

Encore Saxophone Quartet



Study Guide

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The music of the **Encore Saxophone Quartet** crosses over into many genres of musical styles and historical creations. The mission of the Encore Saxophone Quartet is to provide the listeners with an exciting and memorable voyage, and to join us on a trip of new-found adventures. It transports its listeners on a musical journey that exhibits the many colorful sound possibilities encompassing the sound spectrum of the saxophone in a quartet setting.



“Very professional, excellent ensemble to feature in any concert series as well as in outreach programs. The love and pride for their instruments and performing is very engaging. Thoughtful repertoire choice. Fun to watch and joy to listen.” -Laura Schmieder, iPalpiti Artists International

MUSICAL STYLES

Classical

Classical music tends to mean music that will not be forgotten soon after it is written but is likely to be enjoyed by many future generations. Think of music from 1650-1900

Jazz *Music genre originated by African Americans and was partially developed from Ragtime and Blues in the early 20th century.*

Tango *Tango is a style of music that originated in Argentina and Uruguay, influenced by both regional folk music and European classical dance music.*

World Music *Music of the world's cultures.*

Great American Songbook

The most important and influential American popular songs and jazz standards that were written between the 1920's and 1950's that were created for the Broadway Theater, musical theater, and Hollywood musical film.



SAXOPHONE

The first saxophone was invented by the Belgian instrument maker Adolphe Sax in the 1840s. The saxophone is a family of woodwind instruments usually made of brass and played with a single-reed mouthpiece. Although most saxophones are made from brass, they are categorized as woodwind instruments, because sound is produced by a vibrating reed rather than lips vibrating in a mouthpiece cup as with the brass instrument family. Versatile in many styles of music, the saxophone is used in bands, sometimes in orchestras, as a solo instrument, and chamber music. Also, the saxophone can be heard a great deal in jazz and other popular forms of music. The four main saxophones in a traditional saxophone quartet are the soprano, alto, tenor, and baritone.

Saxophone Family



The Saxophone Family

1. Soprano Saxophone
2. Soprano Saxophone
3. Alto Saxophone
4. C-Melody Saxophone
5. Tenor Saxophone
6. Baritone Saxophone
7. Bass Saxophone
8. Contrabass Saxophone

www.the-saxophone.com



Soprano – The **soprano saxophone** is the smallest and highest-pitched of the four saxophones in a quartet.

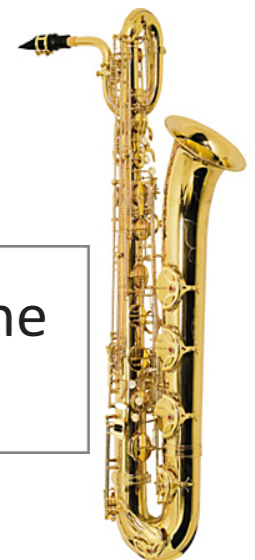
Alto - The **alto saxophone** is smaller than the tenor, but larger than the soprano.



Tenor - The **tenor saxophone** is a medium-sized member of the saxophone family.



Baritone - The **baritone saxophone** is larger and lower-pitched than the tenor saxophone but smaller and higher-pitched than the bass.



Student Activities

At the start of the workshop, the Encore Saxophone Quartet will demonstrate each of the saxophones; its history, sizes, and their ranges, along with additional information:

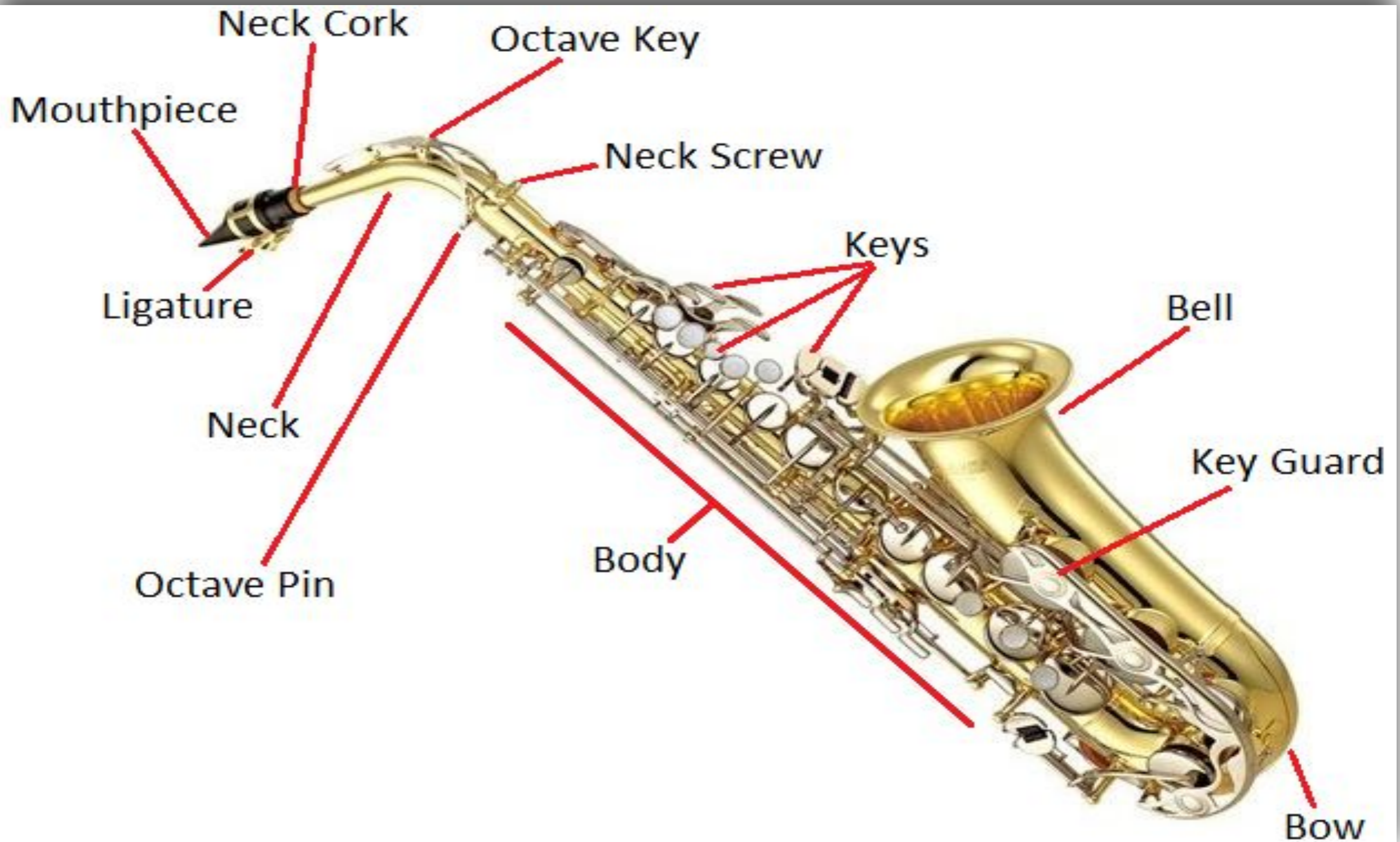
1. Showing the reed and how it produces sound.
2. Importance of the mouthpiece for different styles of music.
3. Describing the different metals saxophones can be made from and how it effects the sound.
4. Discussing various specialty techniques and sound effects from the modern-day saxophonist. i.e.: growls, slap tongue, timbre changes, etc.
5. Demonstrating variations in sounds of the saxophone to fit different musical styles. i.e.: Classical versus Jazz.
6. Playing in a chamber music setting.



After performing, the students will interact with the Encore Saxophone Quartet and have a Question and Answer Session.



Parts of the Saxophone



Concepts and Terms

Accompaniment – A musical part that supports or partners a solo instrument, voice, or group.

Articulation - The way notes are performed, such as staccato (short), legato (long), or accented.

Dynamics - Variation in loudness between notes or phrases.

Genre – Type or kind of musical style (Jazz, Classical, Rock, Chamber Music etc.)

Harmony - The sound of two or more notes heard simultaneously.

Improvisation – Something that is created without preparation.

Interval - The distance in pitch between two tones.

Intonation/Pitch - How high or low a note is.

Ligature - A ligature is a clamp that holds the reed to the mouthpiece.

Melody - A sequence of single notes that is musically satisfying.

Mouthpiece - A part of a musical instrument placed between or against the lips.

Neck – A part of the saxophone that holds the mouthpiece.

Reed – The “wood” part of the term “woodwind”. On a saxophone, the reed vibrates in response to air pressure, producing the sound waves that are amplified by the rest of the instrument.

Scale - Any set of musical notes ordered by pitch. A scale ordered by increasing pitch is an ascending scale, and a scale ordered by decreasing pitch is a descending scale.

Syncopation - The placement or rhythmic accents on weak beats or weak portions of beats.

Tempo - The speed or pace at which a piece of music is played. Tempo is measured in beats per minute, or BPM.

Vibrato - Vibrato is a musical effect consisting of a regular, pulsating change of pitch. It is used to add expression to vocal and instrumental music.

Woodwind - Woodwind instruments are a family of musical instruments. Common examples include flute, clarinet, oboe, saxophone, and bassoon. Despite the name, a woodwind may be made of any material, not just wood.



Teaching Standards

Educational outreach performances by the Encore Saxophone Quartet cover the following teaching standards outlined in the Visual and Performing Arts Content Standards for California Public Schools (grades K-12).

Programs are customized to appropriate grade levels.

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music. Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

1.2 Identify simple musical forms (e.g., phrase, AB, echo).

1.3 Identify common instruments visually and aurally in a variety of music.

1.5 Analyze and compare the use of musical elements representing various genres, styles, and cultures, with an emphasis on chords and harmonic progressions.

1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures

2.0 CREATIVE EXPRESSION

2.3 Compose and improvise simple rhythmic and melodic patterns on classroom instruments.

2.10 Improvise original melodies over given chord progressions.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music. Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

3.1 Compare and contrast the functions music serves and the place of musicians in society in various cultures.

3.2 Identify uses of music elements in non-traditional art music (e.g., atonal, twelve-tone, serial)

3.3 Explain how music has reflected social functions and changing ideas and values.

3.4 Compare and contrast the distinguishing characteristics of musical genres and styles from a variety of cultures.

3.5 Compare and contrast instruments from a variety of cultures and historical periods.

3.6 Compare and contrast musical styles within various popular genres in North America and South America.

3.7 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.

3.8 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgements About Works of Music. Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.

4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

BOOKING

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