

Overture Center
FOR THE ARTS

RESOURCE GUIDE

2010/11 Season

OVERTURE ONSTAGE

A Performing Arts Series for Students



UW Varsity Band | THU, FEB 17 & FRI, FEB 18, 2011



Overture Center FOR THE ARTS

ABOUT OVERTURE CENTER FOR THE ARTS

Overture Center for the Arts fills a city block in downtown Madison with world-class venues for the performing and visual arts. Made possible by an extraordinary gift from Madison businessman W. Jerome Frautschi, the center presents the highest-quality arts and entertainment programming in a wide variety of disciplines for diverse audiences. Offerings include performances by acclaimed classical, jazz, pop, and folk performers; touring Broadway musicals; quality children's entertainment; and world-class ballet, modern and jazz dance. Overture Center's extensive outreach and educational programs serve thousands of Madison-area residents annually, including youth, older adults, people with limited financial resources and people with disabilities. The center is also home to ten independent resident organizations.

RESIDENT ORGANIZATIONS

Bach Dancing and Dynamite Society
Children's Theater of Madison
Kanopy Dance Company
Li Chiao-Ping Dance Company
Madison Ballet
Madison Museum of Contemporary Art
Madison Opera
Madison Symphony Orchestra
Wisconsin Academy's
James Watrous Gallery
Wisconsin Chamber Orchestra

Internationally renowned architect Cesar Pelli designed the center to provide the best possible environment for artists and audiences, as well as to complement Madison's urban environment. Performance spaces range from the spectacular 2,250-seat Overture Hall to the casual and intimate Rotunda Stage. The renovated Capitol Theater seats approximately 1,110, and The Playhouse seats 350. In addition, three multi-purpose spaces provide flexible performance, meeting and rehearsal facilities. Overture Center also features several art exhibit spaces. Overture Galleries I, II and III display works by Dane County artists. The Playhouse Gallery features regional artists with an emphasis on collaborations with local organizations. The Wisconsin Academy of Sciences, Arts and Letters' Watrous Gallery displays works by Wisconsin artists, and the Madison Museum of Contemporary Art offers works by national and international artists.

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Dear Teacher,

This guide has been written to help prepare your students for the UW Varsity Band concert at Overture Center. It contains information about the University of Wisconsin Varsity Band, the director, musicians, instruments and types of music. We encourage you to do pre and post performance activities with your students to help them get the most out of this experience. We know that meeting academic standards is of increasing importance and we have included Wisconsin's Model Academic Standards for each activity. We hope you will find the study guide educational and entertaining.



— Overture Center

History of the University of Wisconsin Marching and Varsity Bands



First known photo of the UW Band 1885-86

1885

The first band was created: The Wisconsin Regimental Band. It was formed as a fife and drum corps to play for Battalion drills. The band roster held 11 names.

1915

The band journeyed to San Francisco for their first trip. The band roster held about 100 names by this time.

1928

Edson Morphy divided the band into two groups – a Concert Band and a Marching Band. Membership numbers rose because of a regulation that stated *“male students must choose physical training, military training, or Band.”*

1934

Ray Dvorak was hired as Director of Bands – his reign would last for over thirty years! Dvorak founded the tradition of playing “Varsity” at games, along with many innovations in marching band techniques.

Ray
Dvorak

1948

Dvorak lost his right arm, damaged his left leg and was severely burned in a train/auto accident. Dvorak took a two-year leave, and after much rehabilitation returned to the podium in 1950.

**1953,
1960,
1963**

Wisconsin won appearances in the Rose Bowl three times in ten years.



Rosebowl
1960 or 1963

1969

Mike Leckrone was hired as Director of the Marching Band (100 members at the time). The Varsity Band was also created to play for basketball and hockey games in the winter (27 members in the first Varsity Band).

Mike
Leckrone



1





1974

The first women were accepted into the Marching Band.

1975

The first Varsity Band concert was performed at Mills Hall – 450 people attended. Marching Band members numbered 204 this year. Leckrone was also appointed Director of Bands.

1978

The Fifth Quarter became a tradition at Wisconsin football games.

1979

The Varsity Band Concert at the Fieldhouse sold out for the first time.

1993

The Wisconsin Band was crowned the #1 band in the nation.

2002

The band program continues to expand. The Varsity Band concerts at the Kohl Center sell out every year. Over 450 students audition for the Wisconsin Marching Band annually – only 300 are chosen. The Marching Band and Varsity Band regularly perform at Camp Randall, the Kohl Center and Lambeau Field, and have recently been showcased at the Rose Bowl and the Final Four Basketball Tournament.



