

# THE BASIC BAND BOOK

a project by Mr. Glynn

# SAXOPHONE

THIS BOOK BELONGS TO \_\_\_\_\_



Before we begin...

YOU ARE **CREATIVE**

YOU ARE A **MUSICIAN**

YOU **CAN** DO THIS

# THE MUSICAL ALPHABET

FORWARDS →

E F G A B C D E F G A B C

← BACKWARDS

A  
G B  
F C  
E D

A B C D E F G F E D C B A

## Q & A

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- 1) What letter comes after **G** ?
- 2) When we move *forwards* in the alphabet, does the sound go up or down?
- 3) When we move *backwards* in the alphabet, does the sound go up or down?

## PENCIL GAMES

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*WITHOUT looking at the previous page, fill in the missing letters:*

*forwards:*

1) **A** \_ \_ **D** \_ \_ \_ \_ **C** \_ \_

2) **E** \_ \_ \_ **B** \_ \_ \_ **F** \_ \_ \_

*backwards:*

3) **C** **B** \_ \_ **F** \_ \_ \_ **A** \_ \_

4) **F** \_ \_ \_ \_ **G** \_ \_ \_ **C** \_

**BAND @ HOME**

**[www.BasicBand.info](http://www.BasicBand.info)**

- 1) Use the video online to help you.
- 2) Say the Musical Alphabet forwards and backwards 5 times in a row perfectly without looking at it.
- 3) Challenge your friends and family to say the Musical Alphabet forwards and backwards and see who can do it well.

# BREATH SUPPORT

**Breath Support:** how we use our air to play a wind instrument.

**Use your stomach to push the air up and out of your body.**

## **BUILDING LUNG CAPACITY** \_\_\_\_\_

- 1) Breathe air **IN** like you are whispering the letter **O**
- 2) Breathe air **OUT** like you are whispering the word **TOE**

**ALWAYS DO THIS WITH EXCELLENT POSTURE  
USE AS MUCH AIR AS POSSIBLE  
SITTING UP STRAIGHT & TALL  
KEEP YOUR SHOULDERS RELAXED!**

## BREATHING EXERCISES

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*At the same speed as the second-hand of a clock:*

- 1) Breathe **IN for 4** counts      **OUT for 4** counts
- 2) Breathe **IN for 3** counts      **OUT for 5** counts
- 3) Breathe **IN for 2** counts      **OUT for 6** counts
- 4) Breathe **IN for 1** count      **OUT for 7** counts

*MAKE UP SOME OF YOUR OWN COMBINATIONS!*

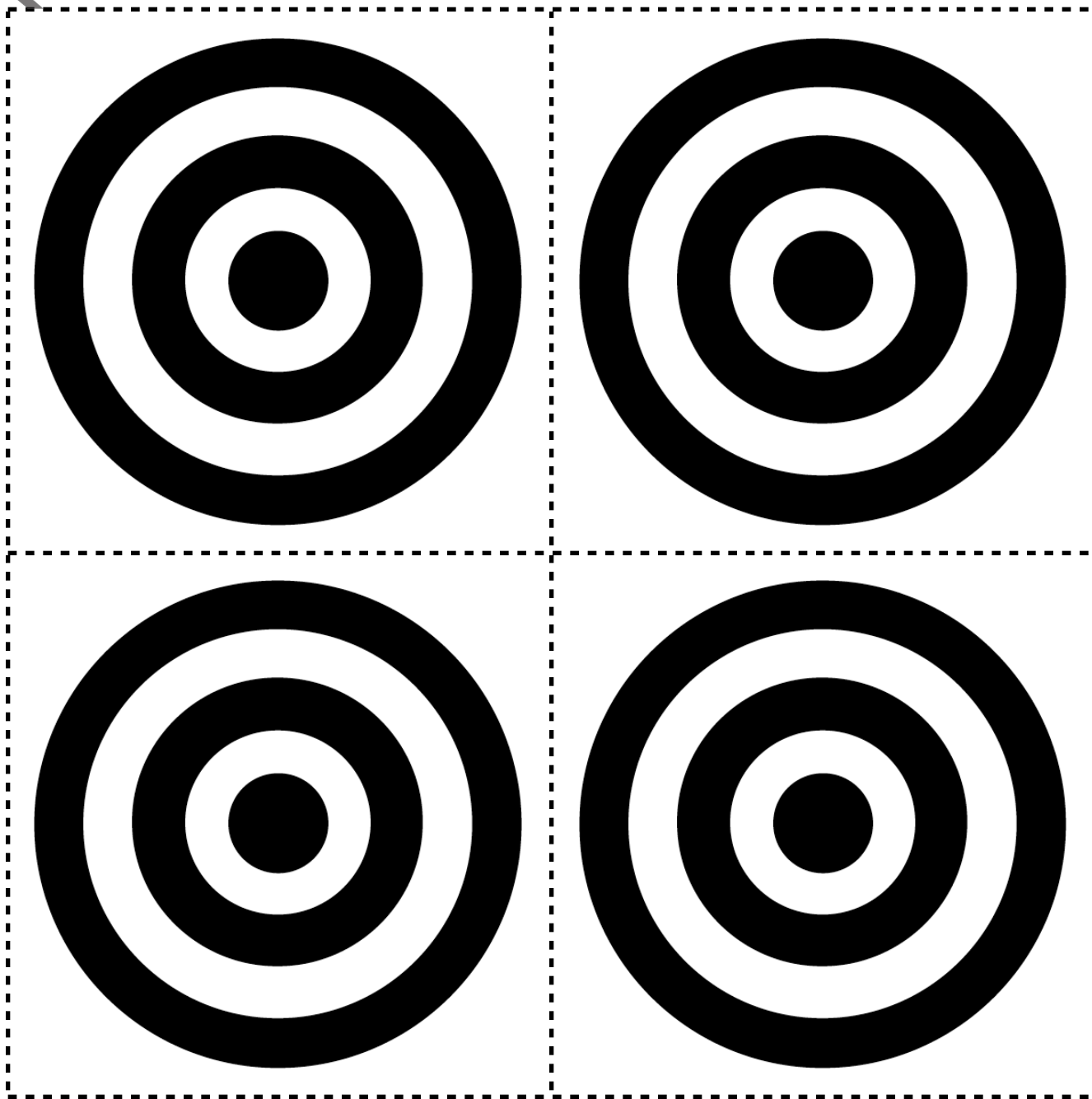
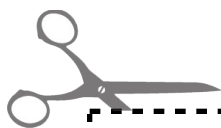
**BAND @ HOME**

**[www.BasicBand.info](http://www.BasicBand.info)**

- 1) Carefully cut out the four bulls-eyes on the next page.
- 2) Challenge your friends and family to see who can blow a bulls-eye against the wall for the longest amount of time (aim right for the center!).
- 3) Go through the steps above sitting with good posture.









