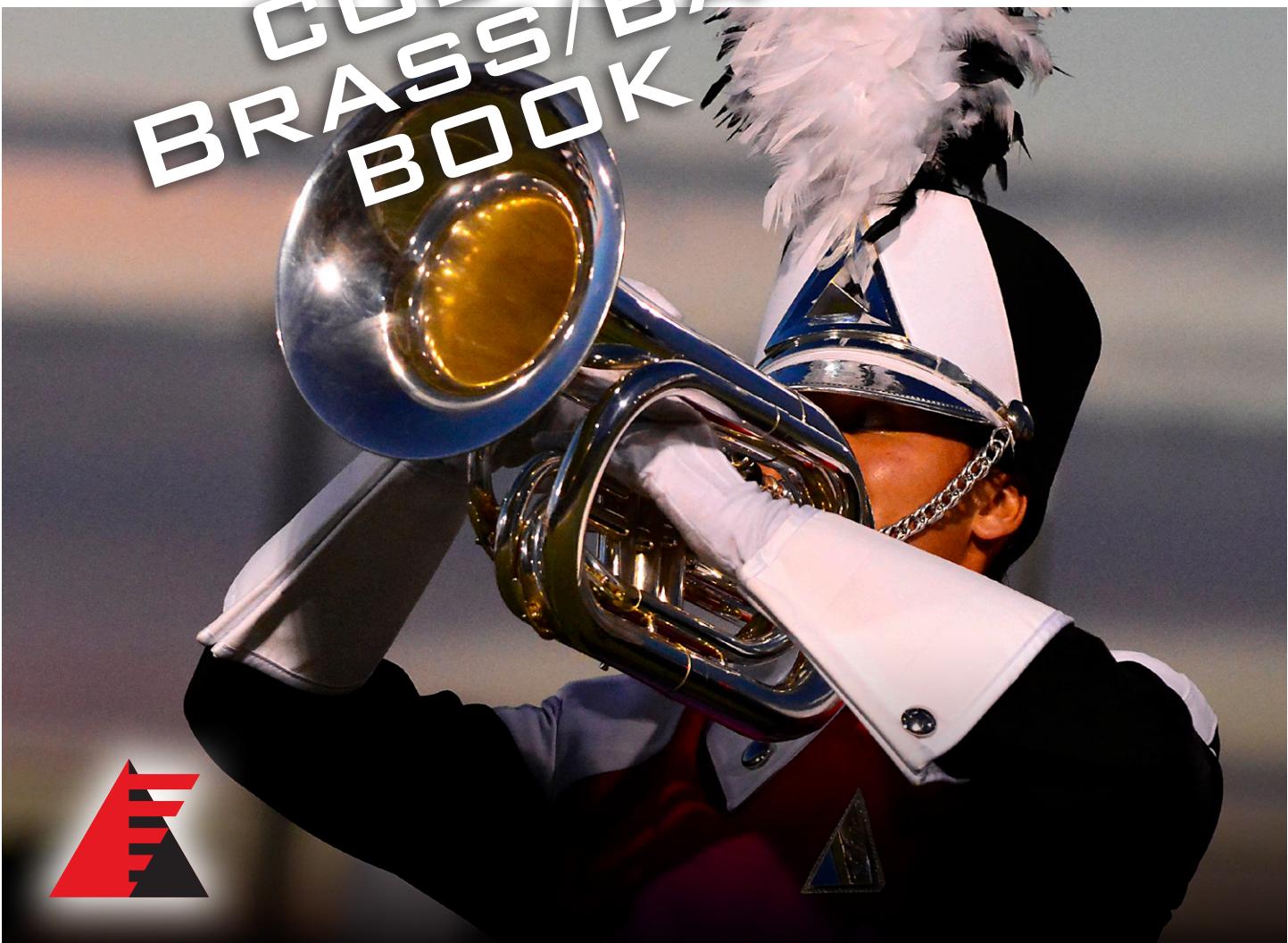




**COLTS**  
**BRASS/BARITONE**  
**EUPHONIUM**

**BOOK**





Welcome to the 2017 Colts! We hope this is the first step in a life changing journey and we are honored you chose to take that step with us. In this packet you will find everything you need to prepare for the audition process for the Colts brass section. Over the course of the next few months we will be evaluating your potential to be a member of our world class brass section. We encourage you to be open and be yourself through this process. We are an educational family here and not just a competitive world class drum & bugle corps. We are auditioning people, not just brass players.