“If it was easy, anybody could do it...”

– Mike Leckrone, Director of Bands

UW Band OnStage Program

The UW Band OnStage program will be selected from the following numbers:

Three Dog Night

Motown Sounds

University of Wisconsin Band: 125 Years

Glee

Evita

Kohl Center Classics

The Fifth Quarter

After surviving winning seasons... losing seasons... Rose Bowl seasons... and no bowl seasons... for over 30 years The Fifth Quarter is still around...and may be around forever. The Fifth Quarter never fails to lift the spirits of Wisconsin fans, whether it's after seeing an exciting Wisconsin victory or experiencing a heartbreaking Badger defeat. After having spent the last several bowl seasons in Florida during the month of December, that state has been well exposed to the Fifth Quarter and they have learned to anticipate the lengthy spirit of the post-game celebration. They've danced, they've sung, they've shouted, "When you say Wisconsin, you've said it all!" ...Done the "Chicken Dance" ...and of course done the polka. It's a phenomenon that seems to have no end!

About the Varsity Band and the Concert



THE VARSITY BAND

The Varsity Band consists of members of the Marching Band who wish to perform at hockey and basketball games. It rehearses once a week after the conclusion of the football season. The Varsity Band has around 250 members. You will see fewer than this at the Overture Center concert for two reasons: First, some of them may have classes that conflict with the concert time. Also, the Overture Hall stage, although it is very large, will not accommodate that many players.

MICHAEL LECKRONE

DIRECTOR OF BANDS, DIRECTOR OF THE MARCHING BAND

A native of Indiana, Mr. Leckrone received his Bachelor and Master of Music degrees from Butler University in Indianapolis and has continued his studies at the doctoral level at Indiana University. Before coming to Wisconsin he taught at his alma mater, where he developed one of the finest marching bands in the Midwest. He is in constant demand as a clinician, guest conductor and adjudicator throughout the United States and Canada, and his experience also includes considerable professional work as an arranger, composer and performer.



Michael Leckrone
conducting the band

THE MUSICIANS

There are about 250 University of Wisconsin students between the ages of 18 and 22 in the Varsity Band every year. They each play for a certain number of events each season. An interesting fact: Only about three percent of the Varsity Band members are music majors! Varsity Band is a great way for non-music majors who enjoy music to be a part of the program and keep playing.



THE INSTRUMENTS

If you study the seating chart on the next page, you can see where the different sections of instruments are located and what they look like. Since the Varsity Band is made up of musicians from the Marching Band, it has a few rather unusual instruments in it. Three in particular include:



THE FRUMPET is a French horn that has been specially adapted for marching bands.



THE EUPHONIUM is a member of the tuba family that plays in a higher range. The other tubas in the band are shaped so that they can be carried by a player who is marching.

THE FLUGELHORN is also a member of the trumpet family, but it is larger than a standard trumpet.



Notice that the band is missing some instruments from the woodwind family (oboes, bassoons, baritone saxophones and flutes). Most of the instruments are brasses, which give the band its powerful, “brilliant” sound.

You will also notice no color guard or flags in the performance. The UW Marching Band is strictly horns and drums. The focus is on the music. The cymbals provide the visual “sparkle.”

THE ARRANGEMENTS

Because of the band’s unusual instruments, it is necessary to write special arrangements for it. What is arranging? Let’s say you wanted to have the band play your favorite rock song. You would need to decide which instruments could play what parts of the music. For example, you could start by giving the melody to the trumpets, the accompanying harmony to the trombones and a strong rock rhythm to the drums. In different parts of the music, you would want to arrange things differently, so that the overall sound of the band would stay interesting from the beginning of the song to the end.



UW Varsity Band Seating Chart



8 Euphoniums



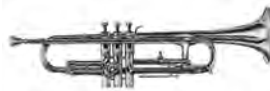
16 Tubas



8 Euphoniums



25 3rd Trumpets



30 1st Trumpets



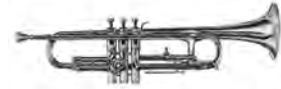
15 2nd Trumpets



16 Flugelhorn



8 Flugelhorn



10 2nd Trumpets



12 Alto Saxophones



4 Tenor Saxophones



20 Clarinets



25 Trombones



4 Drummers



25 Trombones



Conductor

Music Time

AFRICAN ROOTS

WHO?

