

TROMBONE STUDY

WARM-UP | CONDITIONING | FUNDAMENTALS

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Using pedagogical elements from Arban, Schlossberg, Marstellar, Remington, Alessi, Stamp, Edwards, Cimera, Hartman, Bleger, Kleinhammerå and Knaub to cover elements of warm up, tone, articulation, flexibility, and conditioning.

When does the warm up end and practice begin? The warm up itself can be relatively short, followed by a more advanced routine of fundamentals. The purpose of your practice session must be clearly defined and should rotate daily depending on your process.

Goals you must consider: conditioning/fitness, flexibility, quality of tone, quality of articulation, linking registers, efficiency, legato technique, intonation, centering, consistency, accuracy, power, and musical elements of phrasing and dynamics and nuance. Consider becoming a student of the instrument, in all it's forms, before attempting to add your own nuance and style. Think about the process of practice rather than a large over arching goal. Trajectory vs target. If you do not own these books, please buy them as they are an integral part of our cannon.

1) Buzzing—Never more than 5 minutes. Go from low to high, covering low to mid range. Large glissandi, non specific pitches, then focusing on easy melodies, and scale work, adding light articulation.

2) Glissndi—Think of tracing your slide with your buzz, and tracing your buzz with your slide. Ultimately, your buzz and your slide are synchronous. This promotes accuracy and trains the core of your sound. From Scott Hartman:

Glissando Exercises

Glissando and slur everything - use no tongue

The image displays ten staves of musical notation for glissando exercises, arranged in two groups of five. Each staff is in bass clef and 6/8 time. The exercises are designed to be performed with a glissando and slur, using no tongue. The notation includes various intervals and accidentals, such as flats, sharps, and naturals, to create different harmonic textures. The exercises are as follows:

- Staff 1: Starts with a flat, followed by a series of eighth notes and a half note, ending with a sharp.
- Staff 2: Starts with a flat, followed by a series of eighth notes and a half note, ending with a sharp.
- Staff 3: Starts with a flat, followed by a series of eighth notes and a half note, ending with a sharp.
- Staff 4: Starts with a flat, followed by a series of eighth notes and a half note, ending with a sharp.
- Staff 5: Starts with a flat, followed by a series of eighth notes and a half note, ending with a sharp.
- Staff 6: Starts with a flat, followed by a series of eighth notes and a half note, ending with a sharp.
- Staff 7: Starts with a flat, followed by a series of eighth notes and a half note, ending with a sharp.
- Staff 8: Starts with a flat, followed by a series of eighth notes and a half note, ending with a sharp.
- Staff 9: Starts with a flat, followed by a series of eighth notes and a half note, ending with a sharp.
- Staff 10: Starts with a flat, followed by a series of eighth notes and a half note, ending with a sharp.

3) Flexibility, tone, linking registers, production. *From Max Schlossberg:*

[illegible]

♣ **NOTE:** This may be played in the manner indicated by A, B, C or D.

This page contains ten staves of musical notation for a bass line, likely for a piano or organ. The music is written in 4/4 time and features a variety of musical symbols and techniques:

- Staff 1:** Begins with a *mf* (mezzo-forte) dynamic marking. It features several triplet markings (indicated by a '3' over a group of notes) and a key signature of one sharp (F#).
- Staff 2:** Continues the melodic line with various intervals and accidentals.
- Staff 3:** Shows a change in the key signature to one flat (Bb) and includes a *b* (basso) marking.
- Staff 4:** Further develops the melody with complex intervals and accidentals.
- Staff 5:** Continues the melodic progression.
- Staff 6:** Features a *b* marking and continues the melodic line.
- Staff 7:** Shows a change in the key signature to two flats (Bb, Eb) and includes a *b* marking.
- Staff 8:** Continues the melodic line with various intervals and accidentals.
- Staff 9:** Features a *b* marking and continues the melodic line.
- Staff 10:** Ends the page with a final melodic phrase and a double bar line.

4) Tone building, long tone + slurs, legato articulation, efficiency.

From Joseph Alessi (2007):



Play this exercise free and out of time (ad lib) in a legato style. Strive for a free and relaxed tone. Continue down chromatically.



