

FOUNDATIONS FOR WINDS

Melodic and Rhythmic Exercises for The Elementary to Advanced Student

PICCOLO

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FOUNDATIONS SERIES FOR BAND

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Introduction

There are many fine class methods for the aspiring wind student, but no single method is able to address all areas, especially when working with students of varying instrumentation and levels of advancement. *Foundations for Winds* is not a method per se, but a series of exercises intended to supplement any class method or band literature. It can be integrated with elementary to advanced students in either an individual or class setting of varying instrumentation. The exercises presented are graduated in complexity and are divided into two distinct sections which are intended to be studied simultaneously: Melodic Development and Rhythmic Development.

Section One - Melodic Development

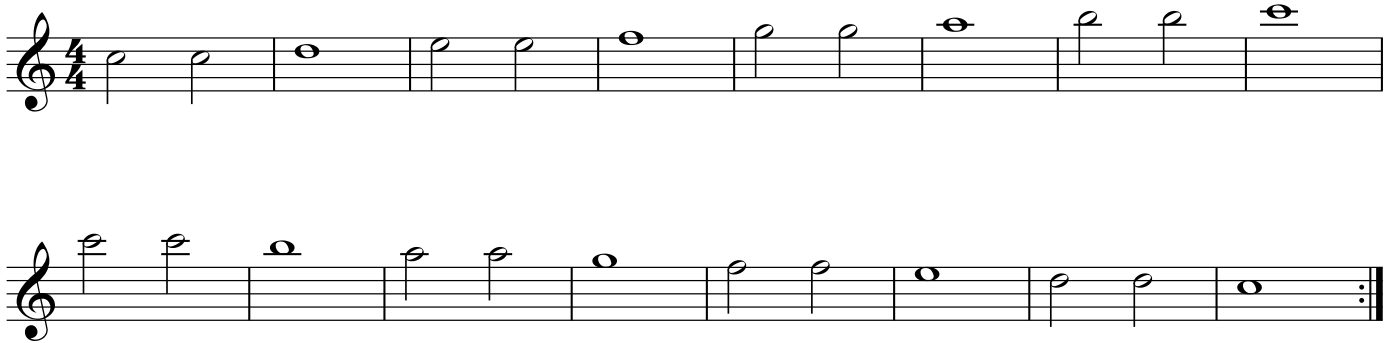
Section One presents a series of scale exercises pertaining to the most common keys an elementary to high school wind student will encounter. They are graduated in complexity with a focus on articulation and breath control; are repeated with the introduction of each new scale; and culminate in a series of two octave chromatic scale exercises.

While practicing these exercises, it is strongly encouraged to use a metronome. Doing such greatly helps students to monitor their growth, but more so, focus the students' attention on their technique, tone, and intonation. This is especially effective when students are performing these exercises slowly. Far too often students focus on playing fast, and in so doing miss out on all of the details needed to develop the skills necessary to perform musically and with sound technique. By diligently practicing scales in the manner presented, students will notice marked improvements in their reading ability, tone, intonation, range, muscle memory, and embouchure.