Senegales, Yoruba,
Dahomeans, Ashantis

WHAT?

drums and rhythms,
call and response
form, religious music

1860
Work Songs and



Marvin Gaye

1960s

Motown

Marvin Gaye
Stevie Wonder
The Supremes

British Rock'n'Roll Invasion

The Beatles
The Rolling Stones



The Beatles

Free Jazz

Ornette Coleman
John Coltrane

1950s

Rock'n'Roll

Buddy Holly and the Crickets
Bill Haley and the Comets
Elvis



Buddy Holly

Hard Bop

Jimmy Smith
Lee Morgan
Horace Silver

Cool Jazz

Lennie Tristano
Chet Baker
Miles Davis



Miles Davis

Swing Big Bands

Count Basie
Duke Ellington
Glenn Miller



Count Basie

1940s

Dixieland Revival/Traditional Jazz

New Orleans Rhythm Kings

Bebop

Charlie "Bird" Parker
Dizzy Gillespie
Bud Powell

History Line

EUROPEAN ROOTS

WHO?

French,
Portuguese,
Spanish, English

WHAT?

folk music, quadrilles,
military bands,
western harmony,
classical piano tradition

Field Hollers

1890s

Ragtime • Country/Rural Blues

Scott Joplin
James Scott

Charlie Patton
Huddie "Leadbelly" Ledbetter



1910

Stride Piano

Art Tatum
James P. Johnson



1930s

Swing Combos/Small Groups

Benny Goodman
Louis Armstrong
Teddy Wilson



1917

New Orleans Jazz

Joe "King" Oliver, King Oliver's Creole Band
Jelly Roll Morton and the Red Hot Peppers
The Original Dixieland Jazz Band



1920s

City Blues • Symphonic Jazz

Ma Rainey
Bessie Smith
Paul Whiteman



"Bird" Parker
Thelonious Monk
Duke Ellington



On Wisconsin

On, Wisconsin!
On, Wisconsin!
Plunge right through that line!
Run the ball clear down the field,
A touchdown sure this time.
On, Wisconsin!
On, Wisconsin!
Fight on for her fame,
Fight! Fellows!
Fight, fight, fight!
We'll win this game.

On, Wisconsin!
On, Wisconsin!
Stand up, Badgers, sing!
"Forward" is our driving spirit,
Loyal voices ring.
On, Wisconsin!
On, Wisconsin!
Raise her glowing flame.
Stand, Fellows,
Let us now
Salute her name!

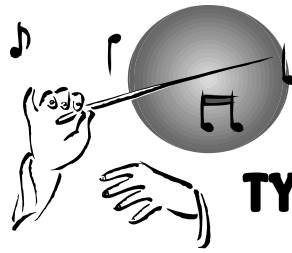
Varsity — the Wisconsin Alma Mater

Varsity! Varsity!
U-rah-rah! Wisconsin,
Praise to thee we sing!
Praise to thee, our Alma Mater,
U-rah-rah! Wisconsin!

If You Want to Be a Badger

If you want to be a Badger,
Just come along with me,
By the bright shining light,
By the light of the moon;
If you want to be a Badger,
Just come along with me,
By the bright shining light
of the moon.

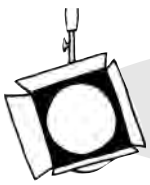
By the light of the moon,
By the light of the moon,
By the bright shining light,
By the light of the moon.
If you want to be a Badger,
Just come along with me,
By the light of the moon.



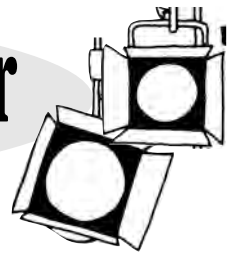
TYPES OF MUSIC TO BE PLAYED

- **UW Pep/Fight Songs** – these are songs that are specific to the University of Wisconsin and used to energize the crowd at special events. Examples are the school song (“On Wisconsin”), the Alma Mater (“Varsity”) and “spirit” songs like “If You Want to be a Badger.” Do you know the words to these songs? The words are printed at the left.
- **Big Band/Jazz Music** – This music is the original dance band swing music from the 30s and 40s. There were hundreds of big bands playing at dance halls across the country, each consisting of 10 to 25 musicians. The most famous bands included those of Glenn Miller, Count Basie, Duke Ellington and Benny Goodman. Swing music has also experienced a “rebirth” in the past ten years. Expect to hear well-known tunes like “In the Mood” and “Take the A-Train.”
- **Rock and Roll Music** – In the 1950s, a new type of music developed from a combination of two styles – “Rhythm and Blues,” and “Country and Western.” It combined the 12-bar blues form with a simpler beat and became known as “Rock and Roll.” Some popular tunes you should listen for are: “The Hey Song,” “Tequila,” “I Got You (I Feel Good),” and “Hey, Baby.”
- **Music from Broadway Musicals** – Musicals are plays, normally humorous, with a simple plot, music, dancing and dialogue. The showplace for musicals is New York City’s Broadway – an area of the city that houses theaters on every block and employs the world’s most talented actors and singers. The UW Varsity Band plays excerpts from one or several musicals each season. Check the OnStage program on page 3 to find out what this year’s musical is.