Buzz first and then play. Gliss all notes when buzzing on the mouthpiece. When performing this on the instrument, play this in a comfortable *mf* dynamic, striving for a beautiful easy tone with good slide technique and connections. Natural slur all notes.



Blow with a slow and full air stream. Relax. Play with a beautiful tone.



Play at a tempo of approx $\text{♩} = 70$. Breathe when necessary and repeat the note that you breath in order not to miss any connections. Listen carefully to the distance between each interval and the imaginary drone note.



5) Detached technique, articulation, intonation, fronts. *From Arban:*

The musical score is written in bass clef, 2/4 time, and key of B-flat major (two flats). It consists of 10 staves. The first five staves are a melodic line with various ornaments (6, #5, ^) and slurs. The last five staves feature a more complex rhythmic pattern with triplets and slurs, also including ornaments. The key signature has two flats (B-flat and E-flat), and the time signature is 2/4.

6) Flexibility after articulation. *From Remington:*

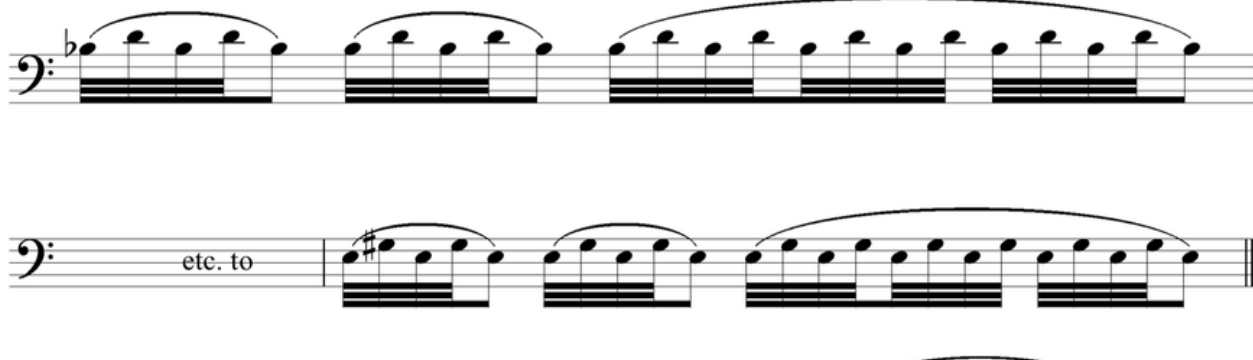
5. Flexibility



6. Trills



7. 6 Note Slurs



8. Flexibility



7) Relaxed articulation—Endurance, corners, technique, conditioning. *From Arban:*

Play w/out stopping 1 = 133 - STAY RELAXED

The musical score is written on a single staff with a bass clef. The key signature has two flats (B-flat and E-flat), and the time signature is 2/4. The score consists of 13 measures. The first measure has a slur over a quarter note and a half note, with a fingering of 5 and a breath mark (b4). The second measure has a slur over a quarter note and a half note, with a fingering of 4 and a breath mark (b4). The third measure has a slur over a quarter note and a half note, with a fingering of 5 and a breath mark (b4). The fourth measure has a slur over a quarter note and a half note, with a fingering of 6 and a breath mark (b4). The fifth measure has a slur over a quarter note and a half note, with a fingering of 5 and a breath mark (b4). The sixth measure has a slur over a quarter note and a half note, with a fingering of 4 and a breath mark (b4). The seventh measure has a slur over a quarter note and a half note, with a fingering of 4 and a breath mark (b4). The eighth measure has a slur over a quarter note and a half note, with a fingering of 1 and a breath mark (b4). The ninth measure has a slur over a quarter note and a half note, with a fingering of 4 and a breath mark (b4). The tenth measure has a slur over a quarter note and a half note, with a fingering of 4 and a breath mark (b4). The eleventh measure has a slur over a quarter note and a half note, with a fingering of 4 and a breath mark (b4). The twelfth measure has a slur over a quarter note and a half note, with a fingering of 4 and a breath mark (b4). The thirteenth measure has a slur over a quarter note and a half note, with a fingering of 4 and a breath mark (b4). The piece ends with a double bar line.

Studies in Dotted Eighth and Sixteenth Notes

The use of "tu" to be discontinued as an attack. See page 12 for proper articulation. As the pitch rises, the jaw closes slightly and the tongue strikes higher on the teeth.