# SAXOPHONE PLAYING POSITION

## THINGS TO REMEMBER

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- ➔ Adjust the neck strap so *the instrument comes to you*, and you don't have to move towards the instrument.
- ➔ The bell should touch the outside of your right knee.
- ➔ Sit up straight and tall, and on the edge of your seat.

**BAND @ HOME**

**[www.BasicBand.info](http://www.BasicBand.info)**

- 1) Watch the video online to help you assemble the saxophone properly.

# SAXOPHONE EMBOUCHURE

**Embouchure:** how to form your mouth to play an instrument.

## THE FOUR STEPS

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- 1) Say the word **VO** really slowly... VVVVVVVVVVVVOOOOOOOOOOOO

*This sets your mouth in the proper position*

- 2) Rest your top teeth on top of the mouth piece
- 3) Close your lips around the rest of the mouth piece like you are saying "VO"
- 4) And blow

## ALWAYS REMEMBER

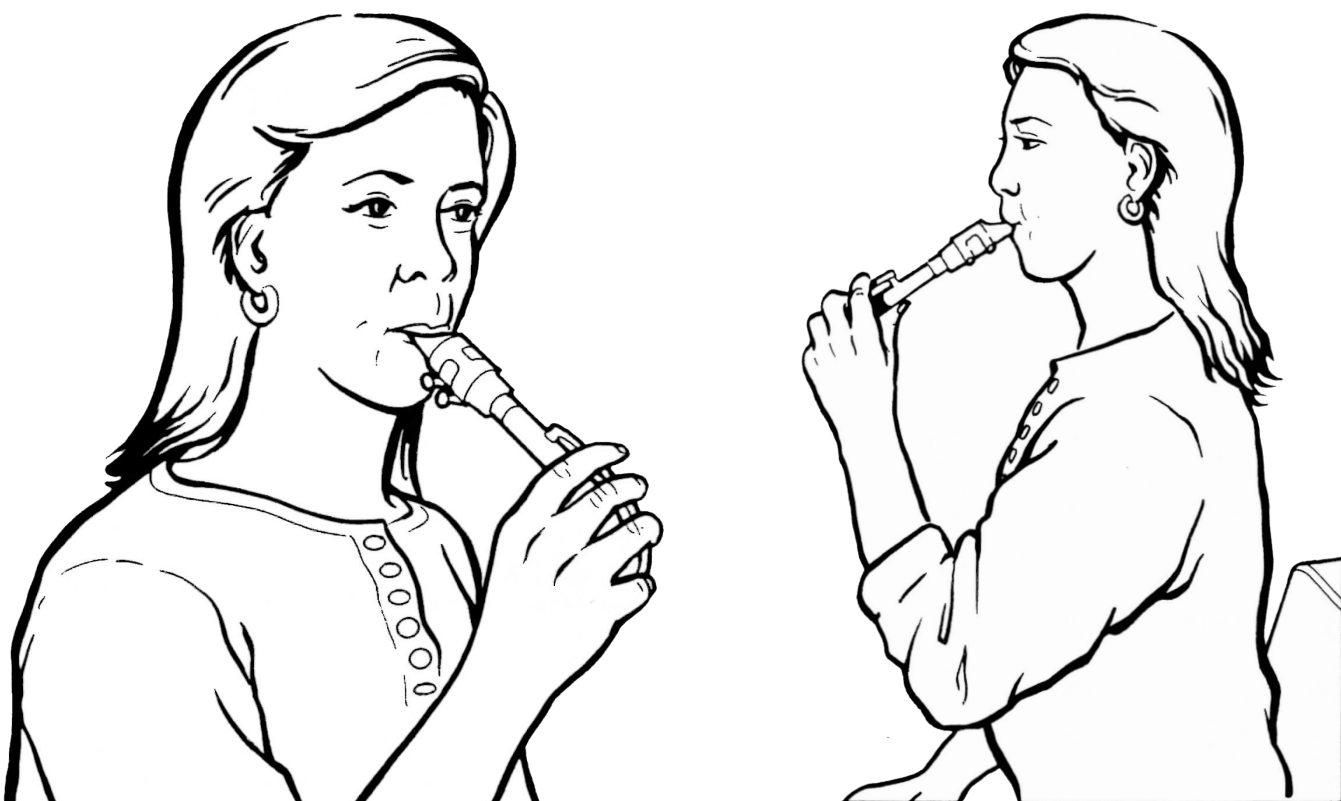
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**VO**

## TROUBLESHOOTING

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- ➡ Make sure to bite down on the mouthpiece with a little bit of pressure
- ➡ Your lips should cover the mouthpiece so no air can escape