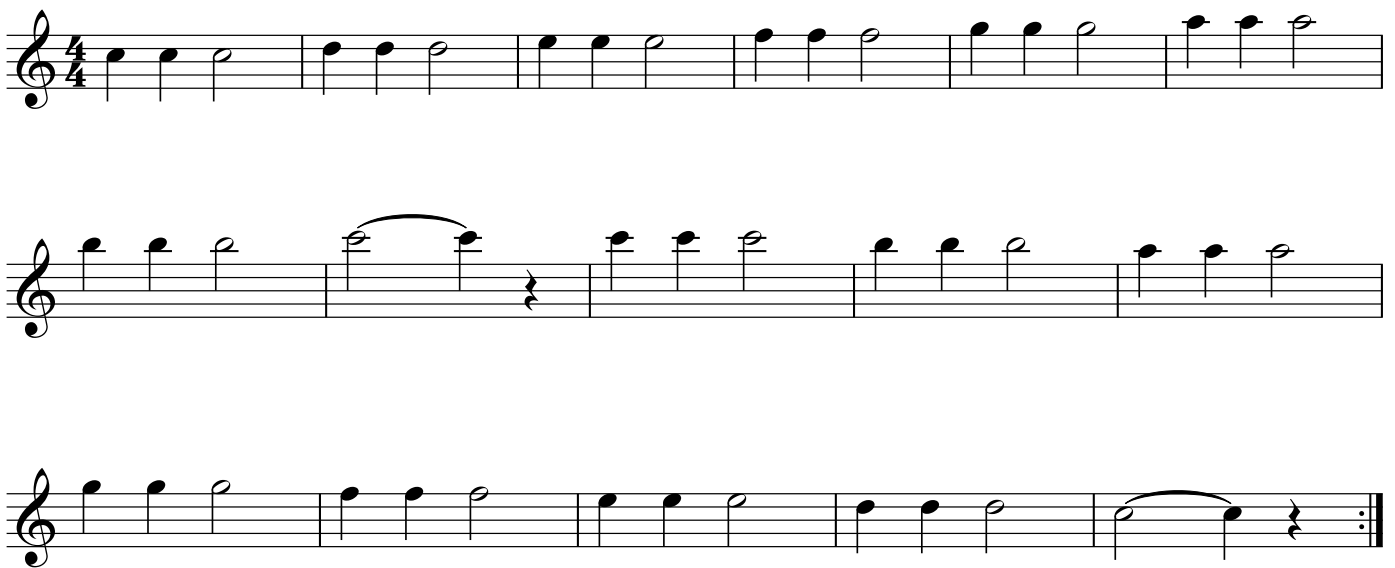
Though not a necessity, it is strongly recommended that students practice the exercises in Section Two in combination with those in this section. Studying the rhythmic exercises in Section Two will enhance the student's ability to understand and perform the following scale exercises with greater confidence, especially when practicing with a metronome. And for those students who are quite advanced, it is strongly encouraged that they practice all of the Major Scales (which are listed at the end of Section One) with the melodic exercises presented.

