

A GUIDE TO PITCH TENDENCIES FOR BAND

OBOE

Woodwind Pitch Tendencies

By Abigail Koehler



APPLIED ANALYSIS AND APPLICATION PROJECT - PA2

MUSIC 618.001

AMERICAN BAND COLLEGE & CENTRAL WASHINGTON UNIVERSITY



OBOE

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ABOUT THIS BOOK

The purpose of this book is to introduce students to the pitch tendencies on their individual instrument. First, this book provides resources for the student to develop their understanding of pitch. It will include tools to help students work on their pitch. Then, students will be presented with a fingering/slide position chart that explains the pitch tendencies on their instrument. There will be accompanying exercises that walk students through adjusting appropriately when they encounter notes with a sharp/flat pitch tendency. Finally, the book will include chamber music with which students can play together to work on adjusting for pitch tendencies in the context of music making. These chamber music pieces can also be used as chorales in a full band ensemble rehearsal. Students should progress chronologically through this book when reading it the first time. Then they can revisit topics as needed while they continue working on pitch individually or with their peers.

ABOUT THE AUTHOR

Ms. Abigail Koehler is the band director at Mead High School in Longmont, Colorado. This will be Ms. Koehler's 6th year teaching at MHS and her 3rd year as the head band director. Ms. Koehler teaches Marching Band, Advanced Jazz Band, Symphonic Band, Unified Percussion Ensemble, and AP Music Theory. Prior to her position at MHS, Ms. Koehler taught elementary band in Pennsylvania. Ms. Koehler earned a Bachelors in Music Education from Penn State University, and she attended Penn State for one year after her graduation to complete a performance certificate in trombone performance. While at Penn State, Mark Lusk was her primary trombone instructor. Other notable teachers include Marko Marcinko (jazz) and Velvet Brown (tuba/euphonium). Ms. Koehler also played under the baton of Dennis Glocke and Gerardo Edelstein. In addition to performing with the bands and orchestras at Penn State, Ms. Koehler also performed in the treble choir, Orianna Singers, directed by Jayne Glocke. Ms. Koehler is a graduate of the Schreyer Honors College and completed her senior thesis titled "High School Music Theory: Perceptions of the AP Music Theory Exam's Influence on Teaching and Learning." She had the opportunity to present her thesis at the 2017 PMEA conference in Erie, PA.

When not teaching or playing trombone, Ms. Koehler likes to read, run, and spend time in the great outdoors in her current home state of Colorado.



CHAPTER 1 - BASICS

What impacts intonation?

There are many factors that impact intonation on your instrument! Here are the aspects of playing that you should consider before you begin working through this book:

- 1. Air** - Air is the fuel for our instruments. As a result, if our air suffers, our pitch will also suffer. When playing your instrument, always make sure to take a deep, relaxed breath. Then, breathe out with cold, focused air while maintaining a relaxed feeling in the abdomen. Never let your air supply get lower than 15-25% in order to maintain enough air to operate the instrument properly.
- 2. Posture** - Posture directly impacts our air and the way that we hold our instrument. If we are not sitting properly, we will not be able to breathe properly. When sitting to play your instrument, take a moment to lean forward until you feel tension in your back. Next, lean backward until you feel tension in your abdomen. Finally, find the balance point between those two extremes at which you feel balanced and relaxed in your chair. You should not feel any tension.
- 3. Embouchure** - The embouchure impacts the air stream, which impacts intonation. Take the opportunity to form your embouchure in front of a mirror to assess whether or not it is formed correctly. Ask your teacher to take a look at your embouchure as well!
- 4. Reeds** - Reeds have a large impact on the pitch of woodwind instruments (with the exception of flutes). The thickness or strength of the reed can impact the pitch, so you should always try to play on the appropriate reed strength for you. As reeds get older and more worn, their pitch and tone can change. Make sure to replace reeds regularly to ensure the best quality reed. Make sure to store your reeds properly when not playing.
- 5. Instrument Design** - Musical instruments are not designed perfectly in tune due to the physics of sound. Depending on your instrument, certain notes will be out of tune due to the way that the instrument is made. Because of these imperfections in instrument design, we are aware of the notes that have intonation issues, which you will learn more about in this book!

CHAPTER 1 - BASICS

How to play in tune.

-tone

Before a musician can focus on playing in tune, he/she must play “in tone.” It’s a common saying in the music education world that we must play “in tone, in tune, and in time.” In tune and in time can be self explanatory. But what does it mean to play “in tone?” It means to play your instrument with the best and most characteristic tone possible. Specifics about tone production go beyond the scope of this project, but talk to your band director/private lesson teacher about the following to ensure that you’re playing your instrument with the best tone possible.

- Breathing exercises to ensure efficient breathing
- Tone production fundamentals exercises for your instrument (ex. Long tones, flow studies, lip slurs, register/harmonic exercises, etc.)
- A list of professional musicians who play your instrument so that you can listen to their tone.

SINGING & AUDIATING

One of the best ways to improve intonation on your instrument is to train your ear! Singing is one of the best ways to train your ear because it requires you to produce a pitch without the help of keys/valves/a slide. Throughout this book, you will be encouraged to sing the exercises and your part in the chamber music pieces. Don’t skip this step! Use your instrument or a piano to give yourself a starting pitch, then do your best to sing it accurately. The expectation is NOT that the singing will be perfect. It’s simply a tool to help your inner ear develop, and you’ll improve the more you do it. Audiating means that you can hear music in your head. Try it now! Can you sing a nursery rhyme in your head without humming it? That’s audiating! The more you can audiate before you sing/play, the more in tune your singing/playing will be. When working through the exercises in this book, don’t forget to audiate!

Hear the note
before you
play it!

CHAPTER 1 - BASICS

INTONATION

Intonation is the accuracy of a given pitch while you are playing your instrument. Your intonation can go three different ways:

Sharp (higher than the target pitch), flat (lower than the target pitch), and in tune (right on target)

We measure intonation using **cents**. A cent is the unit of measure used for musical intervals. In equal temperament, there are 100 cents between each half step, and 12 half steps create an octave. Your tuner will show how many cents sharp or flat you are from the target pitch. The greater the number, the farther you are from the target pitch.

Beats are the “waves” that we hear when a pitch is out of tune. You can’t see beats, but when you hear them, they indicate that you are playing out of tune. The slower the waves, the farther you are from the target pitch. The waves will get faster as you approach the target pitch. The closer you get to the target pitch, the worse the interval will sound. It’s important that you remember that sometimes your pitch has to get “worse” in comparison to the target pitch before it can get better! Listen to the examples below that demonstrate the beats/waves that we hear when a note is out of tune.



TUNERS

Tuners are a great tool to help us work on intonation, but they should be used sparingly. Ultimately, we want to adjust our intonation based on what we hear, not what we see. A tuner can help us train our ears by helping us visualize what we hear, which is a great place to start. However, the more comfortable you can get with hearing your intonation, the better. General recommendations for using a tuner:

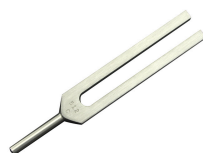
| When a Tuner IS Helpful | When a Tuner is NOT Helpful |
|---|---|
| After your instrument has been physically warmed up. | When your instrument is cold. |
| When initially tuning your instrument at the beginning of a rehearsal/practice session. | The entire time that you are practicing. |
| If you can hear that you’re out of tune, but you’re struggling to correct it by ear. | Throughout an entire rehearsal. Do NOT put your tuner on your stand and leave it there! |

CHAPTER 1 - BASICS

TUNERS

Tuners can come in the forms of tuning forks, an individual tuner, or an app for your electronic device.

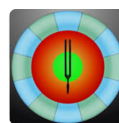
Remember that tuning your tuning note to the tuner does NOT mean that your instrument will always be in tune. Intonation changes constantly due to the air temperature, the temperature of your instrument, the key you're playing in, and the pitch tendencies on your instrument. It's good to tune your instrument shortly after you begin to play, but remember to keep your ears turned on so that you can adjust to what you hear.



