

RWS BEGINNING BAND SERIES

FULL CONDUCTOR SCORE

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# Skill Stretchers For Band

Level 1: Moving Beyond the First Five Notes

Heather Hoefle



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### INSTRUMENTATION

Conductor Score.....	1	B♭ Trumpet .....	10
Flute.....	10	F Horn .....	4
Oboe .....	2	Trombone.....	6
B♭ Clarinet .....	12	Euphonium.....	2
B♭ Bass Clarinet.....	2	Euphonium T.C.....	2
Bassoon.....	2	Tuba .....	4
E♭ Alto Saxophone.....	8	Mallet Percussion: Bells .....	5
B♭ Tenor Saxophone .....	2	Percussion: Snare Drum .....	5
E♭ Baritone Saxophone .....	2		

### NOTES TO THE TEACHER/CONDUCTOR

*Skill Stretchers For Band* is a supplement to any method book. Skill Stretchers are not warmups or chorales. They are a means for group practice of key musical and instrumental knowledge and skills. Global concepts such as accidentals and the self-discovery of key signatures are addressed along with skills that are unique to each instrument. Percussion rudiments, brass lip slurs, clarinets going over the break, mallet octaves and arpeggios, and woodwind octave jumps are all skills that need to be practiced every day. *Skill Stretchers* provide a way to practice all of these skills daily while preserving precious rehearsal time.

As a beginning band director, I have struggled for years to get my brass players to play enough lip slurs. I struggle to get my clarinets over the break, my drummers to practice and remember their rudiments, and teach key signatures in a way that students retain. I have also struggled to permanently add notes beyond the first five to the students' vocabulary. With mixed instruments in the classroom and limited rehearsal time, it is difficult to provide enough repetition to teach effectively.

Please note the following:

- *Skill Stretchers* provide a means of group practice that help solidify key concepts and skills through repetition.
- *Skill Stretchers* are meant to be taught one at a time and repeated daily until mastery.
- *Skill Stretchers* are not warm-ups.
- *Skill Stretchers* are not a means to teach balance and blend.
- *Skill Stretchers* are a way for each instrumentalist to get what they need without requiring other students to wait and without draining precious class time.
- When the band begins to sound good on a *Skill Stretcher* exercise, it is time to move on to the next one.



### ABOUT THE COMPOSER



**Heather Archer Hoefle** is a native of Indianapolis, Indiana. She is a graduate of Indiana University in Bloomington, Indiana with degrees in Flute Performance and Audio Technology. She earned her educational certification from DePaul University in Chicago, Illinois and earned a Master of Music from VanderCook College of Music in Chicago, Illinois. Growing up in Indianapolis, she studied flute with Philip Sample and Rebecca Price of the Indianapolis Symphony. At Indiana University in Bloomington, she was a student of renowned flute soloist Carol Wincenc. In addition to the orchestras at IU, she also performed with the Indianapolis Symphony. In 2000 she founded and became principal flutist in the Tudor Winds Wind Quintet, which performs professionally in the Chicago area.

As a public school teacher, Mrs. Hoefle has successfully taught band at grades 5-12. Finding her love of teaching beginners, she started composing and arranging for her bands. As a current teacher, active clinician, and commissioned composer, Ms. Hoefle has a firm grasp of the development of the beginning band student, and her compositions reflect the needs and wants of these students. She currently teaches beginning and middle school band in HSD153 in Homewood, Illinois.

# SKILL STRETCHERS FOR BAND

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Level 1: Moving Beyond the First Five Notes

## 1. Moving Up

Flute

Oboe

B♭ Clarinet

B♭ Bass Clarinet

Bassoon

E♭ Alto Saxophone

B♭ Tenor Saxophone

E♭ Baritone Saxophone

B♭ Trumpet

F Horn

Trombone

Euphonium

Tuba

Mallet Percussion  
Bells

Percussion  
Snare Drum

Accents

## 2. Reaching Out

Musical score for Flute (Fl.), Oboe (Ob.), Clarinet (Cl.), Bassoon (Bsn.), and Bass Clarinet (B. Cl.). The score consists of five staves. The first four staves are in treble clef and common time (indicated by a '4'). The fifth staff is in bass clef and common time. The music features sustained notes and dynamic markings such as  $b\circ$  (bass dynamic) and  $\circ$  (normal dynamic).

Musical score for Bassoon (Bsn.) and Bass Clarinet (B. Cl.). The two staves are in bass clef and common time. The music consists of sustained notes and dynamic markings.

Musical score for Alto Saxophone (A. Sax), Tenor Saxophone (T. Sax), and Baritone Saxophone (B. Sax). The three staves are in treble clef and common time. The music features sustained notes and dynamic markings.

## 2. Reaching Out

Musical score for Trombone (Trpt.) and French Horn (F Hn.). The two staves are in treble clef and common time. The music consists of sustained notes and dynamic markings.

Musical score for Tuba (Tbn.) and Euphonium (Eup.). The two staves are in bass clef and common time. The music features sustained notes and dynamic markings.

