

Play Like a Master, Oboe

OBOE

Who Needs to Learn to Play Oboe With a
Beautiful Tone and Musical Expression?

Online-Digital Recordings and Online-Digital Books
for
Beginning - Intermediate Oboe Students



with Rhadames Angelucci, Oboe and Marvin Busse, Piano



Compiled, arranged and edited
by Katherine A. White, M. A.

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Katherine White

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PLAY LIKE A MASTER, OBOE

Recorded by Rhadames Angelucci, Oboe and Marvin Busse, Piano

For Beginning-Intermediate Oboists

OBOE

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Who Needs to Learn to Play Oboe With A Beautiful Tone and Musical Expression??

Embouchure

Wind instrumentalists frequently use the word “embouchure”. Our embouchure consists of important relationships among our lips, teeth, jaws, oral and sinus cavities, facial structure, and for oboists, the reed position upon our flexible lips. The embouchure needs to always be free to move. The lips must allow the reed to vibrate with freedom. Make an OOOO shape with your lips. Use equal pressure from the top, bottom and sides of the lips.

The Diaphragm, Abdominal, Back and Rib Muscles

You can whisper: SSSSSS to locate and develop the use of your diaphragm muscle. This makes it possible to regulate the air pressure and the amount of breath going into the reed. Think of different sizes of waterfalls. Strengthen your diaphragm muscle by humming and playing only on the reed and later with the reed on the Oboe. Start with humming and then place the reed on your lips to hum and play at the same time. Be mindful of how relaxed you can be. Control the air pressure and volume of the air stream with the diaphragm muscle and also with your back and ribs muscles. The diaphragm muscle should be firm and feel tight to the touch when playing Oboe.

You can also strengthen this muscle away from the Oboe by:

1. Inhaling and then 2. Exhaling very forcefully and quickly.

Five Steps for Beginners and Intermediate Students:

Over the years, I have encouraged students to proceed by:

1. Listening to the current piece you are working on multiple times, several times a day.
Please listen to some previous pieces and two pieces beyond the one you are working on as well.
2. Play the rhythm of the current piece with only the reed:
 - Inhale through your open mouth as you form your flexible embouchure.
 - Place reed tip on lip line at the center of lower lip.
 - Roll lips in to a puckered and rounded shape (OOOO).
 - Check for open throat.
 - Slightly raise the tongue tip to the reed tip.

- Drop the tongue tip gently to allow the air stream to flow through the reed.
 - Use “tu tu tu tu”. Keep the tongue tip as close as possible to the reed tip when playing, but the tongue should not interrupt the air flow until a new tone is begun.
 - After you can play the piece at tempo you can play along with Mr. Angelucci with only the reed.
3. Do the fingerings slowly on the Oboe without the reed. Gradually increase the tempo.
 4. Play your current piece with the reed on the Oboe several times. You can record yourself. Then listen and decide which aspect of performance needs improvement the most. For example, when to exhale at the end of a phrase.
 5. When the tempo, fingerings and rhythm are good you can play with the Digital Piano Accompaniment Recording.

The Breath and Tone: Got Good Tone?

Good tone has a good beginning, appropriate color, and a good release, (tone ending). Our breath and good tone have a three dimensional quality. Compared to normal breathing, breathing in Oboe playing involves some planning because sometimes we need to exhale first at the phrase ending. Then we either play with the wind left in our lungs for the next phrase or we inhale for the next phrase. The small opening at the reed tip does not permit the oboist to expel air as rapidly as the oxygen is used up. This results in lungs full of stale air. The length of the phrase determines whether we exhale or inhale, or both actions. The phrasing should sound natural as in speaking after a comma. When exhaling or inhaling leave the reed on the lower lip. The embouchure muscles will be more flexible after the brief relaxation. Hair dryer air pressure is for hair dryers, but not for wind instrument players. Tone quality also depends on Oboe reed styles and other factors like the use of an open throat, good embouchure and the kind of Oboe that is used. Allow your breath to produce a tone with a floating quality. Listen often to these recorded pieces to help to develop your good tone and musical expression. The late Rhadames Angelucci was the wonderful musical artist who performed these compositions which are included in the companion recordings and book.