PLAY VERY SLOW, PLAY AGAIN LOW

Tempo di Marcia



With this exercise the jaw is open and the stroke of the tongue is between the lips, just as defined on page 12.

Allegro moderato



8) Interval range in legato. *From Brad Edwards:*

The musical score consists of seven staves of music, all in bass clef. The tempo is marked as $\text{♩} = c. 100$. The key signature has one flat (B-flat). The exercises are as follows:

- Staff 1:** Labeled "1st..." and "3rd...". It contains two measures of eighth-note runs, each with a slur and a fermata at the end.
- Staff 2:** Continues the "1st..." exercise with another measure of eighth-note runs, slurred and ending with a fermata.
- Staff 3:** Labeled "2nd..." and "4th...". It contains two measures of eighth-note runs, each with a slur and a fermata at the end.
- Staff 4:** Continues the "2nd..." exercise with another measure of eighth-note runs, slurred and ending with a fermata.
- Staff 5:** Labeled "3rd..." and "5th...". It contains two measures of eighth-note runs, each with a slur and a fermata at the end.
- Staff 6:** Continues the "3rd..." exercise with another measure of eighth-note runs, slurred and ending with a fermata.
- Staff 7:** Labeled "4th..." and "6th...". It contains two measures of eighth-note runs, each with a slur and a fermata at the end.

9) Valve and low register connection. *From Vernon:***Valve Exercise**

'V' is for valve...

The musical score consists of six staves in bass clef, 6/8 time. The first two staves feature eighth-note patterns with 'V' markings above specific notes, indicating valve changes. The third staff begins with the instruction *simile* and continues the eighth-note pattern. The remaining three staves continue the eighth-note pattern without valve markings. Each staff concludes with a whole note rest.

10) Cross grain slurs, breath control, musical phrasing. From Brad Edwards' Lip Slur Method book:

Lip Slur Melodies *Do All - p. 84*

The following etudes share an unusual characteristic: each slurred passage can be played entirely with natural lip slurs. In other words, no legato tonguing is necessary. Mastery of natural lip slurs in a melodic context helps you develop fine control over your technique. Many of these etudes rely on the F-attachment at times.

Andante con moto (♩ = c. 66)

1a.

1b.

11) Upper register. From Remington:

Six Note Series Plus 7th Partial

simile

F/D valve

12) Articulation within intervallic mid range etudes. From Bleger:

31 STUDIES

for Trombone

Edited by ALLEN OSTRANDER

MICHEL BLEGER

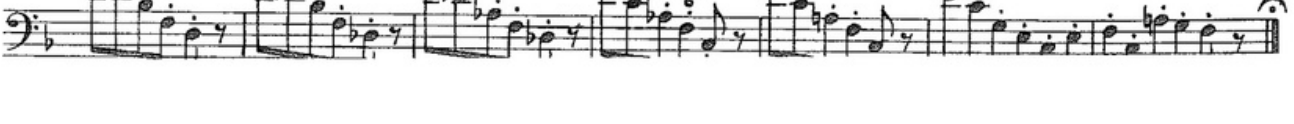
Allegro moderato

I. *f*

p *f* *p* *f* *p* *f* *p* *f* *p* *f* *p* *f*



Allegro moderato



13) Phillips slide technique routine:

BAYLOR TROMBONE STUDIO SLIDE TECHNIQUE DRILLS (02/09/17)

EX. 1: SAME TECHNIQUE UP AND DOWN

EX. 1A: COMPARTMENTS - REPEAT - SLURRED, THEN TONGUED

REPEAT EACH COMPARTMENT 1ST TIME SLURRED, 2ND TIME TONGUED
MAKE SURE THE TIMING/ COORDINATION AND INDEXING OF THE SLIDE IS THE SAME

REMEMBER - QUICK, PRECISE, BUT RELAXED!!

KEEP THE BELL STILL

EX. 2: "SLUSH PUMP" PRACTICE

EX. 2A: COMPARTMENTS - SLURRED/TONGUED - DESCENDING IN ALL KEYS

EX. 24: COMPARTMENT – STERKED, TONGUED – DESCENDING IN ALL KEYS

etc.