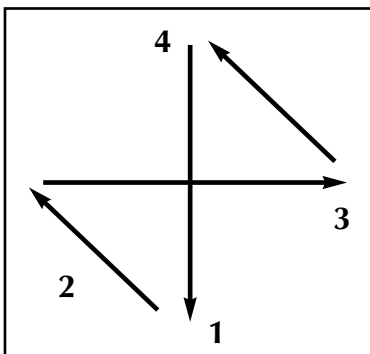


Things to Watch and Listen For

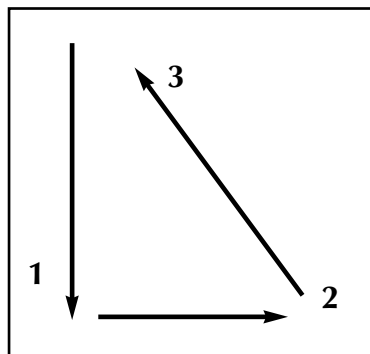


- **Spotlight** – what or who does it light up?
- **Bucky Badger** – he shows up at every performance!
- **Cymbal Techniques** – the cymbals in the Varsity Band add a special visual element to the performance. In addition to crashing the cymbals together, what else do the cymbal players do with them?
- **The lights change with the music** – do they react to the beat of the song, or are they just different with each song? How do they enhance the songs? Do they add excitement and energy?
- **Microphones** – can you find the microphones on the drum set, above the tubas and hanging over the band? Why would the band need to be amplified?
- **Dynamics** – how does the conductor show the band when to play louder or quieter? Does the band follow his cues?
- **Conducting Patterns** – The conductor also uses special conducting patterns to show the band where the beat of the music is. The band is often spread out, and it is difficult to hear the other players. Each musician watches the conductor's hand patterns to stay together. This way each musician has a focal point and they all are on the same beat. Three of the most common conducting patterns are below. Try them in class and see if you can spot the conductor using them.

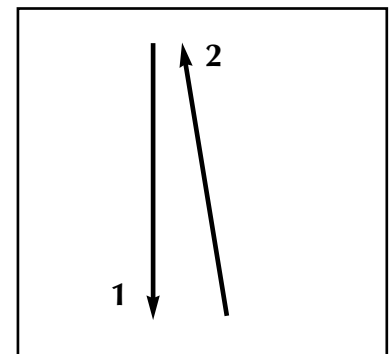
4-beat pattern



3-beat pattern



2-beat (cut time) pattern



- **Arrangements** – How are the Varsity Band arrangements you hear at the concert different from the original versions of the songs that you might hear on the radio? How does music originally written for a rock band with guitars and vocals change when it's arranged for a marching band? What original instruments are NOT used in the arrangement? (Guitars, vocals, keyboard, etc..) Which instruments cover these parts? How does it change the sound of the song?