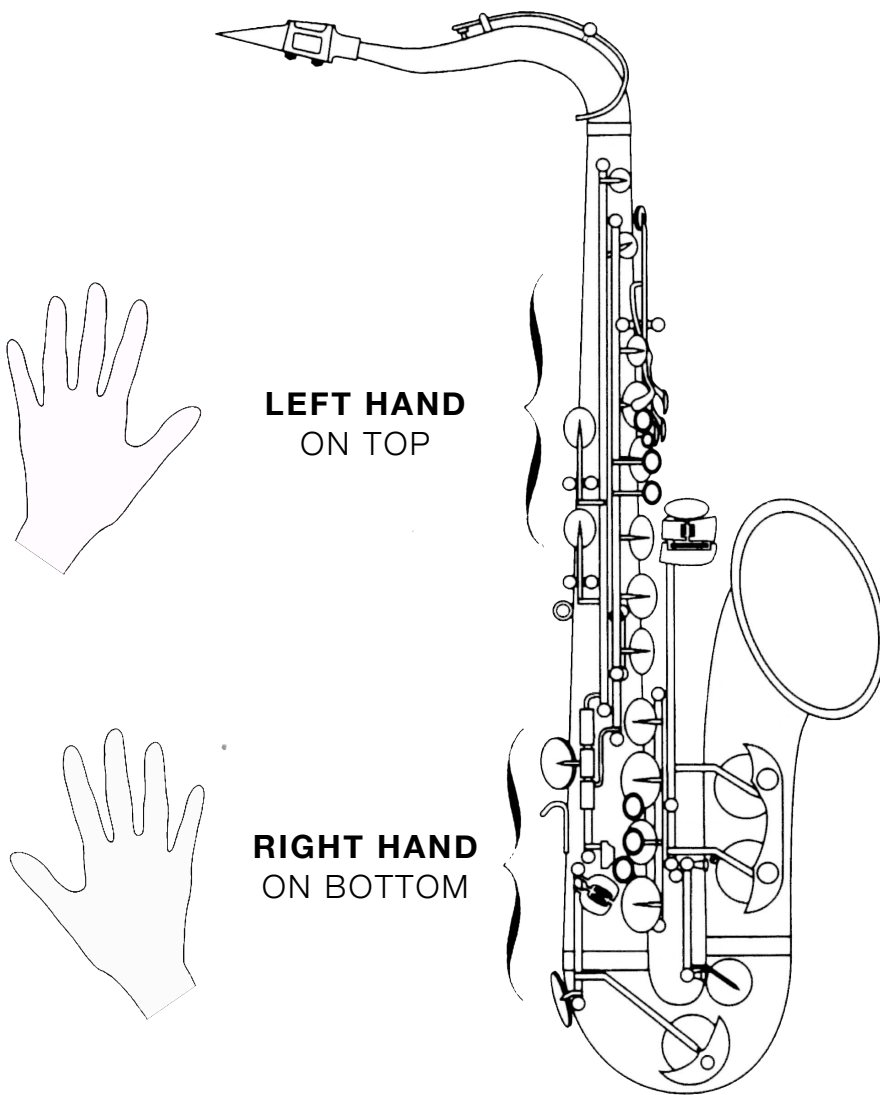


**BAND @ HOME**

**[www.BasicBand.info](http://www.BasicBand.info)**

- 1) Go through all of the steps above. Watch the video online to help you.
- 2) Use a mirror to see what your embouchure looks like.
- 3) Make a good sound on your Saxophone 5 times in a row, taking it away from your mouth after each time.
- 4) Show someone at home how to make a sound!

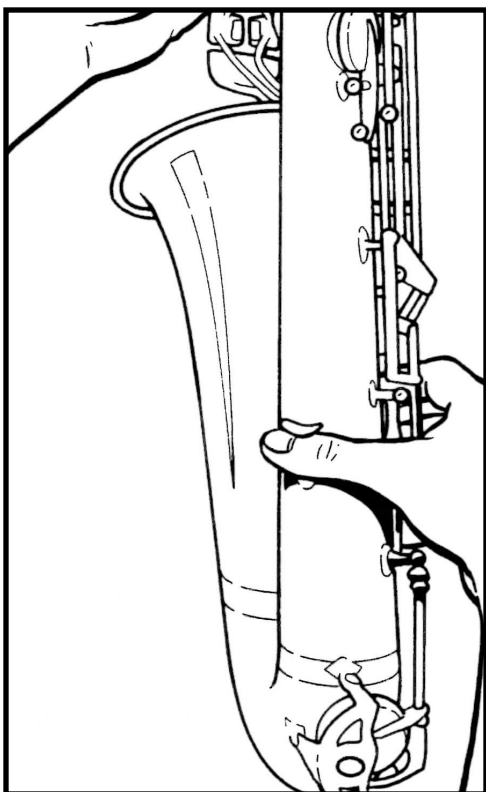
# HOLDING THE SAXOPHONE



## RIGHT HAND

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1) Your right hand should be holding the imaginary water bottle. Place your thumb under the thumb rest.

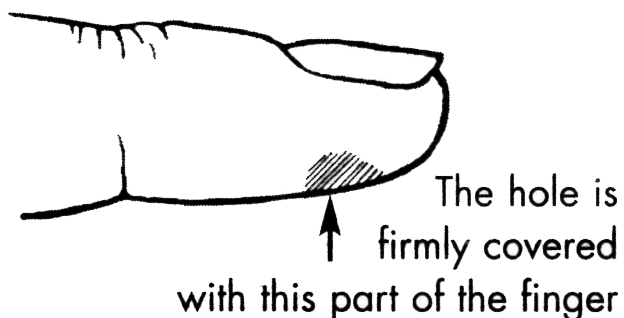


2) Place your three fingers over the three white circle keys in the lower section. Use your finger tips only.



## FINGER POSITION

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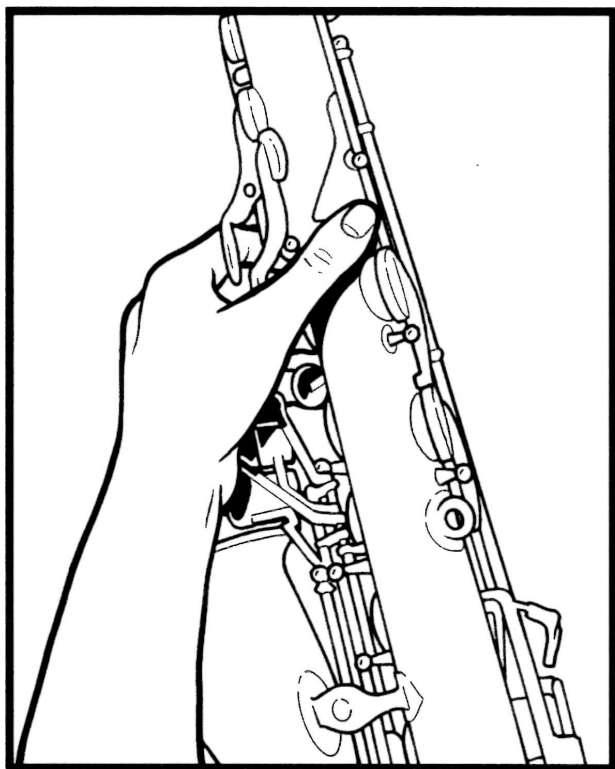


This is the specific part of the finger which covers the keys. If your finger does not cover the key properly, air will escape and it will cause shrill and squeaky noises when playing.

