

the space between

**Nurturing Individual Musicianship
through Chamber Music**

with the

San Antonio Harmonie Ensemble

Brett A. Richardson, Conductor and Clinician

CC 214

3:30-4:30 PM



EXCERPT

TheSpaceBetween

Nurturing Individual Musicianship
through Chamber Music

3'00"

ROSSINI/arr. Thompson

"The Barber of Seville"



THANK YOU!

- **George Little, Mike Brashear, and the TBA Board of Directors** for the invitation
- **Carlos Quiroz**, *Alamo Heights HS, Director of Orchestras*, for hosting our rehearsal last week
- **Cole Duhon**, TLU Alumnus and Assistant Band Director at League City Int. (Clear Creek ISD) for assistance with slide show
- **The San Antonio Harmonie Ensemble** – donating their time and talents!



1'00"

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

WHY ARE YOU HERE?

- **BEAUTY:** Listen to the music and hope that it adds beauty to your day.
- **SOMETHING NEW:** Add a component to your programming year that adds a new avenue of growth and development.
- **REHEARSAL STRATEGY:** Maybe hear a “nugget” you can take away and apply in your band hall next week.
- **You are all welcome here!**



2'00"

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

IT'S PART OF YOUR BAND DNA

- “A form of classical music that is composed for a small group of instruments—traditionally a group that could fit in a **palace chamber or large room**”
- *Harmoniemusik (Gr.)* – designates a wind ensemble employed by an aristocratic patron during the 18th century for outdoor or recreational music or as a wind section of an orchestra
- Classical Wind Octet: 2 Oboes, 2 Clarinets, 2 Horns, 2 Bassoons (+ Dbl Bass)



1'30"

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

ESSENTIAL TRUTHS: A POSSIBLE CAUSE AND EFFECT

Small ensembles cultivate better players.

Better players contribute to more confident bands.

Confident bands can share more music in diverse performance venues.

Bands that are willing to nurture individual musicians purposefully integrate small ensembles.



2'00''



INSPIRING COLLABORATION THROUGH CHAMBER MUSIC

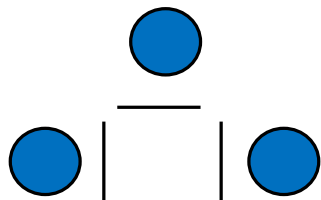
TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

Set-Up Matters

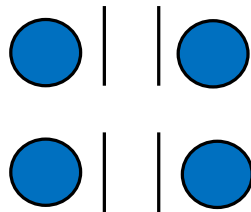


- Performers are **HEARD** better when they are **SEEN**.
- Teach conventional chamber music set-ups
- Conductor or no conductor? It matters!

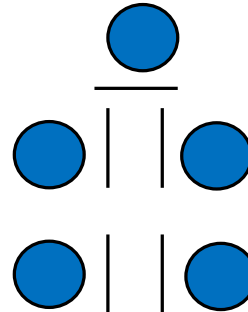
2'00"



TRIO



QUARTET



QUINTET

AUDIENCE HERE

**SEVEN or MORE?
ARC IT UP WITH
GOOD
SIGHTLINES**

TheSpaceBetween

Nurturing Individual Musicianship
through Chamber Music

The “Chamber Music” Breath

- A calm, audible breath from the performers can help with precision
- **ABCD** *breath* = “**A**lways **B**reathe, **C**alm and **D**eep”
- The concept of “conducting” while performer breathes
- Musical Leadership → teach something other than a “count off”, “toe tap”, “5-6-7-8”



3'00"

ROSSINI
Opening Chord

**LISTENING
ACTIVITY**

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

NO AUDIBLE BREATH or EYE CONTACT

POOR PRECISION

NO AUDIBLE BREATH, EYE CONTACT ONLY

IMPROVING PRECISION

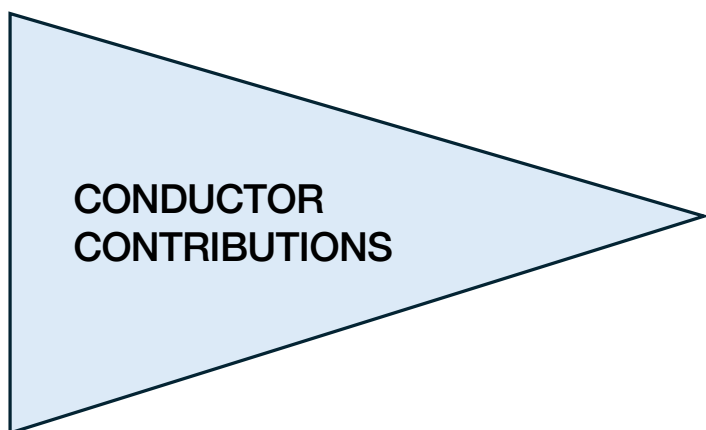
SLIGHTLY AUDIBLE BREATH & GOOD EYE CONTACT