All of the exercises and methods below will be used not just to evaluate, but also develop your tone production, intonation, flexibility, articulation, and musicianship. As you work through these exercises, take care to focus on the explanations given before each one. The goal isn't learning notes, but developing sound and creating music.

- 1. Breath, Sing, Buzz**
- 2. Long tones and flow studies**
- 3. Lip Slurs**
- 4. Articulation**
- 5. Scales & Fingers**
- 6. Chord building and Chorals**
- 7. Audition Etudes**
- 8. Individual Evaluation**

More exercises will be added as needed throughout the course of the season in order to tailor the skill set of the ensemble, as well as the skill needed in the 2017 competitive program.

If you have any questions, please email me at millerchad78@gmail.com.  
See you at camp!  
Chad Miller  
Colts Brass Caption Head

## 1. Breath, Sing, Buzz

**Breathing** is an essential part of playing any wind instrument. It is for this reason that a significant amount of focus and time will be spent on breathing.

### **ANATOMY AND APPLICATION**

The anatomical definition of moving air to play a brass instrument is a sequence of forced inspiration and expiration, which is breathing in and out with more than natural exertion. Doctors and biologists have noted four main sets of muscles involved in this process: the diaphragm, the abdominals, the external intercostals, and the internal intercostals. The last two sets are probably unfamiliar to you – they help to expand and contract the ribcage when deep breaths are taken in or blown out. However, movement of these muscles is largely reflexive and is best exercised by thinking about keeping the chest cavity open and relaxed. Attempts to flex the intercostal muscles in breathing tend to lead to tension in the shoulders and neck, which is counterproductive. The real workhorses of breathing are the abdominals and the diaphragm. Contrary to what many musicians have been told, when the diaphragm contracts, it moves down and pulls air into the lungs by making more space for them to expand at the bottom of the chest cavity. This is visible by having an expanding abdomen or belly upon taking a deep relaxed breath. However, the diaphragm, once contracted, cannot push air out. A combination of several abdominal muscles serve to push up on the diaphragm, forcing it back into the bottom of the chest cavity and exerting pressure on the lungs. This provides the air stream that can be manipulated by the brass player to create a relaxed sound.

Tension outside of the intentional movement of the diaphragm and abdominals (and the unintentional, reflexive movement of the intercostals) must be avoided at all costs, and it is for this reason relaxed breathing, or “sighing,” is the best place to start. Inhale with a deep, relaxed sigh and then immediately exhale, allowing the natural elasticity of the chest cavity to push the air out of the lungs. Make sure to maintain a HO vowel shaping in the mouth as you inhale to allow for the least amount of resistance possible. The air should be in constant motion, never allowing it to stop on either end. This then leads to a relaxed foundation for more exerted breathing. Gradually use the abdominal muscles to push harder on the relaxed diaphragm, causing air to more rapidly exit the lungs and enter the instrument. Manipulation of this abdominal push allows for the maintenance of air speed and flow and provides for a constant, full tone. Properly isolated, this movement of the diaphragm and abdominal muscles keeps all breathing tension at the bottom of the chest cavity, as far away from the airway and instrument as possible.

## **SINGING/ARTICULATION**

Singing is the primary component for any musician achieving true musicianship. Not only is it the most direct connection to the ear, but as brass players, it allows a more natural approach to articulation and tone production. Overthinking when working on pedagogical details is a constant danger, and paralysis from over analysis can take place. It is for this reason that focusing on singing correct syllables and vowels, as well as pitch and dynamics, can be the best course of action. For articulations, there are a variety of choices that are considered correct, and can be adjusted to the specific individual or situation.

“Tonguing is 5% consonant and 95% vowel.” -Adolph Herseth

We need to be cautious not to allow the tongue to hamper tone quality. This is why we want to think more vowel than consonant. tAH, tU, tO, or dAH, dU, dO are all acceptable; however, in order to create a light and unified section sound we will use dAH to start. Exceptions will be addressed by section staff. The closed off ee or rr must be avoided at all costs. Again, in order to avoid improper approaches, we must think of articulating like singing or speaking. Try having a conversation by only using dAH. If done correctly it should feel as natural as speaking. Notice the natural tendency to add inflection and direction to the phrase. The tongue should also move in a natural way. The addition of pitch and duration evolves this conversational concept into singing. All exercises will be sung, buzzed, and then played on the instrument.