## LEFT HAND

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- 1) Your left hand should also hold an imaginary water bottle.
- 2) The thumb either sits on the black circle or pushes the silver key in the back.
- 3) The finger tips cover the three keys in the front. Skip the 2<sup>nd</sup> key down.



**BAND @ HOME**

**[www.BasicBand.info](http://www.BasicBand.info)**

- 1) Use the video online to help you.
- 2) Make a sound with only your right hand fingers down, then with only your left hand fingers down, then with both hands down.
- 3) Go teach someone at home how to play this sound!



# TONGUING

**Tonguing:** how we start the sound with the tongue

## HOW TO TONGUE

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- 1) Say the word **THE**. Say it slowly... TTTTTHHHHHHHHEEEEEEEEE
- 2) You will feel your tongue go against the bottom of your teeth.
- 3) Play a **D**, and bring your tongue to the reed like you are saying **THE**

## TROUBLESHOOTING

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- ➡ Don't let your tongue *stop* the reed from vibrating. It just needs to *dampen* it. You should still hear a sound when your tongue is resting on the reed.
- ➡ It might tickle at first... you just need to get used to it.

**BAND @ HOME**

**[www.BasicBand.info](http://www.BasicBand.info)**

- 1) Go through all of the steps above. Watch the video online to help you.
- 2) Play a **D**, and go back and forth placing your tongue on the reed. Start slowly and gradually speed up.
- 3) Challenge yourself to see how long you can keep your tongue on the reed without it stopping the sound.

# SAXOPHONE FINGERINGS

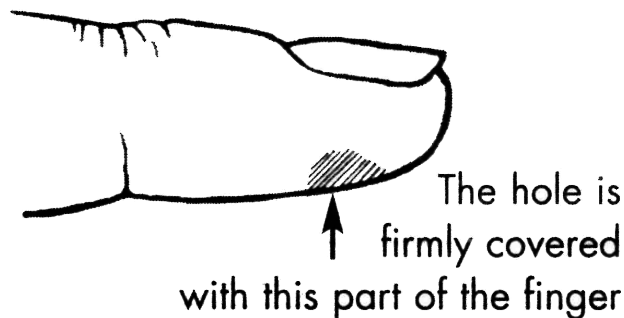
## ALWAYS REMEMBER

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- 1) Keep your fingers close to the keys, always ready to push down.

## FINGER POSITION

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This is the specific part of the finger which covers the keys. If your finger does not cover the key properly, air will escape and it will cause shrill and squeaky noises when playing.

**BAND @ HOME**

**[www.BasicBand.info](http://www.BasicBand.info)**

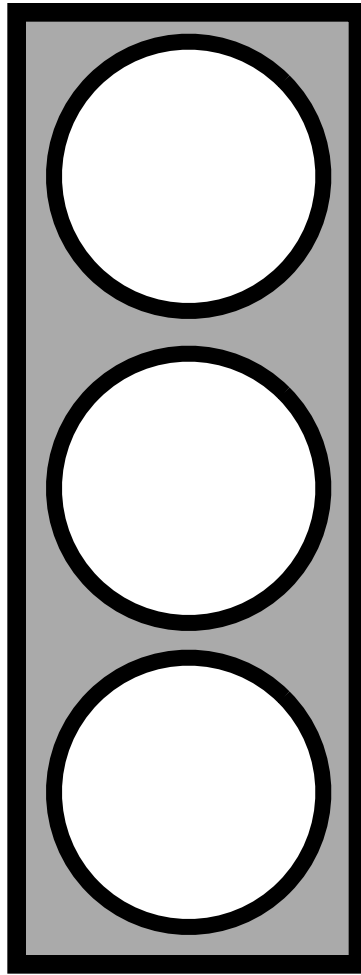
- 1) Use the video to help you.
- 2) Ask someone to watch you play these notes and have them look to see if your fingers are staying close to the keys or coming off too far.