C Major Scale Exercises

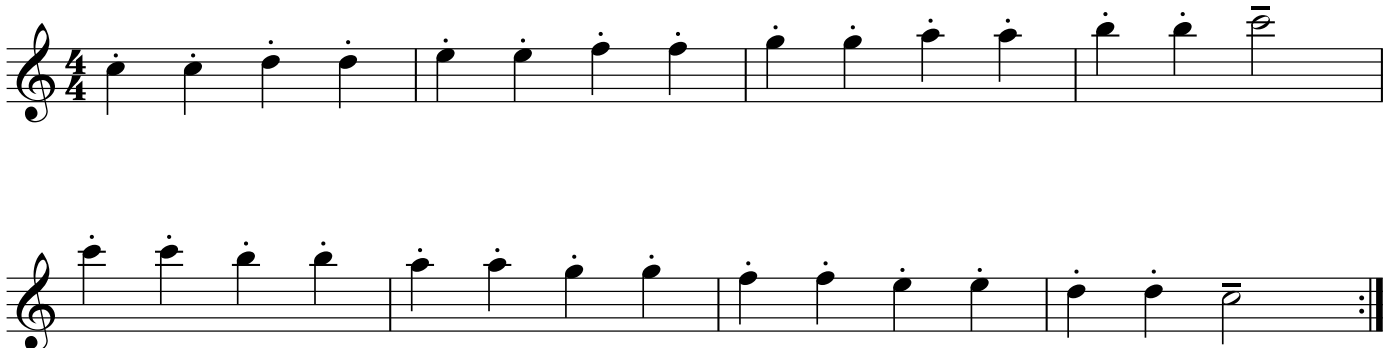
Exercise 1



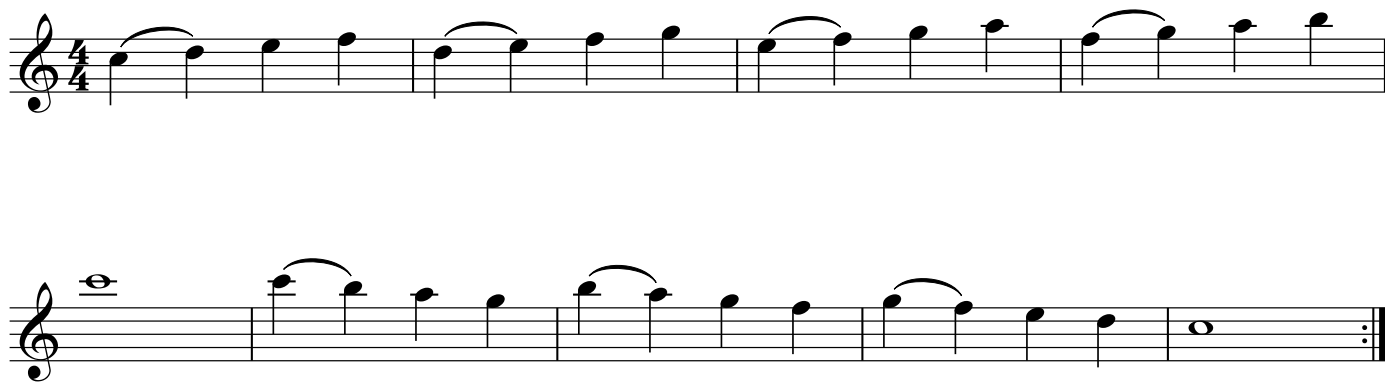
Exercise 2



Exercise 3



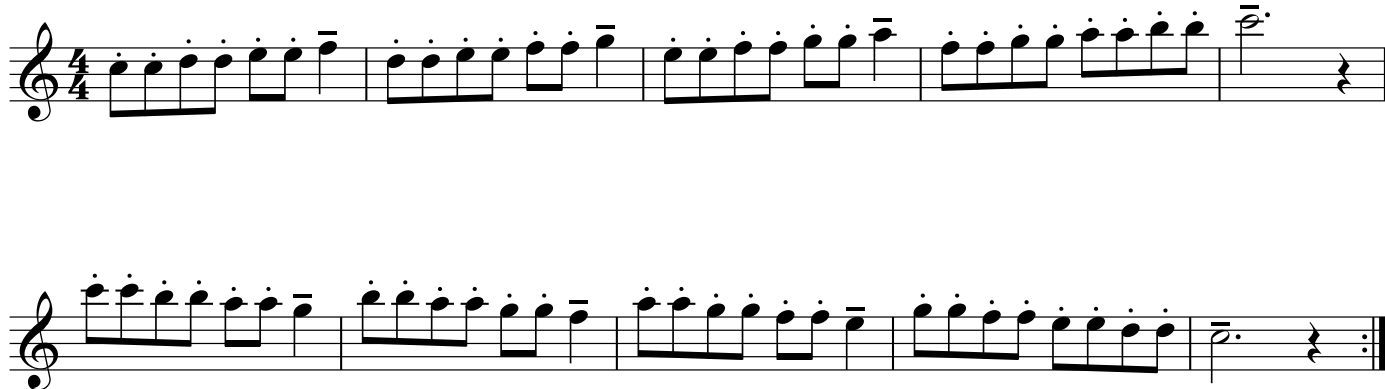
Exercise 4



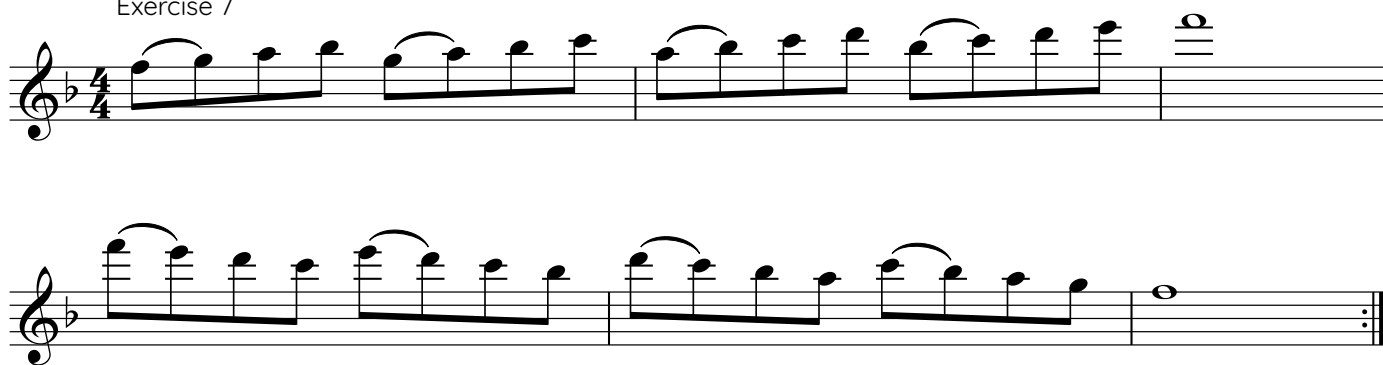
Exercise 5



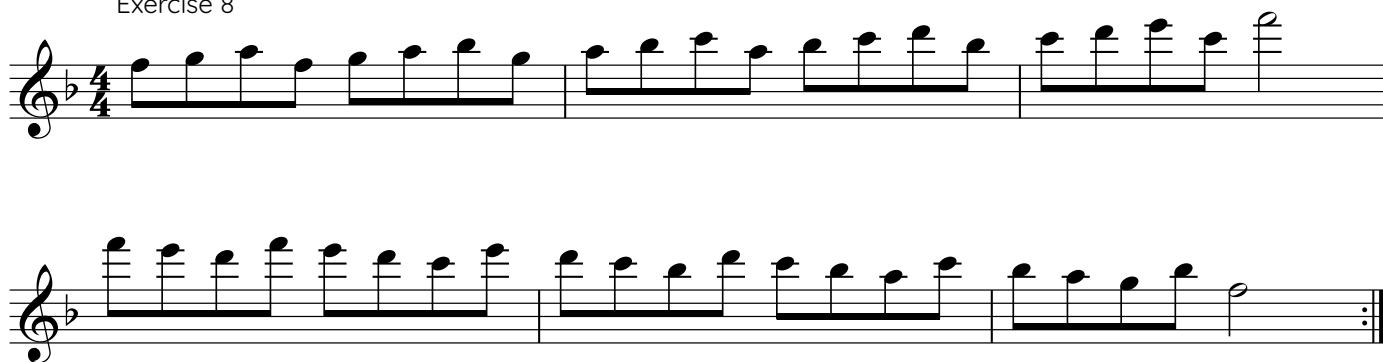
Exercise 6



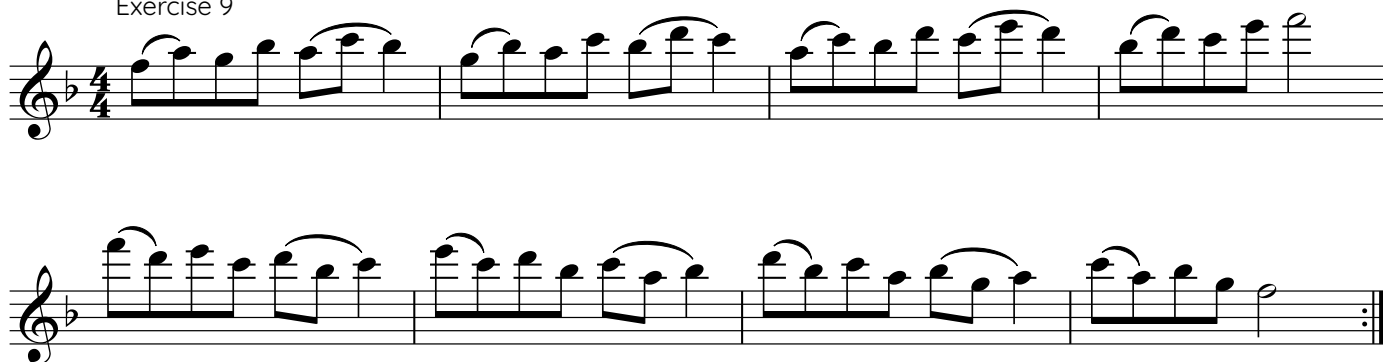
Exercise 7



Exercise 8



Exercise 9



Exercise 10



Exercise 11

The musical score for Exercise 11 is written in 4/4 time. It consists of two staves. The first staff has two measures. The first measure contains three eighth notes (G4, A4, B4) beamed together, marked with a triplet '3'. The second measure contains three eighth notes (C5, B4, A4) beamed together, marked with a triplet '3'. The second staff also has two measures. The first measure contains three eighth notes (G4, A4, B4) beamed together, marked with a triplet '3'. The second measure contains three eighth notes (C5, B4, A4) beamed together, marked with a triplet '3'. The piece ends with a double bar line and repeat dots.

Exercise 12

The image shows a musical score for Exercise 12. It consists of two staves of music. The first staff begins with a treble clef, a key signature of one flat (B-flat), and a 4/4 time signature. The melody is composed of eighth notes grouped in triplets, indicated by a '3' below each group. A slur spans the first four measures of the first staff. The second staff continues the melody with more triplet eighth notes, also marked with a '3' below each group. A slur spans the first four measures of the second staff. The piece concludes with a double bar line and repeat dots. The overall structure is a continuous sequence of eighth-note triplets across eight measures.