Tuning Fork



Tuner

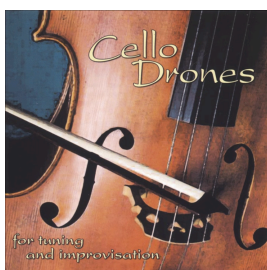


Tuning App
(Tonal Energy)

DRONES

A drone is a sustained note or chord. Drones are frequently used as tools for intonation similar to a tuner. The difference between a tuner and a drone is that the tuner shows you your intonation visually, whereas a drone requires you to listen for intonation. Drones are extremely helpful when you're working on hearing intonation instead of simply seeing it on your tuner. Hearing intonation is a valuable and necessary skill for all situations in which you play with other people.

Recommendation: Cello drones that can be found on Youtube and Spotify. By Marcia Sloane and provided by Musician's Practice Partner.



CHAPTER 1 - BASICS

WHAT IS JUST INTONATION?

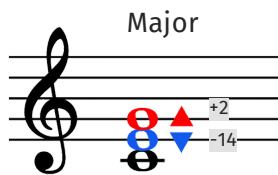
There are two primary types of tuning systems that we encounter regularly when making music.

Equal Temperament: The idea that each half step is exactly the same distance apart (100 cents between each half step). *Example: An electronic keyboard is tuned using equal temperament.*

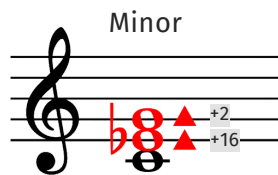
Just Intonation: The idea that intervals sound more in tune, and we achieve a more “pure” sound when intervals adjusted slightly from 100 cents between each half step. *Example: How we tune in a band ensemble.*

JUST INTONATION IN ENSEMBLES

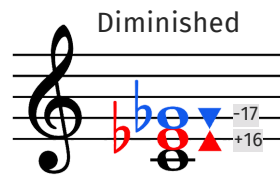
When playing in an ensemble, we must make adjustments to the harmony to make them sound “more in tune.” If we were to play the following chords using equal temperament, all notes would be at the “0” cents position. However, we must make the following adjustments in order for the harmony to sound correct to the ear.



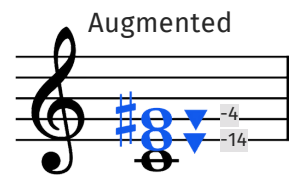
In order for a major triad to sound in tune, the third must be lowered by 14 cents, and the fifth must be raised by 2 cents.



In order for a minor triad to sound in tune, the third must be raised by 16 cents, and the fifth must be raised by 2 cents.



In order for a diminished triad to sound in tune, the third must be raised by 16 cents, and the fifth must be lowered by 17 cents.

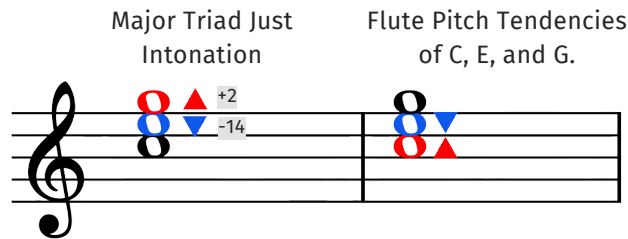


In order for an augmented triad to sound in tune, the third must be lowered by 14 cents, and the fifth must be lowered by 4 cents.

CHAPTER 1 - BASICS

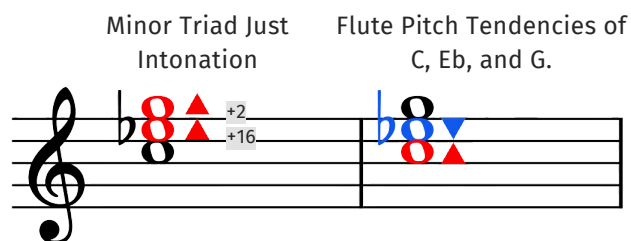
HOW DO PITCH TENDENCIES IMPACT JUST INTONATION?

In short, if you know the requirements of just intonation, and you know the pitch tendencies on your instrument, you'll be able to play better in tune. Imagine you're a flautist, and you're playing the chords below. The measure on the left shows the adjustments that need to be made for just intonation. The measure on the right shows the pitch tendencies of those notes on the flute.



When playing these chord members on your flute, you'll need to be aware of the following pitch needs and issues:

| Chord function and note name: | The chord requires this note to be: | The pitch tendency of the instrument is: | The player must know: |
|-------------------------------|-------------------------------------|--|--|
| Root: C | In tune | Sharp | This note will sound sharp, so the player must lower the pitch in order for it to sound in tune. |
| Third: E | Flat | Flat | The pitch tendency on the flute will help the chord sound more in tune. |
| Fifth: G | Slightly sharp | In tune | The player should very slightly raise the G in order for it to sound in tune. |



When playing these chord members on your flute, you'll need to be aware of the following pitch needs and issues:

| Chord function and note name: | The chord requires this note to be: | The pitch tendency of the instrument is: | The player must know: |
|-------------------------------|-------------------------------------|--|---|
| Root: C | In tune | Sharp | This note will sound sharp, so the player must lower the pitch in order for it to sound in tune. |
| Third: Eb | Sharp | Flat | Since the pitch tendency of Eb is on flat on the flute, and this chord calls for this note to be raised, the flautist will have to raise the pitch quite a bit for it to sound in tune. |
| Fifth: G | Slightly sharp | In tune | The player should very slightly raise the G in order for it to sound in tune. |

CHAPTER 2 - INTONATION ON YOUR INSTRUMENT

OBOE

Tuning Notes

Use with ensembles Use on your own

How to Tune

1. Play the tuning notes above with a tuner.

| If flat: | If sharp: |
|--|--|
| More embouchure support, faster air, reduce the angle of the oboe. | Decrease embouchure pressure. |
| Check the length/width of the reed (it may be too long/wide) | Check the thickness of reed and balance of cane. |
| Take in more reed. | Take in less reed. |

Range Tendencies

Though there will always be exceptions, you can expect notes within the following ranges to follow the pitch tendencies indicated below.

Flat. Increase embouchure pressure.
Sharp. Decrease embouchure pressure.
Sharp. Decrease embouchure pressure.

CHAPTER 2 - INTONATION ON YOUR INSTRUMENT

Oboe Pitch Tendencies

The image displays four staves of musical notation in treble clef, illustrating pitch tendencies for various notes. The notes are marked with blue downward-pointing triangles (indicating a tendency to be flat) or red upward-pointing triangles (indicating a tendency to be sharp).

- Staff 1:** Shows notes with blue downward triangles: B \flat (first line), B \flat (first space), B \flat (second space), B \flat (third space), and B \flat (fourth space). Notes with red upward triangles: B \flat (second space), B \flat (third space), and B \flat (fourth space).
- Staff 2:** Shows notes with red upward triangles: B \flat (first space), B \flat (second space), B \flat (third space), and B \flat (fourth space). Notes with blue downward triangles: B \flat (first line), B \flat (first space), and B \flat (second space).
- Staff 3:** Shows notes with red upward triangles: B \flat (first space), B \flat (second space), B \flat (third space), and B \flat (fourth space). Notes with blue downward triangles: B \flat (first line), B \flat (first space), and B \flat (second space).
- Staff 4:** Shows notes with red upward triangles: B \flat (first space), B \flat (second space), B \flat (third space), and B \flat (fourth space). Notes with blue downward triangles: B \flat (first line), B \flat (first space), and B \flat (second space).