BETTER PRECISION

Andante maest

Instrument	Dynamic	Note
Flute 1	<i>ff</i>	D
Flute 2	<i>ff</i>	D
Oboe 1	<i>ff</i>	A
Oboe 2	<i>ff</i>	F#
Clarinet 1 in Bb	<i>ff</i> / <i>p</i>	F#
Clarinet 2 in Bb	<i>ff</i> / <i>p</i>	D
Horn 1 in F	<i>ff</i>	F#
Horn 2 in F	<i>ff</i>	D
Bassoon 1	<i>ff</i> / <i>p</i>	A
Bassoon 2	<i>ff</i> / <i>p</i>	F#
Contrabass	<i>ff</i>	D

Filling The Vacuum



COLLABORATION

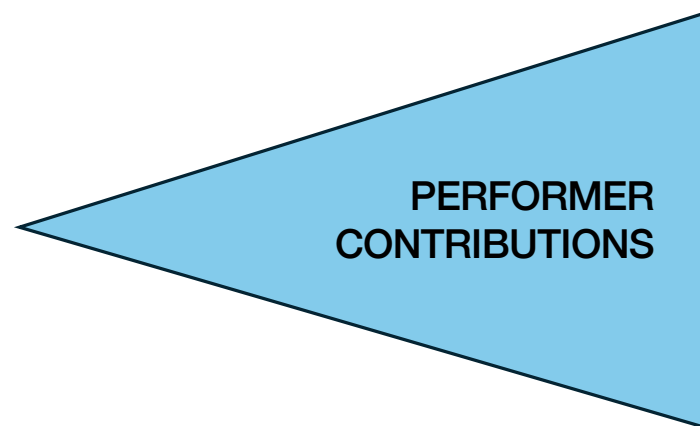
TEAM-BUILDING

***PURPOSEFUL,
HONEST MUSIC
MAKING***

*PERSONAL
GROWTH*

OWNERSHIP

***“Where the magic
happens!”***



1'30”

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

Unconducted Rehearsals Guidelines

- **Give up control.**
- **Walk away and listen.**
- **Be your own clinician.**
- **Ask questions that allow the performers to rehearse themselves.**

- **Ignoring the conductor** when you something pulls apart can be a great learning opportunity. *SWR*
- **The ebb and flow** between musicians functions like a conversation. *SWR*



3'00''

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

5 Golden Rules of Collaboration



- “Your voice and experiences do matter.”
- When communicating during any musical collaboration, always ask yourself:
 1. “Is it **kind**?”
 2. “Is it **important**?”
 3. “Is it **helpful**?”
 4. “Does it need to be said **right now**?”
 5. “Does it need to be said **right now, by you**?”



GEORGE FAHLUND
Double Bass

Debussy NEXT

1'00”

ROSSINI
9 after H

**LISTENING
ACTIVITY**

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

THE PERFORMERS



DANIELLE AICHER
Flute



STEPHANIE HULSEY
Flute



DON BIERSCHENK
Principal Clarinet



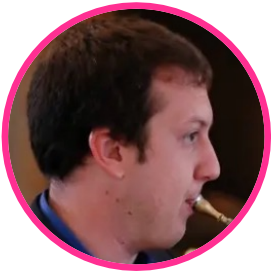
STEPHEN MOORE
Clarinet



KATIE BLOISE
Guest Oboe



LEO BENAVIDES
Oboe



SEAN HOLMES
Horn



JEFF ROWLAND
Guest Horn



SARAH WILDEY
Principal Bassoon



MEREDITH WRIGHT
Bassoon



GEORGE FAHLUND
Double Bass



Allow time to tune

EXCERPT

TheSpaceBetween

Nurturing Individual Musicianship
through Chamber Music

3'00"

DEBUSSY/arr. Thompson
Clair de lune from Suite Bergamasque





THE REPERTOIRE “PIECE”

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

The Repertoire “Piece”

- **UIL Prescribed Music List (PML)**
- *Not all chamber music has a UIL “event code.”*
- *Annotated Guide to Wind Chamber Music* by Rodney Winther, CCM (Alfred Music, 2004)
- **Chamber Music America (ORGANIZATIONS LIKE THIS)**
- **CBDNA Report** (PDF, Bi-annual)
- Develop a **philosophy** regarding how you choose ALL music for your students
- Composer diversity component



2'00"

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

Composer Diversity

- **Representation and Awareness**
- Inspires thoughtful, purposeful **programming** by you, the teacher/conductor
- **Exposure** to a diversity of cultures, tonal languages, scales, rhythmic vocabularies, and more!
- Inspiring young composers and arrangers sitting in your ensembles (**WAIT, I CAN DO THAT TOO?**)
 - **“A lot of the time we don’t know how good people are until we give them the opportunity...”**
–TIM STEEMSON, Composer



1'30"

Allow time to tune

TheSpaceBetween

Nurturing Individual Musicianship
through Chamber Music

EXCERPT

TheSpaceBetween

Nurturing Individual Musicianship
through Chamber Music

4'00"

ALYSSA MORRIS
Where the Colors Fall





WHERE CAN CHAMBER MUSIC LIVE IN MY BAND PROGRAM?