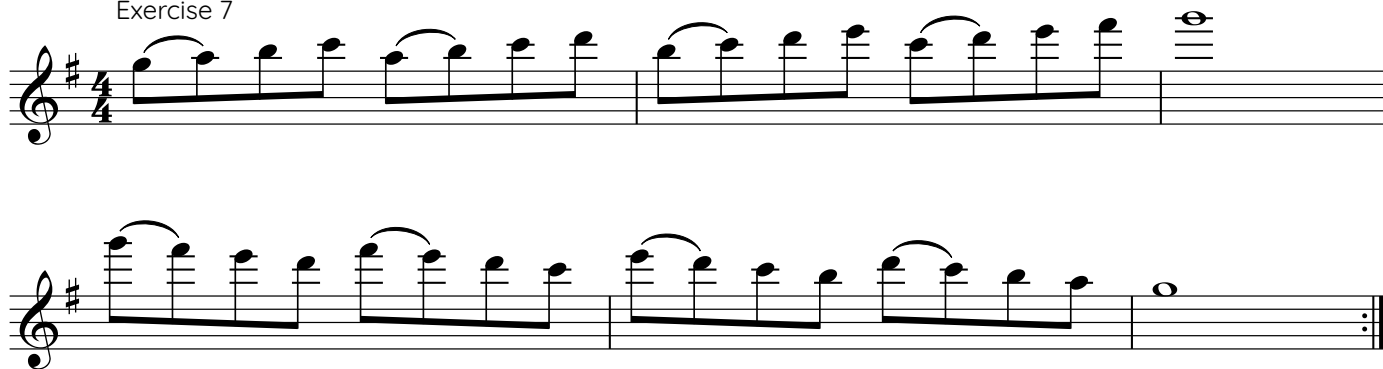
Exercise 13

The image shows a musical score for Exercise 13, consisting of two staves of music in 4/4 time. The first staff contains two measures of music. The first measure has a half note G4, a half note A4, and a half note B4. The second measure has a half note C5, a half note D5, and a half note E5. The second staff contains two measures of music. The first measure has a half note F5, a half note G5, and a half note A5. The second measure has a half note B5, a half note C6, and a half note D6. The notation includes various note values, rests, and bar lines.

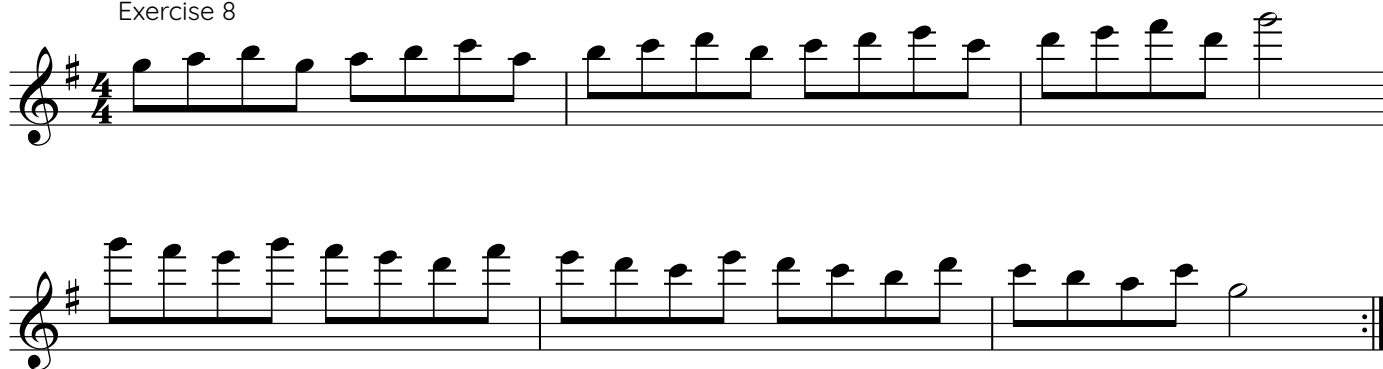
Exercise 14

The musical notation for Exercise 14 is written on a single treble clef staff in 4/4 time. The key signature has one flat (B-flat). The melody is composed of eighth-note runs. It begins with an ascending run from B-flat to D, followed by a descending run back to B-flat. This pattern is repeated three times. The piece concludes with a repeat sign (double bar line with two dots).

