

WE GOT THE BEAT!

Robert Sheldon

Composer – Conductor – Clinician – Music Educator

Improving the Skill Level of Every Player

- ♪ Assigning parts – who is responsible?
- ♪ Mix it up – change part assignments on every piece
- ♪ Warm ups – what do drummers do during chorales and scales?
- ♪ Responsibility for equipment – school instruments and personal equipment
- ♪ Listen to the ensemble - balance, phrasing and interpretation

Selection of Literature

- ♪ Variety of styles, genres and percussion instruments
- ♪ Inclusion – does everyone get to participate?
- ♪ Equipment – do you have what it takes?
- ♪ Percussion chamber ensemble rehearsal during non-percussion pieces

Rehearsal Planning

- ♪ Make sure the percussion section is considered
- ♪ Rehearsal schedules posted/distributed in advance
- ♪ The role of the percussion section: Rhythm – Color – Effect – Energy
- ♪ Keep the percussion section involved

How about the Sound?

- ♪ Placement of instruments in the ensemble
- ♪ Mallet choices: Bells, Xylophone, Chimes, Timpani
- ♪ Bell intonation and vibrato
- ♪ Snare Drum pitch
- ♪ Bass Drum head ring
- ♪ Height of the toys
- ♪ Instrument sizes/choices: crash cymbals, woodblocks, triangles, tambourines, etc.
- ♪ Crash cymbals straps and holding
- ♪ Cymbal weight and ring
- ♪ Mark Tree/Wind Chimes
- ♪ Triangle tone and beaters
- ♪ Tambourine rolls, taps and accents
- ♪ Claves
- ♪ Timpani tuning and proximity to Tubas
- ♪ Back wall effect
- ♪ Performance venue considerations: size of stage, acoustics, lighting

Getting OFF the podium

- ♪ Visiting the percussion section during rehearsals – DO YOU DARE VENTURE INTO DRUMLAND???
- ♪ Rehearsing the ensemble from the back of the room

It's all about Musicianship!

- ♪ Awareness of the total ensemble
- ♪ Presentation and Professionalism
- ♪ Watching the conductor