## **BUZZING**

Buzzing on the mouthpiece is an essential part of playing a brass instrument. You should think of the instrument like a mouthpiece with a long tube coming out of it. When buzzing on the mouthpiece minimal pressure should be used, and a slightly “foggy” sound should be achieved. Play all passages on the mouthpiece as naturally as possible with the same approach as when you sing or speak, making sure to keep motion minimal. Start with a siren making sure to keep motion minimal and sound smooth and unimpeded as you slide up and back down through your range.

## **2. Long Tones & Flow Studies**

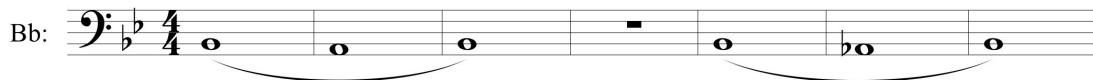
### **LONG TONES**

The following will be sung, buzzed, and then played on the instrument. The use of a drone, or high/low sustain will be implemented in order to allow for a tuning fundamental to each interval. Be sure to maintain a steady, straight tone through the note change. Make sure your tone is constant through each valve combination, making sure to compensate for the stiffness and tuning tendencies of certain pitches.

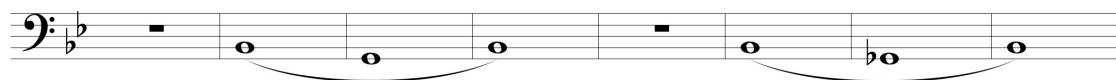
# Long Tones

Baritone/Euph

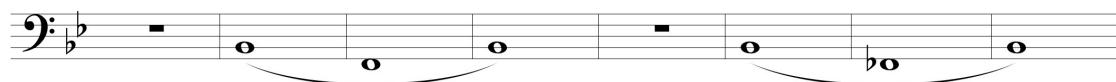
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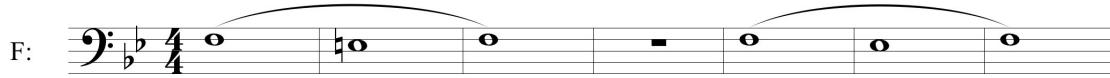
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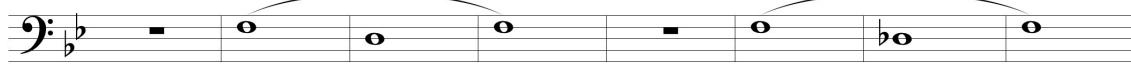
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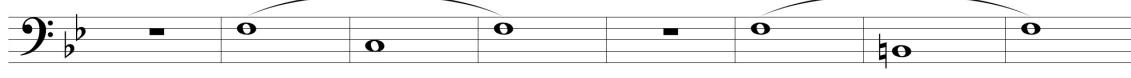
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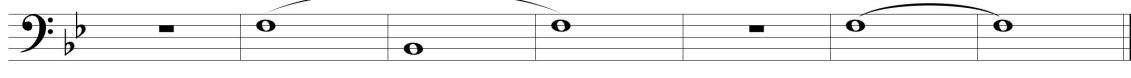
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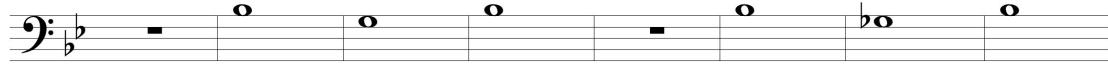
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24



8



16



## FLOW STUDIES

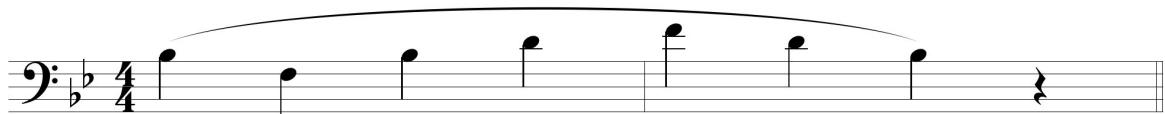
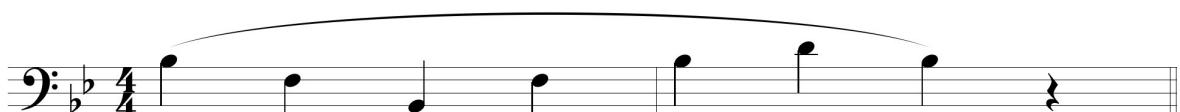
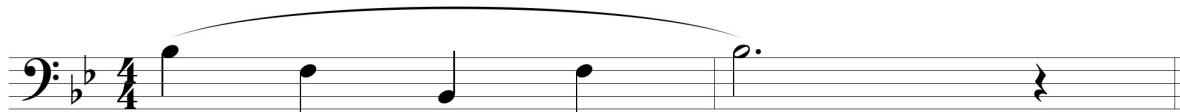
Understanding the constancy of air and buzz throughout the range of the instrument is vital in a seamless sound across the instrument's range, as well as proper musical phrasing. We will be using the following studies from Vincent Cichowicz as flow and phrasing exercises. Again, all will be sung, buzzed, and then played. The goal is to hear the pitches and allow the subconscious mind to drive the mechanics of playing the horn.