LEFT HAND

B

A

G

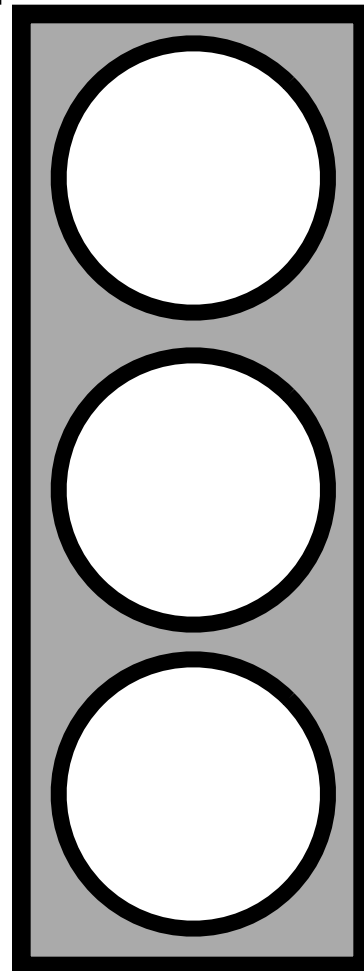


RIGHT HAND

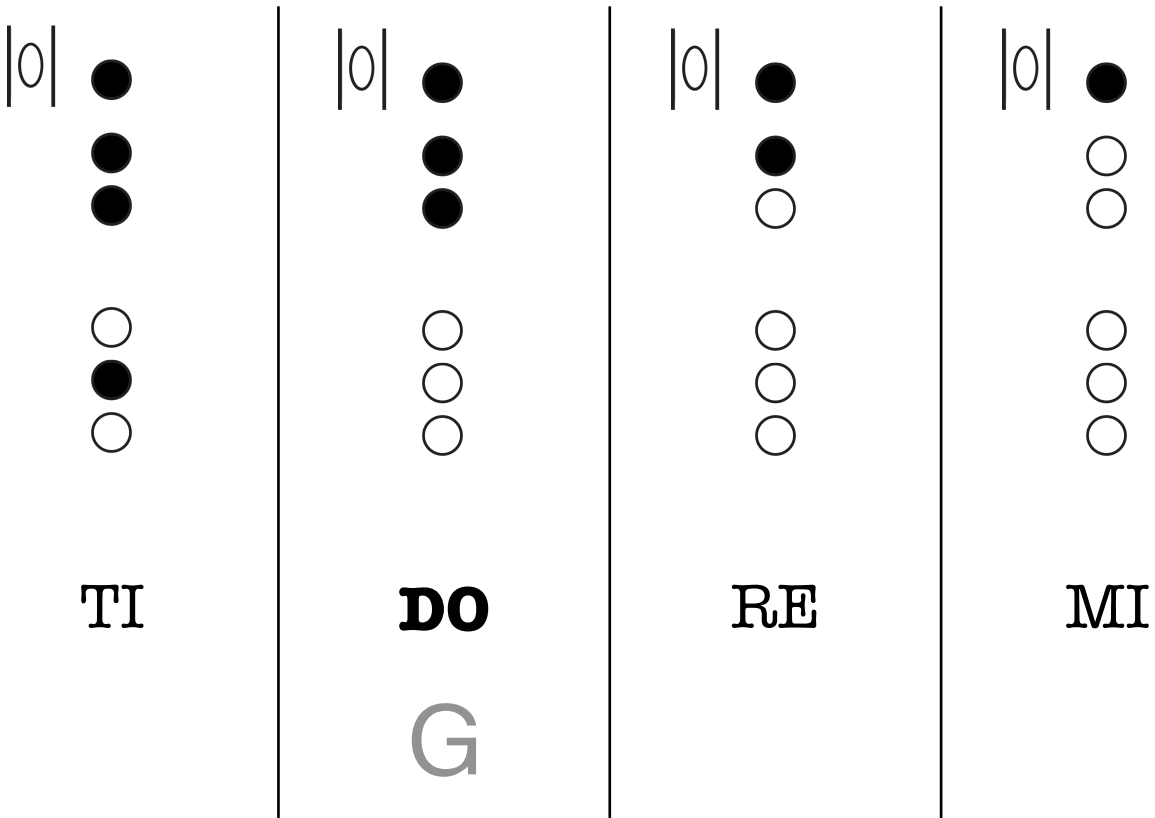
F

E

D



# G is DO



## Q & A

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- 1) Is this **Major** or **minor**?
- 2) Which note is your *resting tone*?

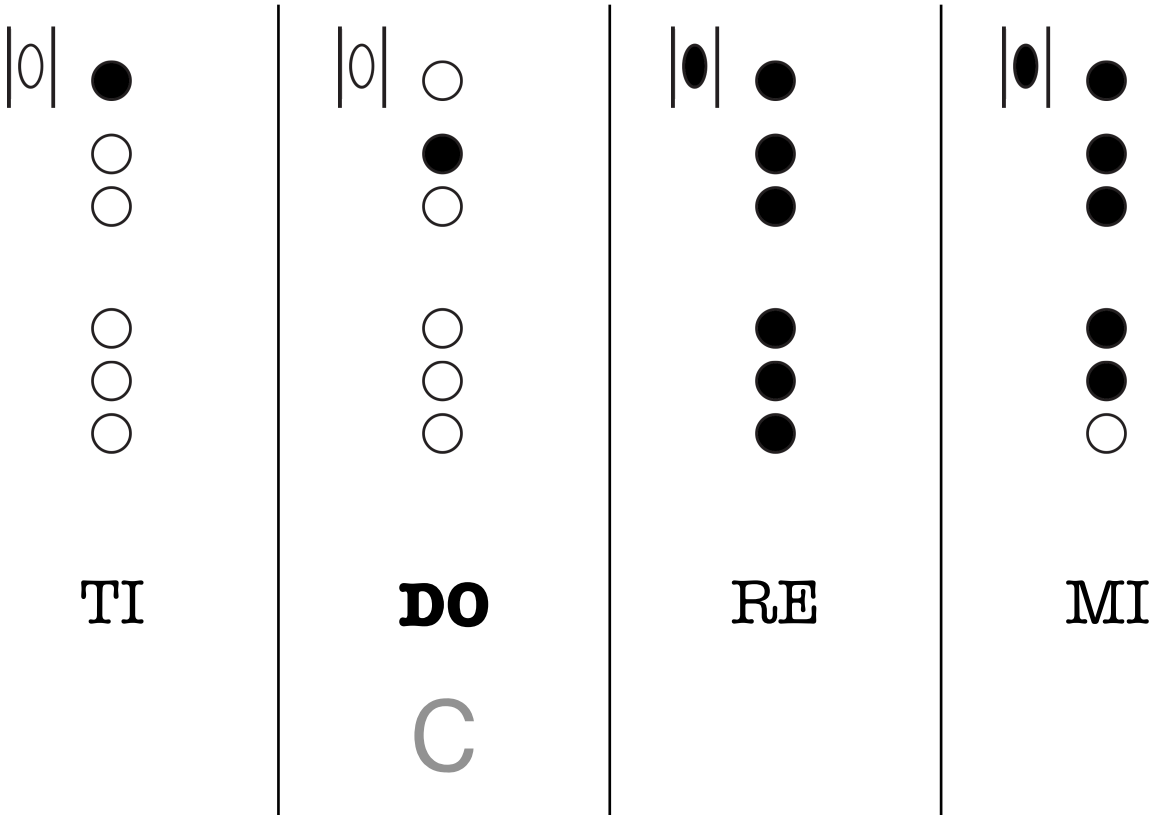
# E is LA

SI	<b>LA</b>	TI	DO	RE	MI
	E				

## Q & A

- 1) Is this **Major** or **minor**?
- 2) Which note is your *resting tone*?

# C is DO








## Q & A

---

- 1) Is this **Major** or **minor**?
- 2) Which note is your *resting tone*?