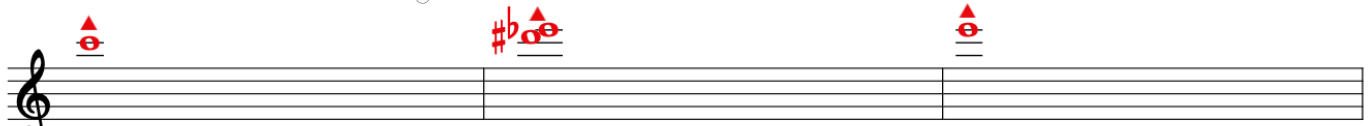
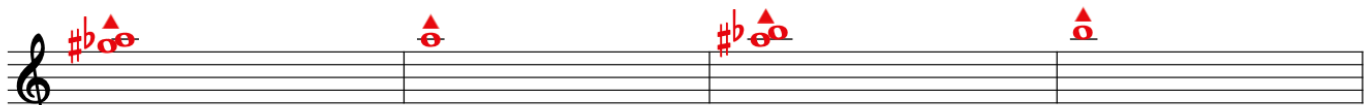
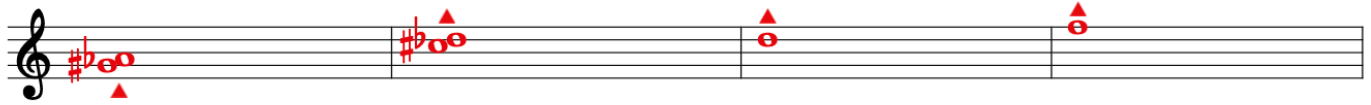
ABC

CHAPTER 2 - INTONATION ON YOUR INSTRUMENT

Oboe Alternate Fingerings



For some pitches, you can use alternate fingerings to raise or lower the pitch to improve its intonation. Below you will see the standard fingerings in **black**. Fingers that you can add to help improve the pitch are in **light blue**. Fingers that you can remove to help the pitch are in **red**.

On oboe, the solution to fixing pitch is often changing the embouchure pressure. As a result, you will not see many alternate fingerings below.



CHAPTER 3 - PITCH TENDENCY EXERCISES

The **exercises** on the next pages are intended to help you adjust pitch on your instrument according to your instrument's pitch tendencies. Notes with a specific tendency are highlighted in blue if they are flat and red if they are sharp.

| Symbol | Pitch Tendency | The player should: |
|---|----------------|--------------------|
| Blue with "down" arrow  | Flat | Raise the pitch |
| Red with "up" arrow  | Sharp | Lower the pitch |

All exercises should be played with a **drone** that sustains the tonic (scale degree 1) pitch of the key of the exercise. Some exercises also have a drone part written as a duet in the event that you are able to play with a peer. Use the chart below to help you determine the correct drone pitch.

| Exercise | Drone Pitch |
|---|--|
| Intervals of the Major Scale and Dominant 7th Chord | The drone pitch on the bottom stave of the exercise. |
| Arpeggios | The drone pitch on the bottom stave of the exercise. |
| Major Scales | The first note of the scale. |
| Melodies | The drone pitch on the bottom stave of the exercise. |

If you play a transposing instrument, remember that the **written drone pitch is your written pitch**, and you must transpose it to concert pitch in order to choose the correct drone to play. **All drones are in concert pitch.**

| Instrument | Transposition |
|------------------------|--|
| Flute, Oboe, & Bassoon | Written in concert pitch - no transposition. |
| Clarinet & Tenor Sax | Concert pitch is a MAJOR SECOND* lower than your written pitch. |
| Alto & Baritone Sax | Concert pitch is a MAJOR SIXTH* lower than your written pitch. |

*For more information on intervals, see the music theory appendix at the back of this book.

Woodwind Pitch Exercises

Intervals of the Major Scale

M2 M3 P4 P5

Oboe 1
Oboe 2

M6 m7 P8

Ob. 1
Ob. 2

M2 M3 P4 P5

Oboe 1
Oboe 2

M6 m7 P8

Ob. 1
Ob. 2

M2 M3 P4 P5

Oboe 1
Oboe 2

M6 m7 P8

Ob. 1
Ob. 2

Ob. 1 M2 M3 P4 P5

Ob. 2

Ob. 1 M6 m7 P8

Ob. 2

Ob. 1 M2 M3 P4 P5

Ob. 2

Ob. 1 M6 m7 P8

Ob. 2

Ob. 1 M2 M3 P4 P5

Ob. 2

Ob. 1 M6 m7 P8

Ob. 2

Ob. 1 M2 M3 P4 P5

Ob. 2

Ob. 1 M6 m7 P8

Ob. 2

Intervals of the Dominant 7th Chord

Ob. 1 M3 P5 m7 P8

Ob. 2

Ob. 1 M3 P5 m7 P8

Ob. 2

Ob. 1 M3 P5 m7 P8

Ob. 2

Ob. 1 M3 P5 m7 P8

Ob. 2

Ob. 1 M3 P5 m7 P8

Ob. 2

Ob. 1 M3 P5 m7 P8

Ob. 2

Ob. 1 M3 P5 m7 P8

Ob. 2

Ob. 1 M3 P5 m7 P8

Ob. 2

Arpeggios

Ob. 1
Ob. 2

Ob. 1
Ob. 2

Ob. 1
Ob. 2

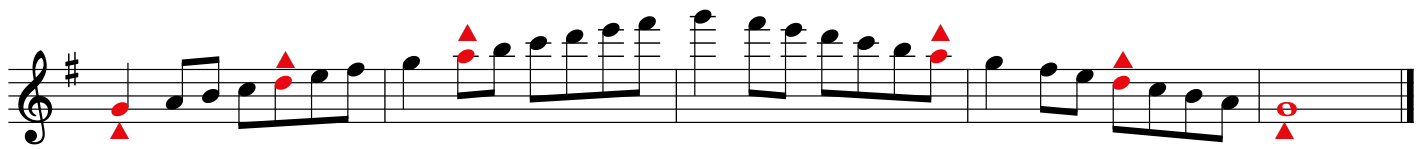
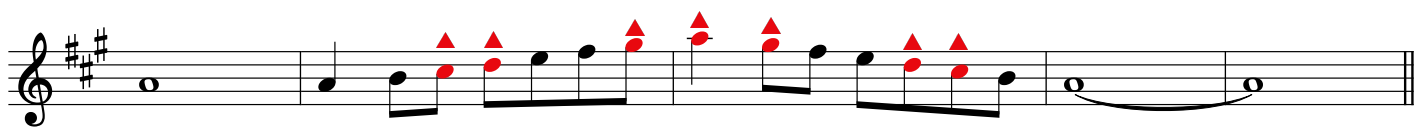
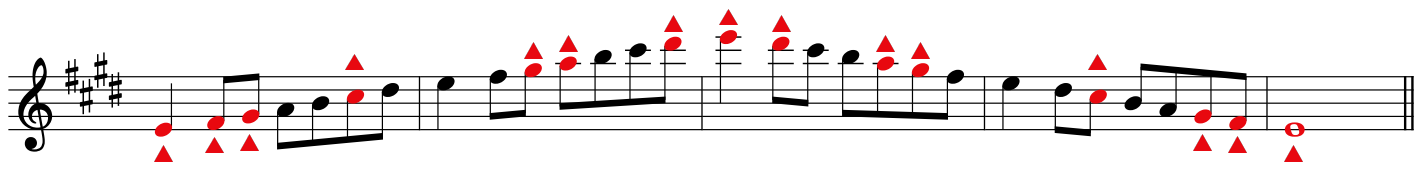
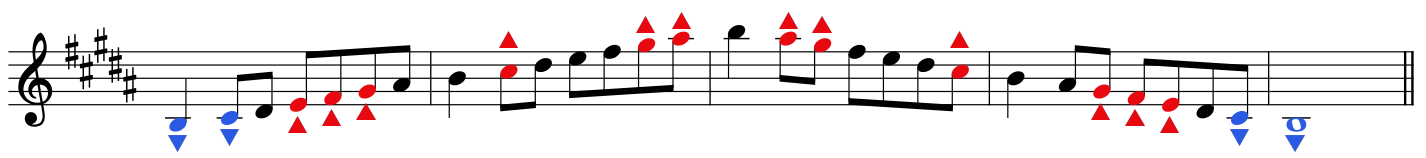
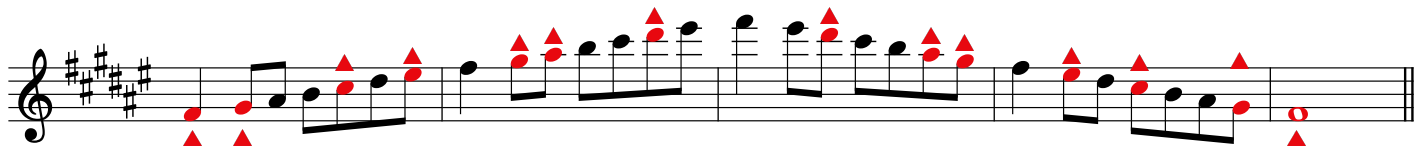
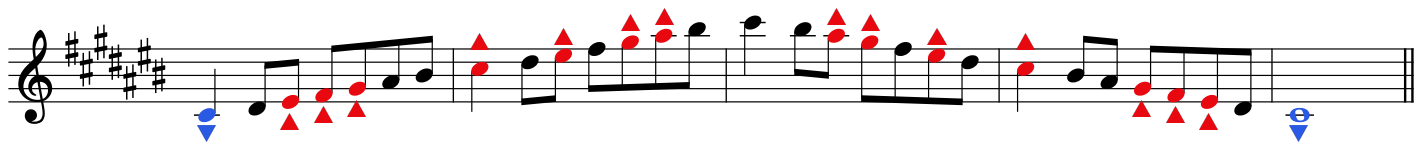
Ob. 1
Ob. 2