Learning Activities

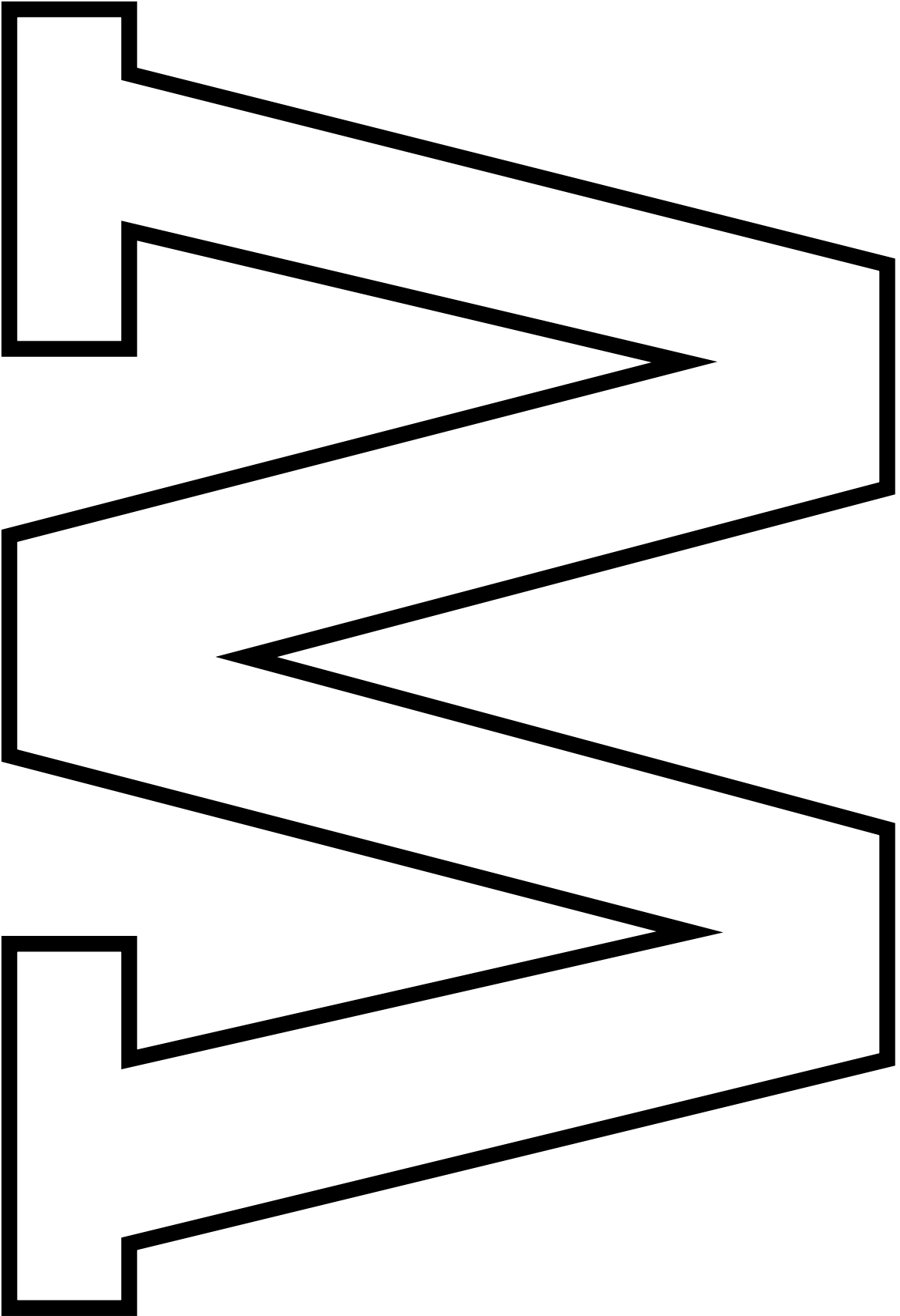


- **Wisconsin Pride Projects** – before the performance, create and display room decorations that show your class’s Wisconsin school spirit. Use the Wisconsin “W” on the following page as a template to decorate, or create your own UW symbol. (*Art and Design Standard C.4.1: Develop basic skills to produce quality art*)

- **Interview your school’s band/music teacher** to find out about your school’s music program. After the concert, compare and contrast it to the UW Band. Are any of the practices the same? Does your school have a pep band? Do they have any traditions or special “fight” songs? What are the words to your school song? Make a poster with the words on it and hang it in your classroom. (*English and Language Arts Standard F.4.1: Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes*)

- **Evaluate the performance** – write a critique for the school paper. Study examples of local concert or CD reviews from your local paper to get ideas about the type of things to write about. Some topics to start with:
 - ✦ **Quality of the sound** – does the band sound loud and harsh? Do any instruments “stick out” in the sound more than others? If so, the band’s balance may be off. Are there any wrong notes played, or are there any players “off” the beat and not playing together? Or are all of these things done quite well?
 - ✦ **Visual aspects of the concert** – As you watch the concert, are all of the “horn moves” together, or are they sloppy? Is the band in straight lines when they march in? Can you see the discipline in the group in the way they look? Watch for the special effects – do they add to the performance, or distract from it? Does the Director have a special “visual” role in the concert? How is he dressed?
 - ✦ **Overall entertainment value** – As you look around during the concert, is the crowd enjoying it? Are they participating? Would you recommend this concert to another person your own age?
 - ✦ **Give the concert an overall rating**, just like movie reviews. Use a “four star” system with four stars being the best. Your comments on the above factors should be reflected in your rating.