# A is LA

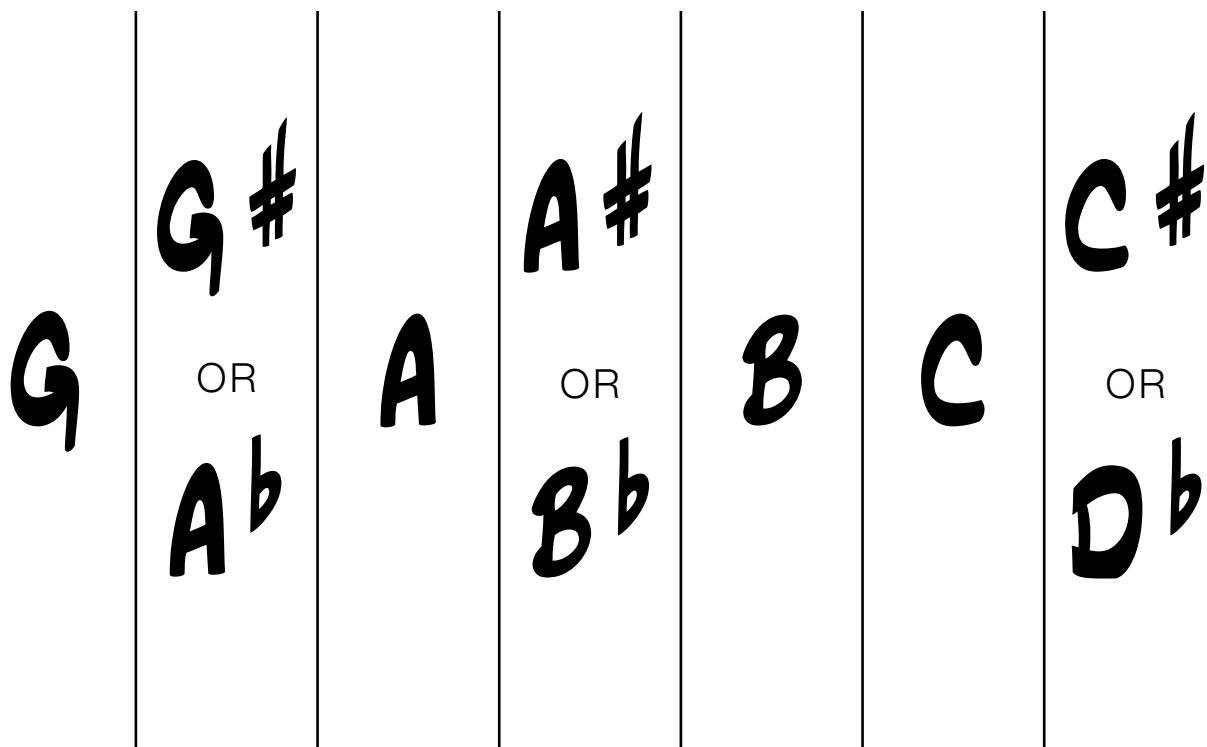
				
<b>LA</b>	TI	DO	RE	MI
A				

## Q & A

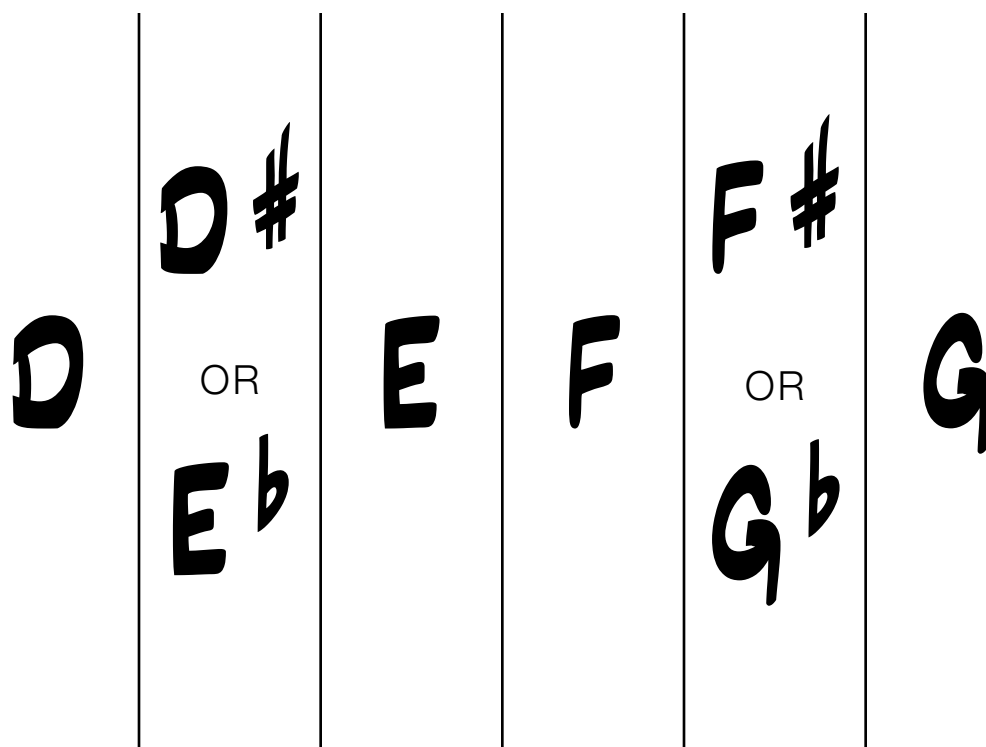
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- 1) Is this **Major** or **minor**?
- 2) Which note is your *resting tone*?

# CHROMATIC SCALE







### **ALWAYS REMEMBER**

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- 1) The Chromatic Scale is when you play every note on the instrument, in order, up or down.
- 2) When you go up, use sharps (#). When you go down, use flats (b).
- 3) It can start and end on any note.

# MUSIC NOTATION

just like you take **notes** to help you remember what your teacher told you, we also have **notes** in music. They exist to remind you of what you have already learned.

It is called **Music Notation**.