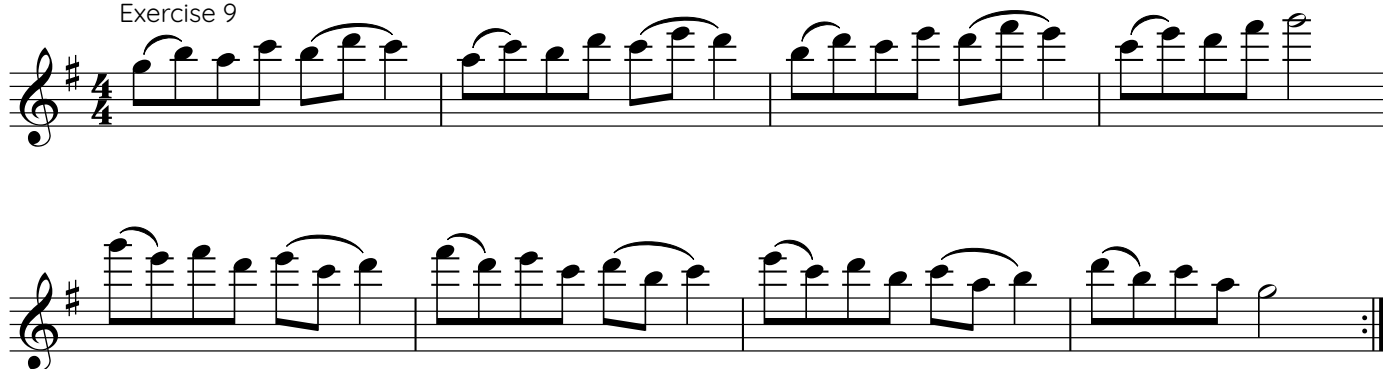
Exercise 7



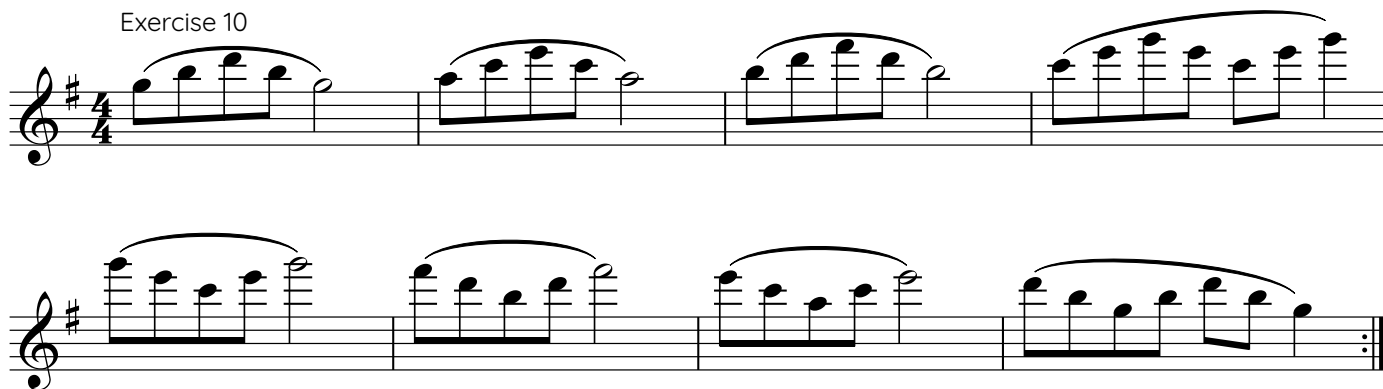
Exercise 8



Exercise 9



Exercise 10



Exercise 11

Exercise 11 consists of four measures of music in 4/4 time, key of D major. The first measure contains three groups of eighth-note triplets: G4-A4-B4, C5-B4-A4, and G4-F#4-E4. The second measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The third measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The fourth measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The exercise ends with a double bar line.

Exercise 12

Exercise 12 consists of four measures of music in 4/4 time, key of D major. The first measure contains three groups of eighth-note triplets: G4-A4-B4, C5-B4-A4, and G4-F#4-E4. The second measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The third measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The fourth measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The exercise ends with a double bar line.

Exercise 13

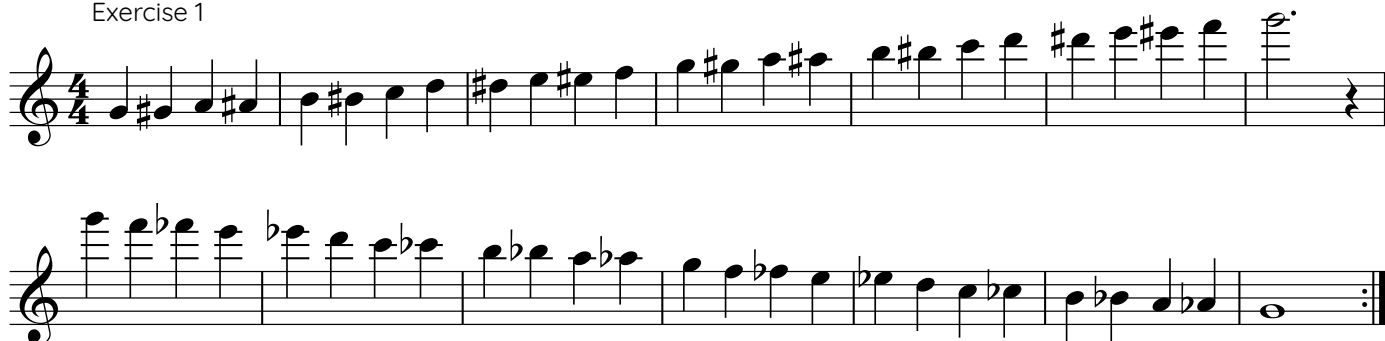
Exercise 13 consists of four measures of music in 4/4 time, key of D major. The first measure contains three groups of eighth-note triplets: G4-A4-B4, C5-B4-A4, and G4-F#4-E4. The second measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The third measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The fourth measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The exercise ends with a double bar line.