Ob. 1
Ob. 2

Ob. 1
Ob. 2

Major Scales

The image displays eight musical staves, each representing a major scale in a different key. The scales are written in treble clef. The keys, from top to bottom, are: C major, F major, Bb major, Eb major, Ab major, Db major, Gb major, and Cb major. Each scale is shown in its ascending and descending forms. Red triangles are placed above notes to indicate fingerings for the ascending scale, and blue inverted triangles are placed below notes for the descending scale. The scales are: C major (C-D-E-F-G-A-B-A-G-F-E-D-C), F major (F-G-A-Bb-C-D-E-D-C-Bb-A-G-F), Bb major (Bb-C-D-E-F-G-A-G-F-E-D-C-Bb), Eb major (Eb-F-G-A-Bb-C-Bb-A-G-F-Eb), Ab major (Ab-Bb-C-D-E-F-G-F-E-D-C-Bb-Ab), Db major (Db-Eb-F-G-A-Bb-A-G-F-Eb-Db), Gb major (Gb-Ab-Bb-C-Bb-A-G-F-Eb-Gb), and Cb major (Cb-Bb-A-G-F-Eb-D-Cb).



Oboe

Melodies

Down by the Salley Gardens

♩ = 70

Oboe 1

Oboe 2

7

Ob. 1

Ob. 2

12

Ob. 1

Ob. 2

Shenandoah

♩ = 80

18

Ob. 1

Ob. 2

24

Ob. 1

Ob. 2

America the Beautiful

29 $\text{♩} = 100$

Ob. 1
Ob. 2

36

Ob. 1
Ob. 2

43

Ob. 1
Ob. 2

It is Well with my Soul

46 $\text{♩} = 90$

Ob. 1
Ob. 2

55

Ob. 1
Ob. 2

Jeanie with the Light Brown Hair

61 $\text{♩} = 85$

Ob. 1

Ob. 2

66

Ob. 1

Ob. 2

70

Ob. 1

Ob. 2

74

Ob. 1

Ob. 2

Happy Birthday

78 $\text{♩} = 100$

Ob. 1

Ob. 2

83

Ob. 1

Ob. 2

Eternal Father Strong to Save

88 $\text{♩} = 90$

Ob. 1
Ob. 2

Detailed description: This system covers measures 88 to 92. The music is in 4/4 time with a tempo of quarter note = 90. The key signature has two flats. The first oboe part (Ob. 1) features a melodic line with eighth and quarter notes, including a fermata at the end of measure 92. The second oboe part (Ob. 2) provides a sustained accompaniment of whole notes. Red triangles indicate fingerings for the first oboe, and blue triangles indicate fingerings for the second oboe.

93

Ob. 1
Ob. 2

Detailed description: This system covers measures 93 to 96. The first oboe part continues the melodic line with eighth and quarter notes. The second oboe part continues with sustained whole notes. Red triangles indicate fingerings for the first oboe, and blue triangles indicate fingerings for the second oboe.

97

Ob. 1
Ob. 2

Detailed description: This system covers measures 97 to 100. The first oboe part concludes the melodic phrase with a fermata. The second oboe part continues with sustained whole notes. Red triangles indicate fingerings for the first oboe, and blue triangles indicate fingerings for the second oboe.

Simple Gifts

101 $\text{♩} = 135$

Ob. 1
Ob. 2

Detailed description: This system covers measures 101 to 105. The music is in 4/4 time with a tempo of quarter note = 135. The key signature has three flats. The first oboe part (Ob. 1) plays a rhythmic eighth-note pattern. The second oboe part (Ob. 2) plays a sustained accompaniment of whole notes. Red triangles indicate fingerings for the first oboe, and blue triangles indicate fingerings for the second oboe.

106

Ob. 1
Ob. 2

Detailed description: This system covers measures 106 to 110. The first oboe part continues the eighth-note pattern. The second oboe part continues with sustained whole notes. Red triangles indicate fingerings for the first oboe, and blue triangles indicate fingerings for the second oboe.

111

Ob. 1
Ob. 2

Detailed description: This system covers measures 111 to 115. The first oboe part continues the eighth-note pattern. The second oboe part continues with sustained whole notes. Red triangles indicate fingerings for the first oboe, and blue triangles indicate fingerings for the second oboe.

116

Ob. 1

Ob. 2

Ob. 1: Treble clef, key signature of two flats. Measures 116-117. Five red triangles are placed under the notes in measures 116 and 117. Ob. 2: Treble clef, key signature of two flats. Measures 116-117. A long slur covers the entire measure.

Chorale from Jupiter

118

♩ = 62

Ob. 1

Ob. 2

Ob. 1: Treble clef, key signature of two flats, 3/4 time signature. Measure 118: ♩ = 62. Measures 118-123. Red triangles are under notes in measures 118, 119, 120, 121, 122, and 123. A blue triangle is under a note in measure 122. Ob. 2: Treble clef, key signature of two flats, 3/4 time signature. Measures 118-123. A long slur covers the entire measure.

124

Ob. 1

Ob. 2

Ob. 1: Treble clef, key signature of two flats. Measures 124-130. Red triangles are under notes in measures 124, 125, 126, 127, 128, 129, and 130. A blue triangle is under a note in measure 128. Ob. 2: Treble clef, key signature of two flats. Measures 124-130. A long slur covers the entire measure.

131

Ob. 1

Ob. 2

Ob. 1: Treble clef, key signature of two flats. Measures 131-136. Red triangles are under notes in measures 131, 132, 133, 134, 135, and 136. Ob. 2: Treble clef, key signature of two flats. Measures 131-136. A long slur covers the entire measure.

137

Ob. 1

Ob. 2

Ob. 1: Treble clef, key signature of two flats. Measures 137-142. Red triangles are under notes in measures 137, 138, 139, 140, 141, and 142. Ob. 2: Treble clef, key signature of two flats. Measures 137-142. A long slur covers the entire measure.

Seventeen Come Sunday

143 $\text{♩} = 110$

Ob. 1

Ob. 2

This system contains measures 143 through 150. The music is in 2/4 time with a tempo of 110. The key signature has three flats. The first oboe part (Ob. 1) features a melodic line with eighth and quarter notes, including some grace notes. The second oboe part (Ob. 2) provides a steady accompaniment of quarter notes. Red triangles are placed above the notes in both parts to indicate specific performance techniques.

151

Ob. 1

Ob. 2

This system contains measures 151 through 158. The musical notation continues from the previous system, with the first oboe part maintaining its melodic role and the second oboe part providing accompaniment. Red triangles are used to mark performance points throughout the system.

159

Ob. 1

Ob. 2

This system contains measures 159 through 166. The first oboe part shows some melodic variation, including a grace note. The second oboe part continues with its accompaniment. Red triangles are placed above the notes to indicate performance techniques.

168

Ob. 1

Ob. 2



This system contains measures 168 through 175. The first oboe part concludes with a melodic phrase. The second oboe part provides accompaniment. Red triangles are placed above the notes to indicate performance techniques.

CHAPTER 4 - CHORALES FOR PITCH TENDENCY

On the following pages you will find **4-part chorales** for your instrument. These chorales can be played with a drone on the tonic (scale degree 1) pitch of each exercise. (See the introduction page to Chapter 3 for more information about identifying the proper drone for each exercise).