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

SMALL STAFF or SCHOOL?



1:00

- Hand out level appropriate repertoire at beginning of year
- Coach 1-2 groups weekly for three weeks
- Perform throughout the year (school and civic organizations)
- Push in the spring to prepare for UIL Region and State S&E Contests
- Have a "send-off" concert prior to TSSEC

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

BEGINNING BANDS CAN TOO!



1:00

- **Beginner solo and ensemble contest at end of year**
- **Helps with preparation for band placements**
- **UIL Grade III selections (make it achievable)**
- **Play at 5th grade recruiting visits (elementary kids see students they know!)**

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

3 X 1 CONCERT



1:00

- **3 CONCERTS, 1 NIGHT**
 - **PERCUSSION ENSEMBLES – Band Hall**
 - **WOODWIND ENSEMBLES – Choir Room**
 - **BRASS ENSEMBLES – Cafetorium**
- **Parents/families, middle schools attend concert**
- **Invite middle schools to attend**
- **3 1-hour concerts vs. 1 3-hour concert**
- **Record and share with the entire band**
- **3 “best” perform on Spring Band Concert**

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

PRISM, KALEIDOSCOPE, COLLAGE



1:00

- **1 concert with LOTS of different groups: solos, ensembles, jazz band, percussion ensemble, full concert band**
- **No applause in between**
- **Mix of student coached groups versus director, lesson teacher coached group**
- **Incorporate lighting cues and innovative staging practices**

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music



INSPIRING GROWTH AS AN INDIVIDUAL MUSICIAN

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

Independent, Individual Musician



- “I've been able to grow as a musician by performing chamber music, by matching sounds, nuances, and **‘playing inside’** the sound of the other players.”
- “Chamber music requires you to be an **independent, individual musician**, but also to be part of a collective group that creates a musical idea together.”



*DON BIERSCHENK,
Principal Clarinet*

1'00”

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

Listen, Listen, Listen!



- “When you get to know your fellow musicians well and don’t rely solely on a conductor, **you can hear when someone is struggling and adjust.**”
- “Chamber music isn’t about being the best, fastest, or most in-tune, but accommodating and adjusting within the group to get the **best sound and musical experience possible.**”



SARAH WILDEY,
Principal Bassoon

1’00”

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

Lessons Learned



- “Chamber music teaches a sense of responsibility to the others in the group, along with **bravery and confidence.**”
- “Since being the only one on your part is such a **vulnerability**, I think it’s especially important that we strike the balance between creating a supportive environment for our students where it’s **safe to make mistakes in front of one another**, while also compelling our students to feel that sense of responsibility to one another and be as **prepared as possible.**”

1’00”



DANIELLE AICHER
Flute

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

Conductors, Bring YOUR Best!



- Personal evolution of score study, programming, and rehearsal facilitation. **Stretch what you need you to know to be the best musician in the room.**
- Good conductors = **BIG GESTURES**, Great conductors = **SMALL GESTURES** (or no gesture at all, let 'em play!)
- **Develop a willingness to try new tools you learn from peers and the performers in front of you.**
- **What do you need from me to be successful? What are you hearing?**



BRETT A. RICHARDSON
Conductor

1'00''

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

CODA

- **Everyone makes time for things they value.** You can find a place for chamber music in your band program if you work at it.
- **Find a form of chamber, small group music that fits your school situation.**
- **Chamber music CAN be a place musicians grow as INDIVIDUALS.** Place the ownership on the student and be amazed by what they show you (good or bad!)



1'00"

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music



3'00"

QUESTIONS?

TheSpaceBetween
Nurturing Individual Musicianship
through Chamber Music

Use chamber music to:

- Bring your **students closer**.
- Inspire more **fruitful, diverse collaborations**.
- Reinforce **individual musicianship**.
- Help performers **fill the space between each other with music and kindness**.



1'30"

THANK YOU FOR COMING!

One more selection...

Allow time to tune

TheSpaceBetween

Nurturing Individual Musicianship
through Chamber Music

EXCERPT

TheSpaceBetween

Nurturing Individual Musicianship
through Chamber Music

4'00"

THANK YOU FOR COMING!

saharmonie@gmail.com

brichardson@tlu.edu

LUDWIG VAN BEETHOVEN

IV. Presto from Octet, Op. 103