Exercise 14

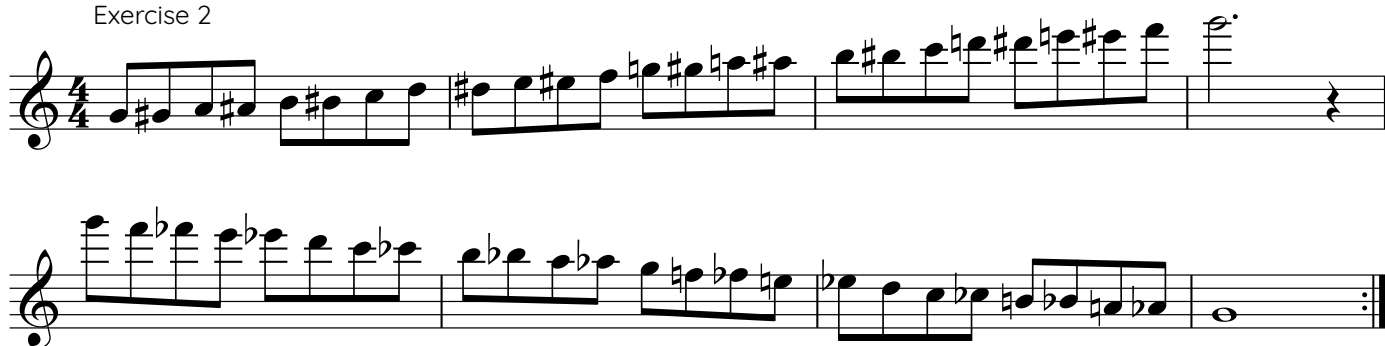
Exercise 14 consists of four measures of music in 4/4 time, key of D major. The first measure contains three groups of eighth-note triplets: G4-A4-B4, C5-B4-A4, and G4-F#4-E4. The second measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The third measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The fourth measure contains three groups of eighth-note triplets: F#4-E4-D4, C5-B4-A4, and G4-F#4-E4. The exercise ends with a double bar line.

Chromatic Scale Exercises

Exercise 1



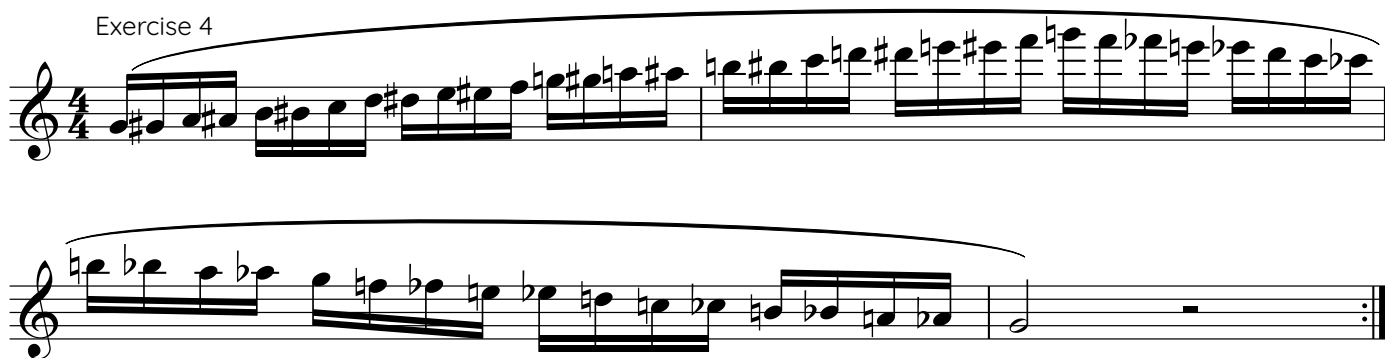
Exercise 2



Exercise 3



Exercise 4



Section Two - Rhythmic Development

Many students who find it difficult to learn new works are commonly deficient in their understanding of how to count and perform rhythms. This deficiency not only impacts the speed at which they progress in their studies, but also their ability to perform with an ensemble. Moreover, performing rhythms is a task that is not something that can easily be taught, and is only attained through repetition because it is intuitively felt.