These chorales can be played by **four players on the same instrument or four players of differing instruments**. All of the parts of the same number are the same across all instrument parts. (For example, the Flute 1 part is the same as Clarinet 1, Oboe 1, etc.). If the band director wishes, these chorales can also be used by the full band.

Notes with pitch tendencies are highlighted in red or blue throughout the chorales. Use the **key** below to help adjust the pitch accordingly.

| Symbol | Pitch Tendency | The player should: |
|--|----------------|--------------------|
| Blue with "down" arrow  | Flat | Raise the pitch |
| Red with "up" arrow  | Sharp | Lower the pitch |

Following the chorales in which the pitch tendencies are marked, you will find **copies of the chorales without any pitch tendency indicators**. Use these copies to practice adjusting for the pitch tendency on your instrument by using your ear and without a visual cue. Ultimately, you want to have the pitch tendencies on your instrument memorized.

Chorales:

1. *Ave Verum Corpus* - Wolfgang Amadeus Mozart
2. *Horkstow Grange* - Percy Grainger
3. *In the Bleak Midwinter* - Gustav Holst
4. *Danny Boy* - Traditional
5. *Come Sweet Death* - J.S. Bach
6. *Be Still My Soul* - Jean Sibelius
7. *Salvation is Created* - Pavel Chesnokov
8. *Nimrod* - Edward Elgar
9. *Song Without Words* - Gustav Holst
10. *School Spirit* - Arr. Kessler/Judy

Oboe Chorales

Ave Verum Corpus

Wolfgang Amadeus Mozart

$\text{♩} = 65$

Oboe 1
mf

Oboe 2
mf

Oboe 3
mf

Oboe 4
mf

Detailed description: This system contains the first six measures of the Oboe Chorale. It features four staves for Oboe 1, 2, 3, and 4. The key signature is two sharps (F# and C#) and the time signature is 4/4. A tempo marking of quarter note = 65 is shown at the top. The dynamic marking *mf* (mezzo-forte) is present for each part. Red triangles indicate fingerings for various notes, and blue triangles indicate breath marks. Slurs are used to group notes in the Oboe 1 and 2 parts.

7

Ob. 1

Ob. 2

Ob. 3

Ob. 4

Detailed description: This system contains measures 7 through 12. It continues the four-part setting for Oboe 1, 2, 3, and 4. Red triangles indicate fingerings, and blue triangles indicate breath marks. Slurs are used to group notes in the Oboe 1 and 2 parts.

13

Ob. 1

Ob. 2

Ob. 3

Ob. 4

Detailed description: This system contains measures 13 through 16. It continues the four-part setting for Oboe 1, 2, 3, and 4. Red triangles indicate fingerings, and blue triangles indicate breath marks. Slurs are used to group notes in the Oboe 1 and 2 parts.

Horkstow Grange

Percy Grainger

♩ = 70

17

Ob. 1

Ob. 2

Ob. 3

Ob. 4

pp

pp

pp

22

Ob. 1

Ob. 2

Ob. 3

Ob. 4

mf

mp

p

p

p

mf

mf

mf

p

p

mf

27

Ob. 1

Ob. 2

Ob. 3

Ob. 4

f

f

f

f

31

Ob. 1

Ob. 2

Ob. 3

Ob. 4

mf

pp

mp

pp

mp

pp

3

3

3

In the Bleak Midwinter

Gustav Holst

♩ = 80

34

Ob. 1

Ob. 2 *mp*

Ob. 3 *mp*

Ob. 4 *mp*

40

Ob. 1

Ob. 2 *mf*

Ob. 3 *mf*

Ob. 4 *mf*

46

Ob. 1

Ob. 2 *f*

Ob. 3 *f*

Ob. 4 *f*

Danny Boy

Traditional

♩ = 65

50

Ob. 1 *mp*

Ob. 2 *mp*

Ob. 3 *mp*

Ob. 4 *mp*

56

Ob. 1

Ob. 2

Ob. 3

Ob. 4

62

Ob. 1 *mf*

Ob. 2

Ob. 3

Ob. 4 *mf*

68

Ob. 1

Ob. 2

Ob. 3

Ob. 4

mf

mf

75

Ob. 1

Ob. 2

Ob. 3

Ob. 4

f

f

f

f

mf

mf

mf

mf

p

p

p

p

Come Sweet Death

J.S. Bach

82 $\text{♩} = 60$
legato

Ob. 1 *p* *legato*

Ob. 2 *p* *legato*

Ob. 3 *p* *legato*

Ob. 4 *p* *legato*

88

Ob. 1 *p*

Ob. 2 *p*

Ob. 3 *p*

Ob. 4 *p*

93

Ob. 1

Ob. 2

Ob. 3

Ob. 4

98

Ob. 1 *mf* *rit.* *p*

Ob. 2 *mf* *rit.* *p*

Ob. 3 *mf* *rit.* *p*

Ob. 4 *mf* *rit.* *p*

Be Still My Soul

Jean Sibelius

♩ = 80

103

Ob. 1
mf

Ob. 2
mf

Ob. 3
mf

Ob. 4
mf

109

Ob. 1
f

Ob. 2
f

Ob. 3
f

Ob. 4
f

115

Ob. 1
sub. f

Ob. 2
sub. f

Ob. 3
sub. f

Ob. 4
sub. f

121

Ob. 1

Ob. 2

Ob. 3

Ob. 4

Detailed description: This is a page of a musical score for four oboes, labeled Ob. 1 through Ob. 4. The music is in B-flat major (two flats) and 4/4 time. The page number 121 is at the top left. The score is divided into four measures. Red triangles and circles are placed above or below notes to indicate specific performance techniques or accents. In measure 1, Ob. 1 has red triangles above the first four notes and a red circle above the fifth. In measure 2, Ob. 2 has a red triangle above the first note and a red circle above the fourth. In measure 3, Ob. 3 has red triangles above the last two notes and a red circle above the final note. In measure 4, Ob. 4 has red triangles below the first six notes and a red circle below the seventh. The notation includes treble clefs, key signatures, and various note values and rests.

127 $\text{♩} = 60$

Ob. 1

Ob. 2 *mp*

Ob. 3

Ob. 4 *mp*

131

Ob. 1 *mf*

Ob. 2 *mf*

Ob. 3 *mf*

Ob. 4 *mf*

135

Ob. 1 *f* *ff*

Ob. 2 *f* *ff*

Ob. 3 *f* *ff*

Ob. 4 *f* *ff*

139

Ob. 1

Ob. 2

Ob. 3

Ob. 4

f

f

f

f

143

Ob. 1

Ob. 2

Ob. 3

Ob. 4

mf

mf

mf

mf

mp

mp

mp

mp

rit.

Nimrod

Edward Elgar

♩ = 40

148

Ob. 1 *p*

Ob. 2 *pp*

Ob. 3 *pp*

Ob. 4 *pp*

152

Ob. 1 *mp*

Ob. 2 *p*

Ob. 3 *p*

Ob. 4 *p*

156

Ob. 1 *p*

Ob. 2 *pp*

Ob. 3 *pp*

Ob. 4 *pp*

160

Ob. 1

Ob. 2

Ob. 3

Ob. 4

mf

164

Ob. 1

Ob. 2

Ob. 3

Ob. 4

pp

Song Without Words

Gustav Holst

169 $\text{♩} = 72$

Ob. 1 *p*

Ob. 2 *pp*

Ob. 3 *pp*

Ob. 4 *pp*

173

Ob. 1 *p*

Ob. 2 *p*

Ob. 3 *p*

Ob. 4 *p*

177

Ob. 1 *mp*

Ob. 2 *mp*

Ob. 3 *mp*

Ob. 4 *mp*

181

Ob. 1
mf *p* *f*

Ob. 2
mf *p* *f*

Ob. 3
mf *p* *f*

Ob. 4
mf *p* *pp* *f*

School Spirit

Arr. Kessler/Judy

♩ = 120

187

Ob. 1
Ob. 2
Ob. 3
Ob. 4

mf

mf

mf

mf

Detailed description: This system contains measures 187 through 192. It features four oboe staves. The key signature has three flats (B-flat, E-flat, A-flat) and the time signature is 4/4. The tempo is marked as quarter note = 120. The dynamic is mezzo-forte (mf). Red triangles are placed above notes in measures 187, 188, 190, 191, and 192. A slur covers measures 188 and 190 in all staves. A fermata is present over the final note of measure 192 in all staves.