EX. 2B

etc.

EX. 2B - "BP CLASSIC"

The image shows the bass line of the song 'The Rose Tree'. It consists of two staves. The first staff is in 4/4 time, with a key signature of one flat (B-flat). The melody starts with a quarter note B-flat, followed by a quarter note D, then an eighth note G and a sixteenth note F, and finally a quarter note E. This sequence is repeated three times, each time with a different key signature: first B-flat, then C major (no sharps or flats), and finally D major (two sharps). The second staff continues the melody, starting with a quarter note D, followed by a quarter note F, then an eighth note E and a sixteenth note D, and finally a quarter note C. This sequence is also repeated three times, each time with a different key signature: first D major, then E major (one sharp), and finally F major (two sharps). The notation includes various musical symbols such as clefs, time signatures, key signatures, and note values.

EX. 3 - SLIDE WAIT! WAIT UNTIL THE LAST POSSIBLE SECOND BEFORE MOVING THE SLIDE.

The musical notation for the bass staff shows four measures. The first measure contains eighth notes G₂, F₂, E₂, D₂. The second measure contains eighth notes C₂, B₁, A₁, G₁. The third measure contains eighth notes F₁, E₁, D₁, C₁. The fourth measure contains a half note B₁ followed by a whole rest. All notes have an accent (^) above them.

EX. 4 - SLIDE GO! SAME EXERCISE AS ABOVE; "SHOOT" TO THE NEXT POSITION IMMEDIATELY AFTER ATTACK

EX. 5 - BRAHMS 4 APPLICATION

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The image displays a musical score for a piano exercise, titled "EX. 5 - BRAHMS 4 APPLICATION". It consists of four staves of music, all in bass clef. The first staff is in 3/2 time and features a key signature of one sharp (F#). It begins with a *pp* (pianissimo) dynamic and includes an *espr.* (espressivo) marking. The second staff continues the piece, ending with a *ppp* (pianississimo) dynamic. The third staff is in 3/8 time and starts with a *pp* dynamic. The fourth staff concludes the exercise, marked with a *rit.* (ritardando) and ending in a key signature of two flats (Bb and Eb), with a final *pp* dynamic. The score includes various musical notations such as chords, single notes, rests, and slurs, along with dynamic markings (*pp*, *ppp*, *p*, *dim.*) and articulation (*espr.*, *rit.*).

EX. 6 - SAINT-SAENS APPLICATION WITH SUBDIVISION



Wolfgang Amadeus Mozart
Requiem, K. 626

TROMBONE TENORE.

ELEGANT - EASY - EFFORTLESS - SING

3. Tuba mirum

Andante Solo

1

5

p

f

5 c 11 d 12

1) SEE IT - CREATE A MASTERPIECE

- **TACTET** - DRAW A RED ARROW ON EACH TACTET
PEAK OF THE PHRASE - PRIMARY AND SECONDARY
THE TACTET IS NOT ALWAYS THE LOUDEST NOTE
- **SHAPE** - DRAW IN CONTOURS, ACCENTS, ARTICULATIONS
USE BLUE ARROWS TO OUTLINE DIRECTION, BREATHS,
MOVEMENT AND USE $<$ $>$ TO ILLUSTRATE VOLUME
- **TRASECTORY** - THIS IS THE ARCHITECTURE - BIG PICTURE
USE A GREEN ARROW TO OUTLINE THE LARGE SHAPE
THIS WILL HELP YOU PACE AND PRIORITIZE EACH PHRASE

2) FEEL IT - ONCE YOU HAVE CALLED YOUR SHOT - BEGIN TO FEEL

- RHYTHM - CHOSE, HEAR, TAP AND FEEL YOUR TEMPO
- BALANCE - RELAX, BREATHE, HEAL THE DREWSTCA
- FOCUS - GUN FIGHTER STAKE
- PATIENCE - STAY IN THE MOMENT - ENJOY EVERY SECOND

★ - WRITE DOWN YOUR "SWING KEY" OR WORD CUE - ABOVE THE MEASURE

SWING KEY IS A MECHANICAL WORD, PHRASE TO HELP YOU TRUST AND BEGIN THE PHRASE

3) TRUST IT



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Pegagogy, lessons, and content:



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