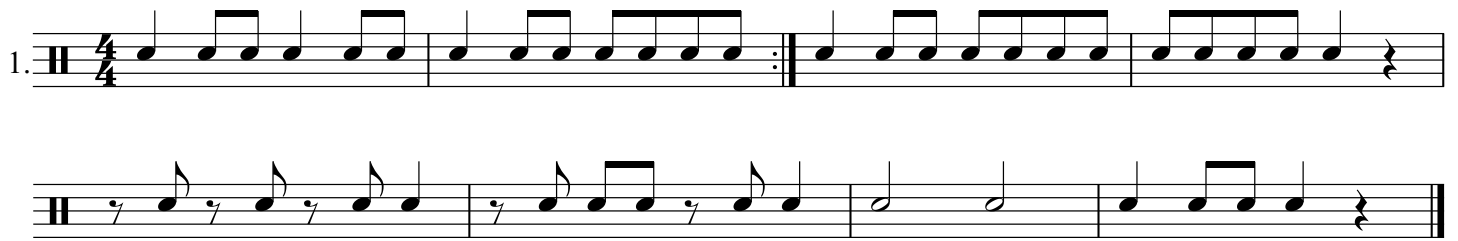
The rhythmic exercises presented in this section are graduated in complexity with the intent of instilling in the student a true understanding of how to internalize the metric pulse, and apply it to a variety of rhythmic patterns. While practicing these exercises, it is recommended that a tiered approach be followed. First, have the student count aloud while subdividing and clapping the exercise (the use of a metronome here is invaluable). Next, have the student clap on every down beat, even if it is a rest, while simultaneously singing each note of the exercise.* Singing the exercise compels students to count in their heads, while correlating the correct sustain of each note in the exercise. Furthermore, by having students sing on the syllables: *Taah* or *Tooo*, will help them associate how tonguing is performed on their chosen instrument.

**Below is an example of the aforementioned technique singing on “Taah”.*

1 2 3 4 1 2 3 + 4 + 1 2 3 4
 Clap Clap Clap Clap Clap Clap Clap Clap Clap Clap Clap Clap Clap Clap
 Taah Taah Taah Taah Taah Taah Taah Taah Taah Taah Taah Taah Taah Taah

For advanced students, have them perform the exercises in the same manner, but instead of clapping on the downbeats, they are to conduct to the corresponding time signature (all conducting patterns that pertain to the time signatures presented, are at the end of this section). Hence, students will now connect how the pattern, and the ictus of said pattern, define where the down beats lie; aiding the student's understanding of how to follow a conductor.

Eighth Note Exercises

1. 

2. 

3. 

4. 

5. 

6. 

Sixteenth Note Variations

Variation 1

Variation 2

1 e + 2 e + 3 e + 4 e + 1 + ta 2 + ta 3 + ta 4 + ta

Two Sixteenth Notes are Half of a Beat

1. 1 e + 2 3 4 1 2 e + 3 4 1 2 3 e + 4 1 2 3 4 e +

2.

3.

4.

5. 1 + ta 2 3 4 1 2 + ta 3 4 1 2 3 + ta 4 1 2 3 4 + ta

6.

7.

8.

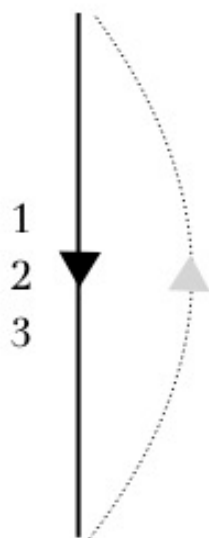
Odd Time Signature Exercises

1. 

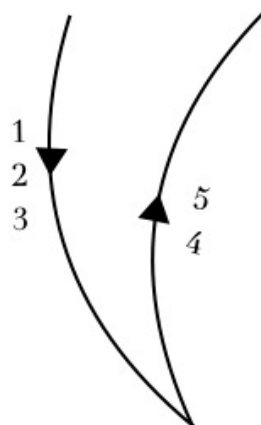
2. 

3. 

Conducting in 3/8 or 3/16



Conducting in 5/8



Conducting in 7/8