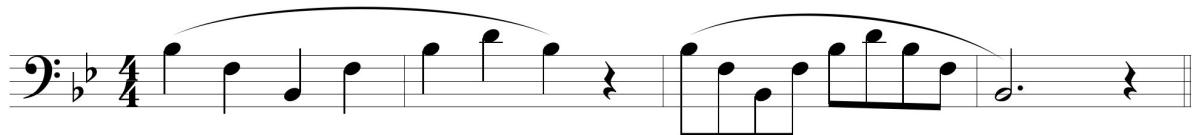
### **3. Lip Slurs**

#### **LIP SLURS**

Just as with the long tones, all lip slurs will be sung, buzzed, and then played on the instrument, also utilizing the high/low sustain at times to provide a tuning foundation and sonority balance. Be very cautious not to cheat the breaks, keep the air steady, the head still, and simply hear the pitches and realize them through the horn. Slurs will be played in each valve combination down to the 1&2 combination chromatically and then back up.



Faster lip slurs will be used to develop more flexibility on the instrument.



## 4. Articulation Exercises

The goal of the articulation exercise is to apply the fundamental consonant and vowel shaping to the instrument. This exercise will be played using all types of articulation, including, staccato, legato, marcato, accented, and any combination of these. Prepare all forms of articulations and pay close attention to your instructor on which is being used at any given moment.

 = 90-180

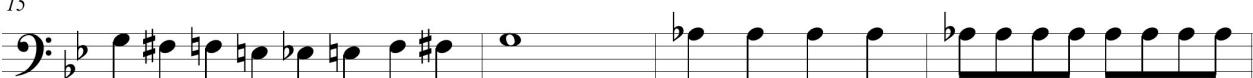
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**10**



**15**



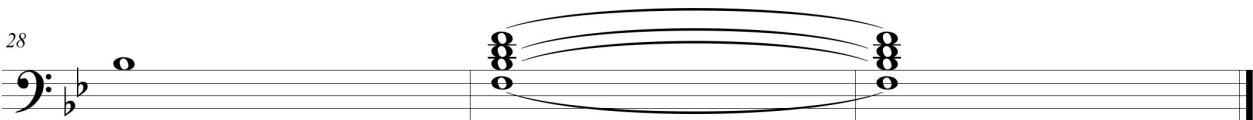
**19**



**23**



**28**



## 5. Scales and Fingers

### **FINGERS**

Chromatic scales, major scales, as well as exercises like the Clarke studies, will be used to improve and maintain finger dexterity. All exercises will be performed with a variety of articulations in order to align the tongue with the valves. Work slowly at first, working for a machine like approach in the finger motion. Start slowly and work these at a variety of tempos from 70-150+ BPM.

C

A musical staff in common time (4/4). The key signature is C major, indicated by a single sharp sign. The staff consists of eight measures of eighth-note patterns. The first seven measures show a repeating pattern of two groups of four eighth notes each, starting with a quarter note. The eighth measure ends with a single quarter note followed by a dash, indicating the end of the scale.

F

A musical staff in common time (4/4). The key signature is F major, indicated by one sharp sign. The staff consists of eight measures of eighth-note patterns. The first seven measures show a repeating pattern of two groups of four eighth notes each, starting with a quarter note. The eighth measure ends with a single quarter note followed by a dash.

Bb

A musical staff in common time (4/4). The key signature is B-flat major, indicated by two sharp signs. The staff consists of eight measures of eighth-note patterns. The first seven measures show a repeating pattern of two groups of four eighth notes each, starting with a quarter note. The eighth measure ends with a single quarter note followed by a dash.

Eb

A musical staff in common time (4/4). The key signature is E-flat major, indicated by three sharp signs. The staff consists of eight measures of eighth-note patterns. The first seven measures show a repeating pattern of two groups of four eighth notes each, starting with a quarter note. The eighth measure ends with a single quarter note followed by a dash.

