## The Warm-Up or How I Learned To Stop Worrying and Love Chorales

First of all, remember . . .

• The warm-up is for the students . . . AND the teacher.

What functions can the warm-up serve?

Attention

Learning cannot take place without the students' attention.

Isolation

Body mechanics (Posture, carriage, breathing)

Tone

Articulations / Bowings

Scale patterns

> Speed (Technique)

Rhythm patterns

Relationships

Balance (including Dynamic contrasts)

Intervals (Melodic & Harmonic)

Scale contrasts

Rhythm contrasts

Style

Ensemble

How well do the students follow the conductor? How well do the students follow each other?

After the warm-up . . .

Increasing

Complexity

• Tuning . . . NOT intonation!

How much time should all this take?

- How much time do you have?
- Be sure the students complete the objectives.