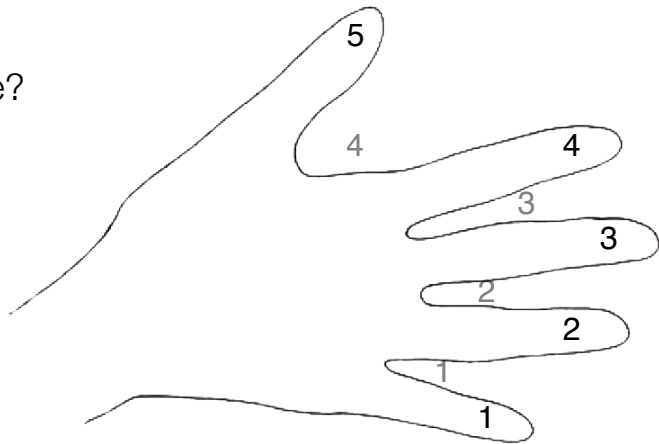
**BAND @ HOME**

**[www.BasicBand.info](http://www.BasicBand.info)**

- 1) Watch the Lesson for Everyone video called “Music Notation” to be sure you understand it.

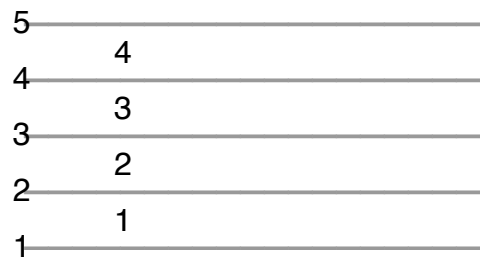
## STEP 1

- Hold out your hand.
- How many fingers do you have?
- How many spaces in between those fingers?



## STEP 2

- Just like you have lined paper to write notes on, we also have a special type of lines, called a **music staff**.
- The staff has 5 lines, and 4 spaces in between the lines... just like your hand.



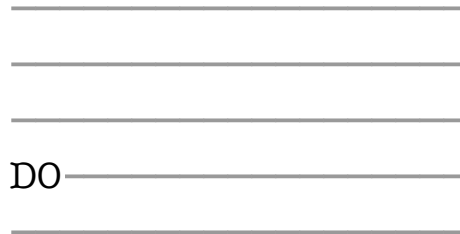
## STEP 3

- Let's recall some of the solfège syllables:

SO  
FA  
MI  
RE  
DO  
TI  
LA

## STEP 4

- We can make any line or any space on the staff **DO**
- The picture below shows **DO** on the 2<sup>nd</sup> line



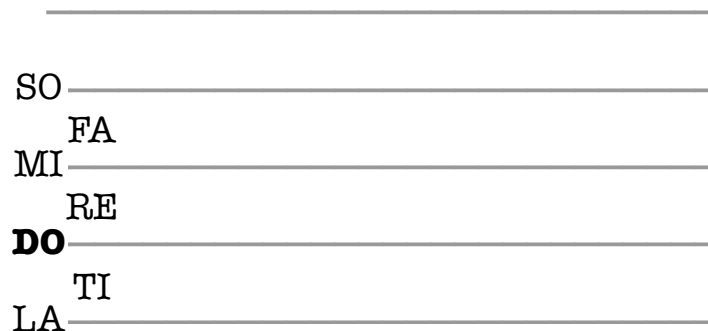
- As long as we know where **DO** is, we can figure out where everything else is

## STEP 5

- When we write notes on the music staff, they alternate between lines and spaces:

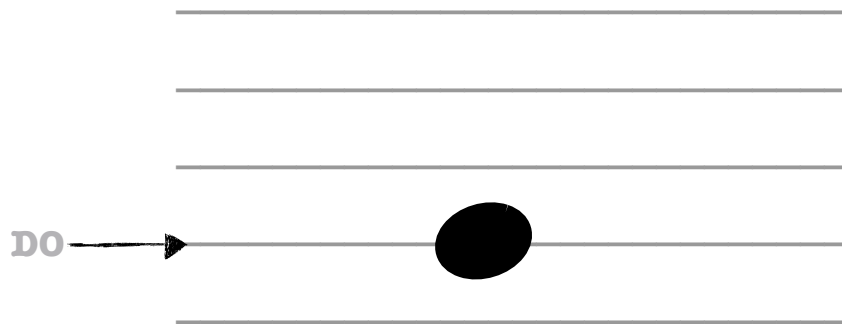
*line – space – line – space – line – space – line – space – line*

- Think about what the solfège syllables for the rest of the lines and spaces are going to be.



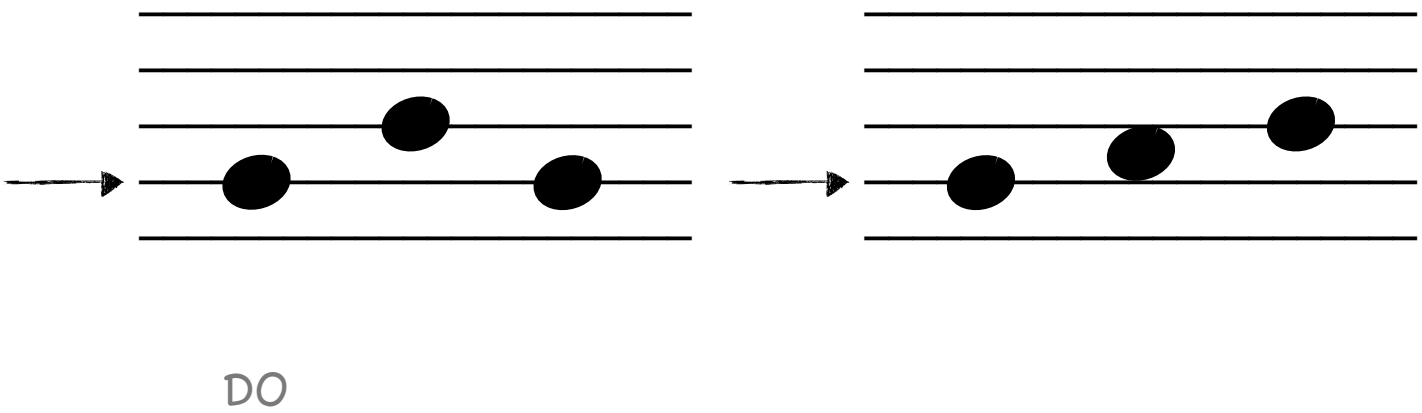
## STEP 6

- Instead of writing the syllables on every line and space, we are going to draw a line to show us where **DO** is
- To tell us which pitch to sing or play, we are going to draw oval **notes** on its line or space



