

Long Tones

For the strengthening and development of the embouchure, tonal quality and intonation.

These long notes should be played pianissimo at first and in a slow tempo. Then they should be varied with pianissimo crescendo to *ff* and decrescendo to *pp*, also with a crescendo to *ff* through each note and a *ff* decrescendo to *pp* through each note. The variations (A,B,C, etc) should be played with dynamics as marked.

Slow

pp

f *pp*

f

f

A *p* *f* B *p* *ff* *p* C *f*

Interval of the Second

Slow These seconds should be treated like the preceding exercise. ^v

Slow

pp

f *p*

pp

f



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Scale Studies

For developing technique, articulation and the synchronization of the tongue and fingers.

Moderato (in 5 beats)

Moderato Watch your rhythm and keep it steady.



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Rhythm Exercises

(on the chord of the 7th)

To acquaint the student with eccentric rhythms used by modern composers.
All exercises may be interchanged as to rhythm and key.

Moderato

Keep rhythms steady at all times.

Moderato

Care, patience and perseverance on e'

Moderato



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Variation 5

Allegretto
mp scherzando

f p f p f p f

pp

f p f p f

mf

Variation 6

Vivace
p (staccato binary)



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Glissando and Lip Slurs

For the development of flexibility and range.
Start the glissando slowly and pianissimo. Proceed by degrees. Use fingerings as marked.

Slow
ff $\frac{1}{2}$
 $\frac{3}{3}$ *p*

Moderato

gliss. *gliss.* *gliss.* *gliss.* *gliss.*

A B C

Detailed description: This section contains five staves of music. The first staff is marked 'Slow' and starts with a fortissimo (*ff*) dynamic, indicated by a '1' over a '2' over a '3' (fingerings). It transitions to a piano (*p*) dynamic. The second staff is marked 'Moderato' and includes triplet fingerings (1-2-3). The third and fourth staves feature glissandos, each marked with 'gliss.' and triplet fingerings. The fifth staff shows lip slurs, also marked with 'gliss.' and triplet fingerings, and includes three circled letters A, B, and C.

Start these slurs slowly, accelerate to a high speed and then slow
These should be practiced without any definite tempo

p $\frac{1}{2}$
 $\frac{3}{3}$ *accel*

A B C

p

A

Detailed description: This section contains four staves of music. The first staff starts with a piano (*p*) dynamic and includes a '1' over a '2' over a '3' (fingerings), followed by an 'accel' marking. The second staff features three circled letters A, B, and C, with 'etc.' markings. The third staff begins with a piano (*p*) dynamic. The fourth staff starts with a circled letter A.



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