Wind Band Literature Selection: “The Process”

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I: Consider

A. Your Ensemble
B. Your Situation
C. Your Philosophy
D. Your Curriculum
A: Your Ensemble

• Level (Age, Grade of Music)
• Instrumentation
• Quality of depth
• Soloists
• Strengths/Weaknesses
• Maturity
B: *Your Situation*

- Number of rehearsals to concert, festival, etc.
- Length of contact time
- Facilities
- Equipment
- Staff
- Private Lessons
- Sectional time
- Score Study Time
C. *Your Philosophy*

- Competitive? How? Why?
- Entertainment
- Theme Concerts
- What, who, why do you teach?
D. *Your* Curriculum

- 5 -> 12? Total Curriculum
- Community College
- Four year institution
- National Conference
- Number of: kids, rehearsals, sectionals, concerts
- Do you have some *MUST* composers, pieces to play? Why?
II: What is Quality Wind Band Literature?

• Define
• Purpose
• Function
• Value
• Who decides?
III: Literature Resources

- Your experience (Performance, Conducting, Listening)
- Publishers
- Commissions
- Online Sites
- Trusted colleagues
Favorite Composers

• Elementary:
• Junior High/Middle School:
• High School:
• College:
• Grade: 1, 2, 3, 4, 5, 6
• Up and Comers:
Curriculums

• Grade 5 -> 12 schools
• College
Concert Program Development

- Purpose
- Themes
- Special Occasions
- Parameters
  - Time to prepare
  - All mentioned above
- Variety (Keys, Time, Tempo, Color)
Structure of Concert

• Opener
• Ballad
• Concerto
• Biggie
• Novelty
• March
• Closer
Questions, Comments, Suggestions?
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