193

Ob. 1
Ob. 2
Ob. 3
Ob. 4

Detailed description: This system contains measures 193 through 198. It features four oboe staves. The key signature has three flats and the time signature is 4/4. Red triangles are placed above notes in measures 193, 194, 195, 196, 197, and 198. Slurs are present over measures 193-194 in Ob. 1, 194-195 in Ob. 2, and 193-194 in Ob. 3. A fermata is present over the final note of measure 198 in all staves.

199

Ob. 1
Ob. 2
Ob. 3
Ob. 4

Detailed description: This system contains measures 199 through 204. It features four oboe staves. The key signature has three flats and the time signature is 4/4. Red triangles are placed above notes in measures 199, 200, 201, 202, 203, and 204. Blue triangles are placed below notes in measures 203 and 204. Slurs are present over measures 199-200 in Ob. 1, 200-201 in Ob. 2, and 199-200 in Ob. 3. A fermata is present over the final note of measure 204 in all staves.

205

Ob. 1

Ob. 2

Ob. 3

Ob. 4

ff

ff

ff

ff

212

Ob. 1

Ob. 2

Ob. 3

Ob. 4

Oboe Chorales

Ave Verum Corpus

Wolfgang Amadeus Mozart

♩ = 65

Oboe 1
mf

Oboe 2
mf

Oboe 3
mf

Oboe 4
mf

Ob. 1

Ob. 2

Ob. 3

Ob. 4

Ob. 1

Ob. 2

Ob. 3

Ob. 4

♩ = 70

17

Ob. 1

Ob. 2

Ob. 3

Ob. 4

pp

pp

pp

22

Ob. 1

Ob. 2

Ob. 3

Ob. 4

mf

mp

p

p

p

p

mf

mf

mf

p

p

mf

27

Ob. 1

Ob. 2

Ob. 3

Ob. 4

f

f

f

f

f

31

Ob. 1

Ob. 2

Ob. 3

Ob. 4

mf

pp

mp

pp

mp

pp

mp

pp

3

3

3

3

In the Bleak Midwinter

Gustav Holst

♩ = 80

34

Ob. 1
Ob. 2
Ob. 3
Ob. 4

mp
mp
mp
mp

40

Ob. 1
Ob. 2
Ob. 3
Ob. 4

mf
mf
mf
mf

46

Ob. 1
Ob. 2
Ob. 3
Ob. 4

f
f
f
f

Danny Boy

Traditional

♩ = 65

50

Ob. 1
mp

Ob. 2
mp

Ob. 3
mp

Ob. 4
mp

56

Ob. 1

Ob. 2

Ob. 3

Ob. 4

62

Ob. 1
mf

Ob. 2

Ob. 3

Ob. 4
mf

68

Ob. 1

Ob. 2

Ob. 3

Ob. 4

mf

mf

75

Ob. 1

Ob. 2

Ob. 3

Ob. 4

f

f

f

f

mf

mf

mf

mf

p

p

p

p

Come Sweet Death

J.S. Bach

♩ = 60

82

Ob. 1 *legato*

Ob. 2 *p legato*

Ob. 3 *p legato*

Ob. 4 *p legato*

88

Ob. 1

Ob. 2

Ob. 3

Ob. 4

p

93

Ob. 1

Ob. 2

Ob. 3

Ob. 4

98

Ob. 1 *mf* *rit.* *p*

Ob. 2 *mf* *rit.* *p*

Ob. 3 *mf* *rit.* *p*

Ob. 4 *mf* *rit.* *p*

Detailed description: This musical score is for four oboes, labeled Ob. 1 through Ob. 4. The music is in B-flat major (one flat) and begins at measure 98. All four parts start with a dynamic marking of *mf* (mezzo-forte). The notation includes eighth and sixteenth notes, often beamed together, and some notes are slurred. In measure 100, each part has a *rit.* (ritardando) marking above it, and the dynamics change to *p* (piano) by the end of the measure. The score concludes with a double bar line at the end of measure 101.

Be Still My Soul

Jean Sibelius

♩ = 80

103

Ob. 1
mf

Ob. 2
mf

Ob. 3
mf

Ob. 4
mf

109

Ob. 1
f

Ob. 2
f

Ob. 3
f

Ob. 4
f

115

Ob. 1
sub. f

Ob. 2
sub. f

Ob. 3
sub. f

Ob. 4
sub. f

121

Ob. 1

Ob. 2

Ob. 3

Ob. 4

Detailed description of the musical score: The score is for four oboes, labeled Ob. 1 through Ob. 4. It begins at measure 121. The key signature is two flats (B-flat and E-flat). The time signature is not explicitly shown but appears to be 4/4 based on the note values. The first system (measures 121-122) shows each oboe part with a treble clef. Ob. 1 starts with a quarter note G4, followed by a quarter note A4, a quarter note B-flat4, and a quarter note C5, all beamed together. Ob. 2 starts with a quarter note G4, followed by a quarter note A4, a quarter note B-flat4, and a quarter note C5, all beamed together. Ob. 3 starts with a quarter note G4, followed by a quarter note A4, a quarter note B-flat4, and a quarter note C5, all beamed together. Ob. 4 starts with a quarter note G4, followed by a quarter note A4, a quarter note B-flat4, and a quarter note C5, all beamed together. The second system (measures 123-124) continues the melodic lines for each part. Ob. 1 has a half note G4 in measure 123 and a half note A4 in measure 124. Ob. 2 has a half note G4 in measure 123 and a half note A4 in measure 124. Ob. 3 has a half note G4 in measure 123 and a half note A4 in measure 124. Ob. 4 has a half note G4 in measure 123 and a half note A4 in measure 124. The score ends with a double bar line at the end of measure 124.

127 $\text{♩} = 60$

Ob. 1

Ob. 2 *mp*

Ob. 3

Ob. 4 *mp*

131

Ob. 1 *mf*

Ob. 2 *mf*

Ob. 3 *mf*

Ob. 4 *mf*

135

Ob. 1 *f* *ff*

Ob. 2 *f* *ff*

Ob. 3 *f* *ff*

Ob. 4 *f* *ff*

139

Ob. 1

Ob. 2

Ob. 3

Ob. 4

f

f

f

f

143

Ob. 1

Ob. 2

Ob. 3

Ob. 4

mf

mf

mf

mf

mp

mp

mp

mp

p

rit.

Nimrod

Edward Elgar

♩ = 40

148

Ob. 1 *p*

Ob. 2 *pp*

Ob. 3 *pp*

Ob. 4 *pp*

152

Ob. 1 *mp*

Ob. 2 *p*

Ob. 3 *p*

Ob. 4 *p*

156

Ob. 1 *p*

Ob. 2 *pp*

Ob. 3 *pp*

Ob. 4 *pp*

160

Ob. 1

Ob. 2

Ob. 3

Ob. 4

mf

164

Ob. 1

Ob. 2

Ob. 3

Ob. 4

pp

Song Without Words

Gustav Holst

169 $\text{♩} = 72$

Ob. 1 *p*

Ob. 2 *pp*

Ob. 3 *pp*

Ob. 4 *pp*

173

Ob. 1 *p*

Ob. 2 *p*

Ob. 3 *p*

Ob. 4 *p*

177

Ob. 1 *mp*

Ob. 2 *mp*

Ob. 3 *mp*

Ob. 4 *mp*

181

Ob. 1
mf *p* *f*

Ob. 2
mf *p* *f*

Ob. 3
mf *p* *f*

Ob. 4
mf *p* *pp* *f*

Detailed description: This is a page of a musical score for four oboes, numbered 181. The score is written in a key signature of three flats (B-flat, E-flat, A-flat) and a common time signature. It consists of four staves, labeled Ob. 1 through Ob. 4. Each staff begins with a treble clef and a key signature of three flats. The music is divided into measures by vertical bar lines. Dynamics are indicated by slanted text below the staves: *mf* (mezzo-forte), *p* (piano), *pp* (pianissimo), and *f* (forte). Ob. 1 has a melodic line with a dynamic change from *mf* to *p* in the first measure, and then to *f* in the second measure. Ob. 2, 3, and 4 have more rhythmic and harmonic parts, with Ob. 4 starting at *mf*, moving to *p* and *pp* in the first measure, and then to *f* in the second measure. The score ends with a double bar line.

