

Petting Zoo 8/15 and 8/17, 4-7:30pm

- 1) Teach the student how to breath/blow when playing a wind instrument
 - a. Breath from the belly (display correct posture)
 - b. Achieve fast, cold air
- 2) Testers:
 - a. Josh Grossnicklaus
 - i. Trumpet and Horn
 1. **Must** have a good ear to play brass!
 - a. ET Test:
 - i. Brass players should at least have #1 circled.
 - ii. Prefer brass players have #2 circled.
 - iii. Prefer Horn players have #3 circled.
 2. Trumpet/Horn
 - a. High brass can be tough on braces
 - b. Trumpets should be able to hit Concert F and Bb (higher partial). **Write down the long tone count and the partials hit (ex: 5 sec. LT on F, F & High Bb Partials achieved)**
 - c. Try to get the horn players to play as many STEADY partials as possible. Then sing one of the notes and see if they can land on it. **Write down the long tone count and the number of partials hit. (ex: 16 sec. LT with 4 Partials achieved)**
 - b. Beth Morrison
 - i. Trombone, Baritone, and Tuba
 1. **Must** have a good ear to play brass!
 - a. ET Test:
 - i. Brass players should at least have #1 circled.
 - ii. Prefer brass players have #2 circled.
 2. Trombone/Baritone/Tuba
 - a. Better if low brass can hit 3 partials Bb, F, Bb
 - i. **Write down the long tone count and the partials hit. (ex: 12 sec. LT on High Bb , F and Low Bb Partials achieved)**
 - b. Check arm length on trombone (not mandatory- but it helps for 7th position). Check to see if tuba fits.
 - c. Jen Lown
 - i. Flute, Oboe
 1. Flute:
 - a. No tear-drop lip
 - b. Achieve both high and low sounds on the head joint. **Write "1", or "2".**
 - c. Time a long tone on the head joint. **Ex. Write 5 sec. LT.**
 - d. Les Kraus
 - i. Clarinet/Sax
 1. Clarinet
 - a. Students start on clarinet and transfer to sax.
 - i. If they have a problem with this, tell them to see me.
 - b. Students should achieve a long tone on the barrel and mouthpiece alone. **Time this and write it down. Ex: 12 sec. LT.**
 - c. If a student passes the long tone test, have him play the clarinet while you move the keys. Write down if a student achieves both the low and high octave. **Ex: Both octaves.**
- 3) The Form:
 - a. Place a Star "*" next to a students instrument if he/she did exceptionally well at it.
 - b. Write a Minus "-" in the space if the student didn't do well on an instrument.
 - c. Each student must try three instruments and then must see me before leaving.