## STEP 7

- The arrow points to **DO**
- Write in the rest of the solfège syllables
- Sing these patterns

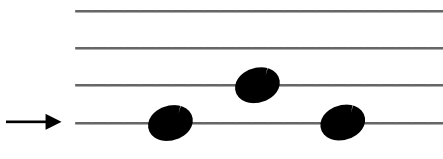




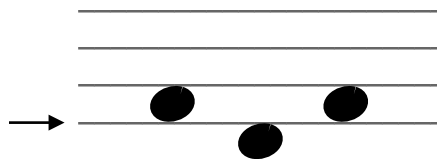
# MAJOR TONAL PATTERNS

DO is G

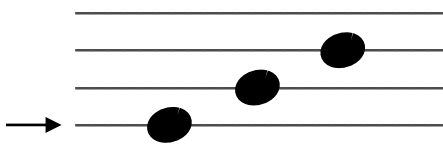
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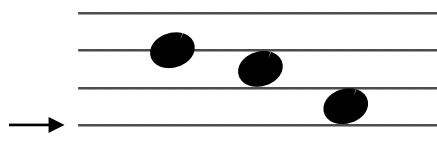
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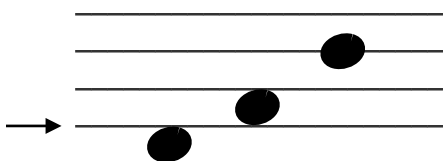
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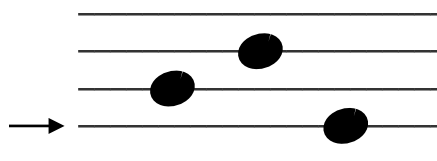
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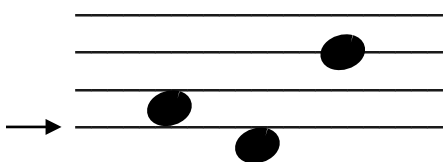
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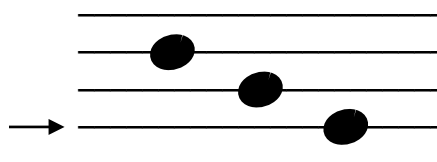
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7

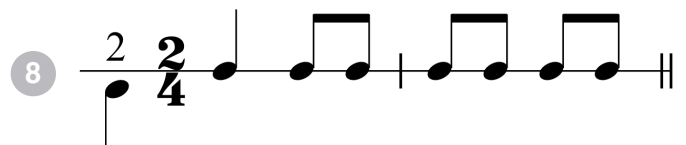
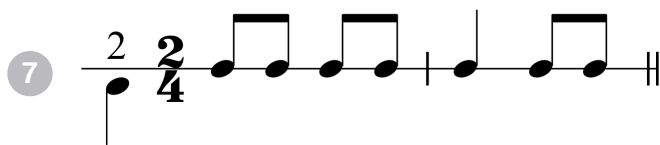
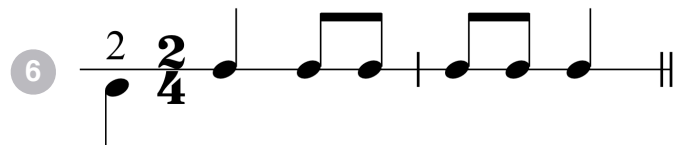
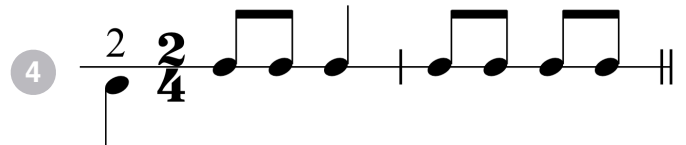
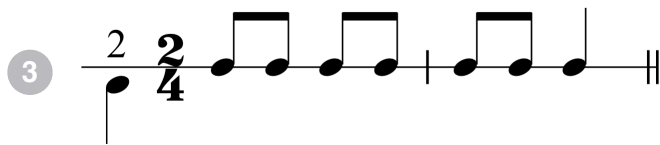
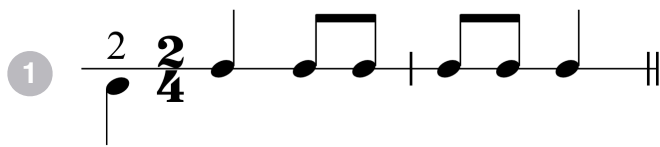


8



Be expressive when performing with your voice and with your instrument!

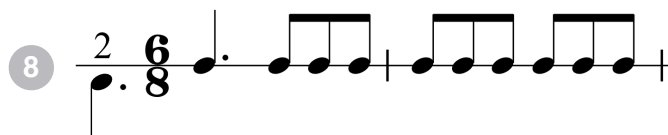
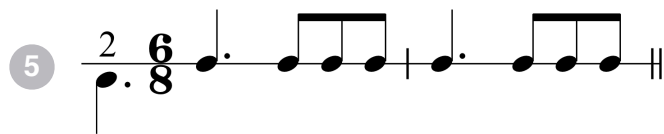
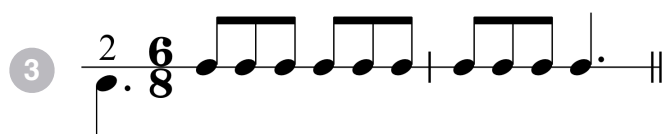
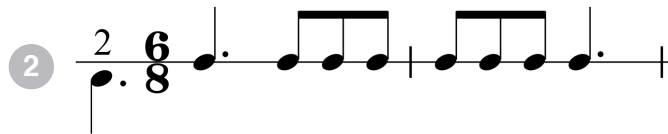
# DUPLE RHYTHM PATTERNS



Be expressive when performing with your voice and with your instrument!



# TRIPLE RHYTHM PATTERNS



Be expressive when performing with your voice and with your instrument!



# PLAYING RECORD

*Only check off each day that you spend at least 10 minutes playing your instrument.*

[illegible]