School Spirit

Arr. Kessler/Judy

♩ = 120

187

Ob. 1
mf

Ob. 2
mf

Ob. 3
mf

Ob. 4
mf

193

Ob. 1

Ob. 2

Ob. 3

Ob. 4

199

Ob. 1

Ob. 2

Ob. 3

Ob. 4

205

Ob. 1

Ob. 2

Ob. 3

Ob. 4

ff

ff

ff

ff

212

Ob. 1

Ob. 2

Ob. 3

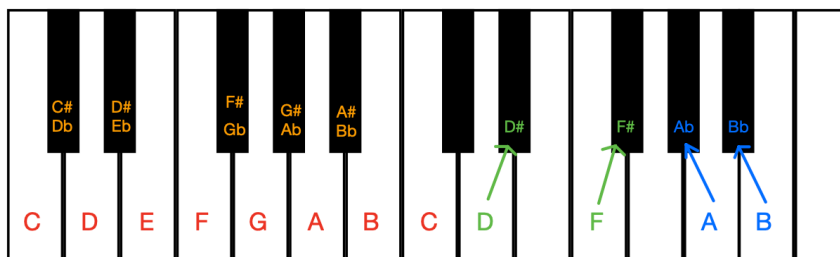
Ob. 4

BASICS OF MUSIC THEORY

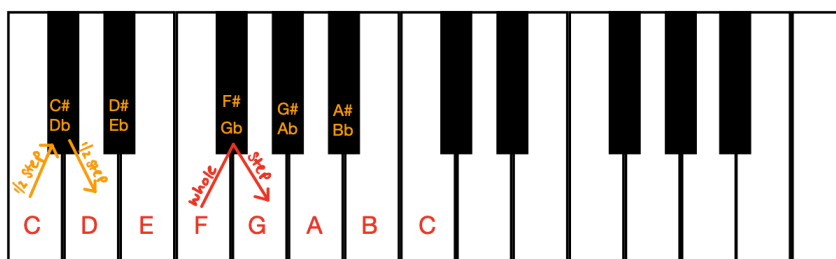
As you begin understand musical intervals, you'll need a basic understanding of how to use a piano, and how to visually and aurally identify musical intervals.

HOW TO USE A PIANO

- The white keys of the piano are for the **natural notes**.
- The black keys of the piano are for **sharp and flat notes**.
 - When you go from a white key to the black key above it, **keep the note name and add a sharp**.
 - When you go from a white key to the black key below it, **keep the note name and add a flat**.



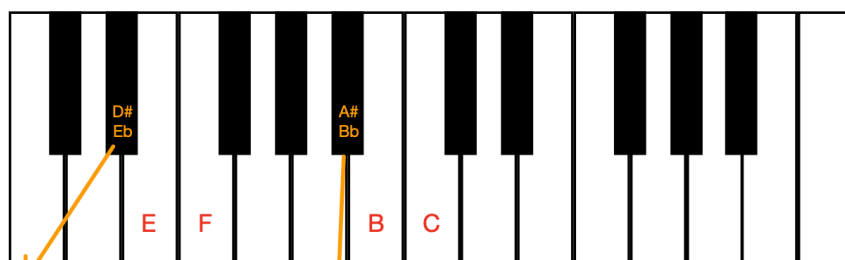
- **Half steps:** Half steps occur between every note on the piano (like in a chromatic scales).
- **Whole steps:** Whole steps occur every two keys on the piano (think: “key - skip a key - key”)



C - C# is one half step
C# - D is one half step

F - G is 2 half steps, AKA
one whole step

- The distance between B-C and E-F is a **half step**. (There are no black keys between these notes).
- **Enharmonic:** two notes that have the same sound, but different names.



D# is enharmonic to Eb.
They sound the same but
have two different names.

1/2 Step

1/2 Step

A# is enharmonic to Bb.
They sound the same but
have two different names.

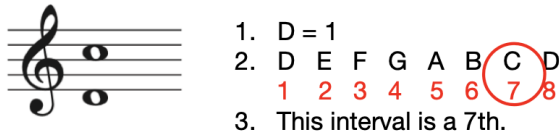
MUSICAL INTERVALS

Interval: The distance between two notes, which is measured in **quantity** and **quality**.

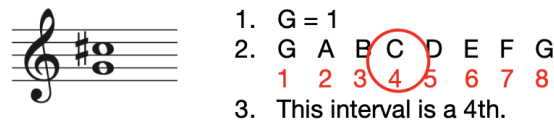
Quantity: The number of notes in the musical alphabet between the low note and high note in an interval. How to identify the **quantity** of an interval:

1. Label the low note of the interval as "1" (the low note may not always be the first note)
 2. Count the following notes in the musical alphabet until you get to the high note in the interval
 3. The number assigned to the high note in the interval is the **quantity** of that interval.
- *When identifying **quantity**, ignore all accidentals.

Example:



1. D = 1
2. D E F G A B C D
1 2 3 4 5 6 7 8
3. This interval is a 7th.

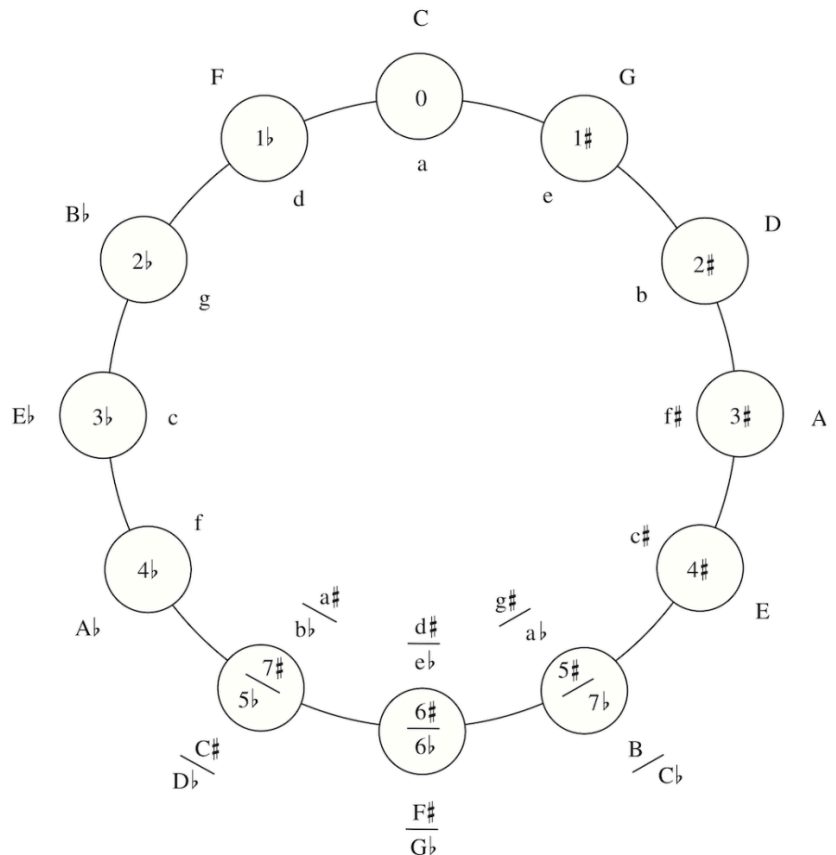


1. G = 1
2. G A B C D E F G
1 2 3 4 5 6 7 8
3. This interval is a 4th.



Unison (1) 2nd 3rd 4th 5th 6th 7th Octave (8)

CIRCLE OF 5THS



MUSICAL INTERVALS

Quality: The type of interval based on the key signature. How to identify the **quality** of an interval:

For unisons (1), 4ths, 5ths, and octaves (8ths)

1. Use the Circle of 5ths to identify the number of sharps and flats in the key of the low note of the interval. (Remember that the low note may not always be the first note).
2. Identify the quantity of that interval.
3. Ask: Is the high note in the key that you identified in step 1?
 1. If yes: The interval is a **perfect** interval.
 2. If no: And the note is lowered by a half step from the key signature, it is a **diminished** interval.
 3. If no: And the note is raised by a half step from the key signature, it is an **augmented** interval.