## 6. Chord Building and Chorals

Intervals and chord building will be used in everything we do. Understanding the adjustments that need to be made to achieve just temperament tuning, as well as proper harmonic balance, will be essential for allowing the overtone series to resonate properly. The chart below is a starting point to understanding just intonation. Eventually the ear must guide the player to make the proper adjustments.

### Chords of Just Intonation

All chords are based on root "C" which is "0" pitch.

+ or - is cents rounded to nearest whole number

Maj      min      dim      Aug

Maj w/ add 6    min w/ add 6    dim w/ add b6    dom 7

Maj 7    min min 7    dom 7 #5    dim 7

min 7 b5    dom 7 b5    min Maj7    Maj 7 #5

dim Maj7    dom 7 w/ add 9    dom 7 w/ add b9    Maj 7 w/ add 9

Rewritten by Jeffrey Anderson



# Bach Choral

J.S. Bach

The musical score consists of two systems of six staves each, representing different instrumentation. The top system includes: Trumpet in B♭ 1, Trumpet in B♭ 2, Mellophone, Baritone (B.C.), Euphonium, and Tuba. The bottom system includes: B♭ Tpt. 1, B♭ Tpt. 2, Mello., Bar., Euph., and Tuba. The music is in common time (indicated by '4') and major key (indicated by a sharp sign). The notation uses standard musical symbols like quarter notes, eighth notes, and sixteenth notes, with various rests and dynamic markings.

Trumpet in B♭ 1

Trumpet in B♭ 2

Mellophone

Baritone (B.C.)

Euphonium

Tuba

B♭ Tpt. 1

B♭ Tpt. 2

Mello.

Bar.

Euph.

Tuba

## 7. Audition Etudes

### **LYRICAL**

Work towards producing a vocal like quality on the passage below. Pitch, as well as tone and phrasing, should be achieved through singing, then buzzing, then playing. Make sure to create a seamless sense of phrasing.

### Rochut No. 6

**Andante Cantabile** ♩ = 65

**p**

7

13

19

## TECHNICAL

Work towards creating a light and buoyant approach, making sure to start this passage slowly at first, then working towards an allegro tempo. Clean and mechanical fingers are key on the sixteenth notes, as well as an effortless approach to the upper register.

### Baritone Technical Excerpt

#### Bouree

The musical score consists of three staves of music for baritone. The key signature is one flat, and the time signature is common time (C). The tempo is marked as  $\text{♩} = 90$ . The dynamics include *mf*, *p*, and *f*.

Staff 1 (measures 1-4): The music begins with a series of sixteenth-note patterns. Measure 1 starts with a sixteenth-note grace followed by an eighth note and a sixteenth-note pattern. Measures 2-4 continue with similar sixteenth-note patterns. Measure 4 ends with a sixteenth note followed by a quarter note.

Staff 2 (measures 5-8): Measure 5 starts with a sixteenth-note pattern. Measures 6-8 continue with sixteenth-note patterns, with measure 8 ending with a sixteenth note followed by a quarter note.

Staff 3 (measures 9-12): Measure 9 starts with a sixteenth-note pattern. Measures 10-12 continue with sixteenth-note patterns, with measure 12 ending with a sixteenth note followed by a quarter note.

## **8. Individual Evaluation**

Auditions can be an intimidating process, and we very much understand this. We strive to provide a positive experience for all who attend our camps. You will be given detailed feedback from our staff on ways in which you can improve as a player. Your evaluation will be a culmination of many elements...

- The brass staff will be evaluating your playing ability, including tone production, range, intonation, articulation, and general musicianship. The included etudes are meant to display each one of these elements. Make sure to work on displaying all of these to the best of your ability. If there is a segment of a piece you feel additionally demonstrates your ability, then you may play it in addition to the included excerpts.
- The individual audition is just a start, however, the main focus will be to see how each individual can contribute their technical and musical abilities to the ensemble. Much care will be taken by staff to hear how individuals are able to fit inside the sound of a section. It is also for this reason that not only will you be performing a lyrical and technical etude as an individual, but will also be asked to play the Bach Choral above with a small ensemble.
- You will be evaluated on your movement ability as well, so come prepared to move and play.
- Above all else, your ability to take instruction, and desire to learn and improve, will be taken into account. We are not just looking for players; we are looking for driven and passionate students. You will be given multiple opportunities to display this throughout the audition process.