(*English and Language Arts Standard B.4.1: Create or produce writing to communicate with different audiences for a variety of purposes, and Standard E.4.3: Create media products appropriate to audience and purpose.*)



Inter-disciplinary Connections

ENGLISH

- Research the history of your favorite instrument. When was it invented? Who played it? How was it used? What else was going on in history at that time? Did it look different than it does now? Collect pictures and information and present a report to your class. Doing this project in a group works best to divide up the work. (*English and Language Arts Standard F.4.1: Conduct research and inquiry on self-selected or assigned topics, issues or problems and use an appropriate form to communicate their findings.*)
- The UW Band often uses videos to enhance their performance. Explore how a video is produced and make a class video about a certain project, subject or daily life. Can this video be shown behind a presentation to enhance it, just like the band does? (*English and Language Arts Standard F.8.6: Create media works with a range of media techniques.*)

PHYSICAL EDUCATION

- Have your students choreograph a dance to one of the songs listed in the study guide, and perform the dance along with a UW Band recording of the song. (*Dance Standard D1: Create a sequence with a beginning, middle, and an end, with and without rhythmic accompaniment.*)

Resources

The books, video and recordings are available from the UW Band Office or the University of Wisconsin Bookstore.

BOOKS

Songs to Thee Wisconsin: 110 Years , The University of Wisconsin Bands. Edited by Michael Leckrone. University of Wisconsin 1995.

RECORDINGS – BOTH CD AND TAPE

The Fifth Quarter
Badger Bandstand
Electric Tailgate CD
The Varsity Band in Concert – 2001/2002 season.

VIDEOS

“March On, Wisconsin” – a documentary of the 1999-2000 band season and Rose Bowl performance.

WEBSITES

www.wisc.edu/band - the UW Band homepage
www.menc.org - MENC National Association for Music Education
www.wsmamusic.com - the Wisconsin School Music Association

THEATER ETIQUETTE AND EXPERIENCES

We have a wonderful opportunity at this performance to help youth learn about attending live performances.

Please discuss the following with your students:

1. Sometimes young people do not realize how a live performance differs from watching a movie or television show. A live presentation has not been pre-recorded with the mistakes edited out. This makes it riskier for the performer and more exciting for the audience. It also means the audience has a real contribution to make to the overall event. Each audience member affects those around him/her as well as the performer. Concentrate to help the performers. The audience gives energy to the performer who uses that energy to give life to the performance.
2. An usher will show you where to sit. Walk slowly and talk quietly as you enter the theater.
3. For safety's sake, do not lean over or sit on the balcony railings or box ledges. Please be careful on the stairs. Avoid horseplay and running throughout the building.
4. If necessary, use the restroom before the performance begins. Adults need to accompany young students.
5. You may talk quietly to the people next to you until the performance begins.
6. When the lights in the theater begin to dim, it is the signal that the performance is about to begin. Stop talking and turn your attention to the stage.
7. Stay in your seat throughout the entire performance.
8. During the performance, listen quietly and watch closely. Talking during the performance will distract other audience members and performers. Try not to wiggle too much and don't kick the seat in front of you. These disruptions make it hard for others around you to concentrate on the show.
9. Sometimes during a performance you may respond by laughing, crying, or sighing. By all means feel free to do so! LAUGHING IS APPROPRIATE. (Teachers, please do not hush the students while they are laughing.) If something is funny, it's good to laugh. If you like something a lot, applaud. This will let the performers know that you are enjoying the show.
10. At the end of the show, applaud to say thank you to the performers. The performers will bow to acknowledge your appreciation and thank you for coming.
11. When the lights get brighter in the theater, the show is over. Stay in your seats until the OnStage Coordinator dismisses your school.
12. Please remember:
 - Taking photographs or using recording devices is strictly prohibited.
 - Beverages and food, including gum and candy, are not allowed in the theater.
 - You are only one person among several hundred in the audience.
 - Please respect the performers and your fellow audience members.

Please inform your adult chaperones that ushers will be available throughout the performance if there are any difficulties.

AMERICAN GIRL'S FUND FOR CHILDREN

Funding for this resource guide and the OnStage Performing Arts Series for Students is provided by a generous grant from American Girl's Fund for Children, a philanthropic foundation created to support programs and services for school-age children in Dane County. Since its founding in 1992, American Girl's Fund for Children has supported programs in the arts, culture, and environment.

OVERTURE CENTER FOR THE ARTS

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