Musical score for Mallets (Mlt.). The staff is in treble clef and common time. The music consists of sustained notes and dynamic markings.

Musical score for Percussion (Perc.). The staff is in common time. The music features a rhythmic pattern labeled "Flams" and includes a performance instruction at the bottom: "R L R L R L R L R L R R L R L L".

### 3. Acing the Accidentals

Musical score for Flute (Fl.), Oboe (Ob.), Clarinet (Cl.), Bassoon (Bsn.), and Bass Clarinet (B. Cl.). The score consists of five staves. The first four staves are in treble clef and common time (indicated by a '4'). The fifth staff is in bass clef and common time. The music features various note heads with accidentals (flat, sharp, natural) scattered across the staves.

Musical score for Bassoon (Bsn.) and Bass Clarinet (B. Cl.). The two staves are in bass clef and common time. The music consists of eighth-note patterns with accidentals.

Musical score for Alto Saxophone (A. Sax), Tenor Saxophone (T. Sax), and Baritone Saxophone (B. Sax). The three staves are in treble clef and common time. The music features eighth-note patterns with accidentals.

### 3. Acing the Accidentals

Musical score for Trombone (Trpt.) and French Horn (F Hn.). The two staves are in treble clef and common time. The music consists of eighth-note patterns with accidentals.

Musical score for Tuba (Tbn.) and Euphonium (Euph.). The two staves are in bass clef and common time. The music features eighth-note patterns with accidentals.

Musical score for Mellophone (Mlt.). The single staff is in treble clef and common time. The music consists of eighth-note patterns with accidentals.

Musical score for Percussion (Perc.). The single staff is in common time. The music consists of rhythmic patterns labeled 'Nine Stroke Rolls' from measure 17 to 24, with specific instructions for 'R' (right hand) and 'L' (left hand) strokes. Measure 21 includes a 'sim.' (simile) instruction.

4. Can you see the difference between lines a, b and c? (Recommend percussionists play mallets when introducing key signatures.)

The musical score consists of seven staves, each representing a different instrument. The instruments are listed on the left: Flute (Fl.), Oboe (Ob.), Clarinet (Cl.), Bassoon (Bsn.), Alto Saxophone (A. Sax), Tenor Saxophone (T. Sax), and Baritone Saxophone (B. Sax). Each staff has a treble clef and a key signature. The score is divided into three vertical sections labeled 'a.', 'b.', and 'c.' by vertical lines. In section 'a.', all instruments play quarter notes. In section 'b.', the Flute, Ob., Cl., and Bsn. play quarter notes, while the A. Sax, T. Sax, and B. Sax play eighth notes. In section 'c.', the Flute, Ob., Cl., and Bsn. play quarter notes, while the A. Sax, T. Sax, and B. Sax play sixteenth notes.

4. Can you see the difference between lines a, b and c?

The musical score consists of five staves, each representing a different instrument. The instruments are listed on the left: Trumpet (Trpt.), French Horn (F Hn.), Trombone (Tbn.), Euphonium (Euph.), and Tuba. The score is divided into three vertical sections labeled 'a.', 'b.', and 'c.'. In section 'a.', all instruments play quarter notes. In section 'b.', the Trpt. and F Hn. play quarter notes, while the Tbn., Euph., and Tuba play eighth notes. In section 'c.', the Trpt. and F Hn. play quarter notes, while the Tbn., Euph., and Tuba play sixteenth notes.

4. Can you see the difference between lines a, b and c on the mallet part?

The musical score consists of two staves, each representing a different instrument. The instruments are listed on the left: Mallets (Mlt.) and Percussion (Perc.). The score is divided into three vertical sections labeled 'a.', 'b.', and 'c.'. In section 'a.', both instruments play quarter notes. In section 'b.', the Mlt. plays quarter notes and the Perc. plays eighth-note patterns. In section 'c.', the Mlt. plays quarter notes and the Perc. plays sixteenth-note patterns. Below the Percussion staff, there is a section labeled 'Paradiddles' with a specific stroke pattern: R L R R, L R L L, R, followed by a repeat sign and R L R R L R L L, R. The page number '25' is at the bottom left, and the measure numbers 25, 26, 27, 28, 29, 30, 31, 32, 33 are indicated along the bottom.

### 5. Flexibility Challenge

Fl.

Ob.

Cl.

B. Cl.

Bsn.

A. Sax

T. Sax

B. Sax

Trpt.

F Hn.

Tbn.

Euph.

Tuba

Mlt.

Perc.

34

35 R

36 L

37 R L R R L L R L L

38 > > > >

39 L R L L R L R R

40 > > > >

41

## 6. Skipping Around

Fl.

Ob.

Cl.

B. Cl.

Bsn.

A. Sax

T. Sax

B. Sax

Trpt.

F Hn.

Tbn.

Euph.

Tuba

Mlt.

Perc.

42 > R L R R L R L L 43 > R L R R L R L L 44 > R L R R L R L L 45 > R L R R L R L L 46 > R L R R L R L L 47 > R L R R L R L L 48 > R L R R L R L L 49 > R L R R L R L L