Example:



1. G has 1 F#
2. G A B C D E F#
1 2 3 4 5 6 7
This interval is a 5th
3. Is the top note (D) in the key above? Yes.
This interval is a **perfect 5th.**



1. G has 1 F#
2. G A B C D E F#
1 2 3 4 5 6 7
This interval is a 5th
3. Is the top note (Db) in the key above? No. It's lowered by a half step.
This interval is a **diminished 5th.**



1. G has 1 F#
2. G A B C D E F#
1 2 3 4 5 6 7
This interval is a 5th
3. Is the top note (D#) in the key above? No. It's raised by a half step.
This interval is an **augmented 5th.**

For 2nds, 3rds, 6ths, and 7ths

1. Use the Circle of 5ths to identify the number of sharps and flats in the key of the low note of the interval. (Remember that the low note may not always be the first note).
2. Identify the quantity of that interval.
3. Ask: Is the high note in the key that you identified in step 1?
 1. If yes: The interval is a major interval.
 2. If no: And the note is raised by a half step, it is an augmented interval.
 3. If no: And the note is lowered by a half step, it is a minor interval.
 4. If no: And the note is lowered by a whole step (or 2 half steps), it is a diminished interval.

Example



1. C has no accidentals
2. C D E F G A B
1 2 3 4 5 6 7
This interval is a 6th
3. Is the top note (A) in the key above? Yes.
This interval is a **major 6th.**



1. C has no accidentals
2. C D E F G A B
1 2 3 4 5 6 7
This interval is a 6th
3. Is the top note (A#) in the key above? No. It's raised by a half step.
This interval is an **augmented 6th.**



1. C has no accidentals
2. C D E F G A B
1 2 3 4 5 6 7
This interval is a 6th
3. Is the top note (Ab) in the key above? No. It's lowered by a half step.
This interval is a **minor 6th.**



1. C has no accidentals
2. C D E F G A B
1 2 3 4 5 6 7
This interval is a 6th
3. Is the top note (Abb) in the key above? No. It's lowered by two half steps.
This interval is a **diminished 6th.**

MUSICAL INTERVALS

Songs that Use Each Interval

(Typically in the opening two notes of the song)

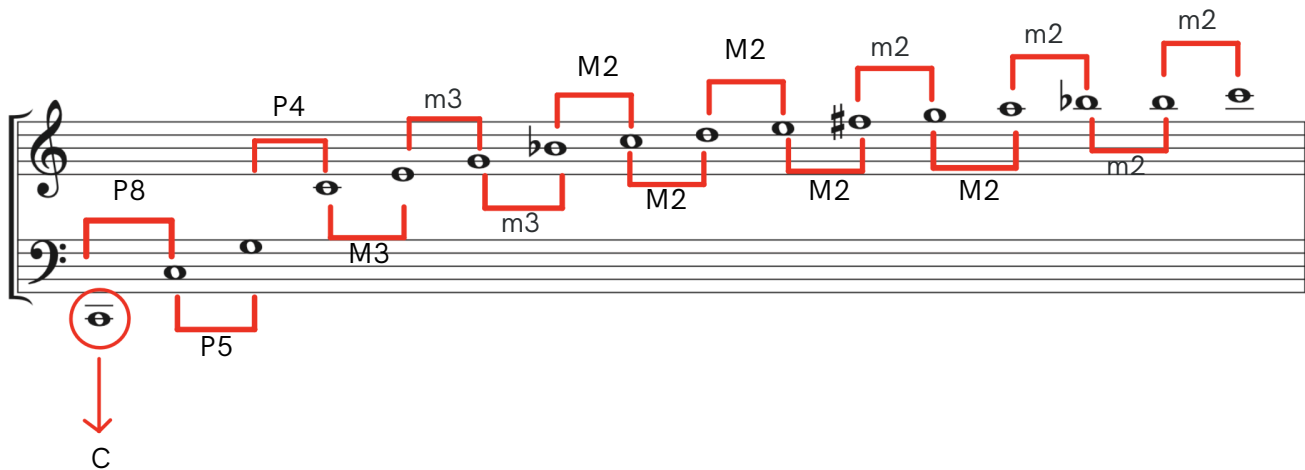
Look up a recording online to hear the interval associated with each song.

| Interval | Songs |
|--------------------|--|
| Unison (P1) | Jingle Bells - James Lord Pierpont |
| Minor 2nd | Jaws Theme - John Williams White Christmas - Irving Berlin Fly Me to the Moon - Frank Sinatra |
| Major 2nd | Happy Birthday to You - Mildred Hill Silent Night - Franz Xaver Gruber Frere Jacques - Traditional Mary Had a Little Lamb - Traditional |
| Minor 3rd | Greensleeves - Traditional O Canada - Caliza Lavallee The Star Spangled Banner - Francis Key |
| Major 3rd | Oh, When the Saints - Traditional What a Wonderful World - George Douglas Swing Low, Sweet Chariot - Traditional |
| Perfect 4th | We Wish You a Merry Christmas - Traditional Bridal Chorus ("Here Comes the Bride") - Richard Wagner Amazing Grace - John Newton I've Been Working on the Railroad - Traditional |
| Tritone (A4 or D5) | Maria (from West Side Story) - Leonard Bernstein The Simpsons Theme - Danny Elfman Blue 7 - Sonny Rollins |
| Perfect 5th | Star Wars Theme - John Williams Scarborough Fair - Traditional Top Gun Anthem - Harold Faltermeyer Flinstones Theme - Hoyt Curtin |
| Minor 6th | In my Life (Intro) - Beatles Close Every Door (Joseph and the Amazing Technicolor Dream Coat) - Andrew Lloyd Webber You're Everything - Chick Corea |
| Major 6th | My Bonny Lies Over the Ocean - Traditional NBC Chimes - from 1927 The Music of the Night (Phantom of the Opera) - Andrew Lloyd Webber |
| Minor 7th | Somewhere (West Side Story) - Leonard Bernstein Theme from Star Trek - Alexander Courage An American in Paris - George Gershwin |
| Major 7th | Take on Me (chorus) - A-ha I Love You - Cole Porter |
| Octave (P8) | Over the Rainbow - Harold Arlen The Christmas Song - Robert Wells Singin' in the Rain - Nacio Brown Willow Weep for Me - Ann Ronell |

THE OVERTONE SERIES

The overtone (or harmonic) series is the sequence of pitches whose frequency is an integer multiple of a fundamental frequency. In other words, each fingering on the horn has a fundamental pitch. The notes that can be played above the fundamental pitch (using the same fingering) ascend in the same pattern for each fingering. The pattern of the harmonic series is the same for all brass instruments, but each instrument's fundamental pitches are different depending on the length of tubing.

This staff shows the harmonic series for the open fingering on the F horn. The fundamental pitch is "C." The rest of the harmonic series follows, and the intervals from one note to the next are noted. The same intervals are used to create the harmonic series above the fundamental pitch on each fingering of the horn.



Horn players need to understand the harmonic series because they need to know which notes exist on each partial. Horn partials are notoriously challenging to settle into because they are close together, but the more a player knows about the series, the easier it will be to play the notes with accuracy.

Horn players also need to understand the harmonic series in order to play in tune. Certain partials tend to be sharp or flat. In addition, certain valve combinations tend to be sharp or flat. When the player is aware of these tendencies, he/she is able to correct the pitch either with the embouchure or the right hand in the bell.

The following chart shows horn fingerings along the Y axis, and partial numbers along the X axis. The pitch tendencies of each fingering and partial are color coded. Some notes have a pitch tendency that is exaggerated by the fingering and the partial both having the same pitch tendency. These notes need to be corrected more than the others.

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