In order to insure proper support at the end of the tone:

1. Quickly stop the air flow as you would at the end of a sentence. Say, “hey”.
2. Keep the abdominal muscles firm to support the last part of the tone.
3. Keep the embouchure in playing position until the tone has completely ended.

Move the wind forward as you play, just as a string musician moves the bow. In the Tone Production Studies at the back of the book, play the lower tones as if they are springboards for the upper tones. Your tone is an expression of yourself.

Pitch:

Pitch sometimes needs to be adjusted as we play the Oboe. To raise the pitch we can increase the wind speed and lip pressure slightly. To flatten the pitch, relax the lips slightly. We can also flatten the pitch by lowering your jaw as we play.

Tone color:

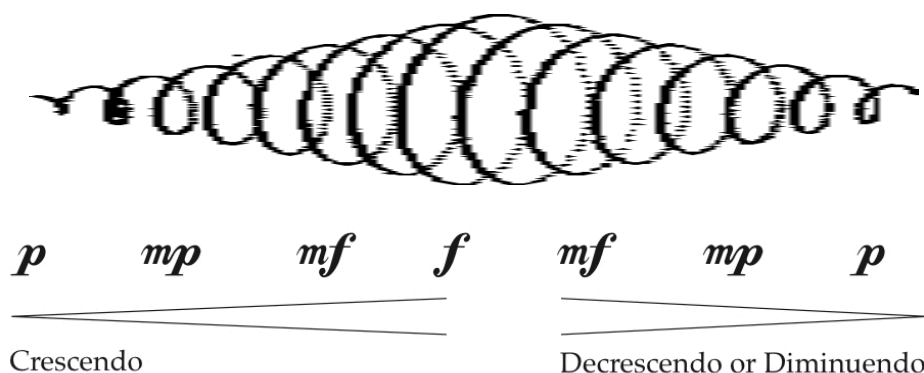
Tone color variety can be achieved by changing the reed tip position on the lips and by changing the wind speed. Brighter color results as the lips roll in a little toward the tube cork. Good singers change their tone color well. Play Oboe with a singing breath.

Why Listen to the Recordings?

The creation of a beautiful tone with accurate intonation is essentially an ear centered activity, along with the use of a good instrument, a good embouchure and fingerings. An artist never turns his/her eyes away from a painting which he draws successfully. A musician never ceases to listen. The Recordings provide ample opportunities to increase your options in developing appropriate performance skills such as meaningful phrasing, interpretation, expressive ideas, dynamics and tone color variety.

Your teacher will guide you gradually through several important techniques.

DYNAMIC VARIATIONS



Crescendo: Your lips should squeeze the reed tip slightly as you begin. Gradually open and relax the lips to allow the reed to vibrate more. Allow the lip corners to move out a little. The jaw drops as you slowly increase the wind volume through the reed.

Decrescendo: Gradually increase the lateral and vertical lip pressure on the reed tip. Bring the lip corners inward. Greater lip pressure causes the reed to vibrate less. Use your diaphragm muscle to gradually hold some the wind back; do not use your throat to hold the wind back. Your own energy within the wind spiral continues regardless of any dynamic changes.

Suggestions: Clap the rhythm of each piece before you play it. You can clap along with the Online Recording. Then play the rhythm of each piece on the tonic, which is usually the last note of each piece. When you play the longer pieces, you may ask your accompanist to alternate phrases with you to let your embouchure rest. Or, the other student may play alternate phrases with you.

Your teacher can help you to decide when to use: tu or du or lu, or slur with breath.

“Play on the pressure of the diaphragm (muscle)...the tone (is) played on a forward motion...just let the tone sing.”

You can listen to many singers and Oboe performers on YouTube, and please listen carefully to many fine examples of Tabuteau’s playing on YouTube at: <https://marceltabuteau.com>.

<https://marceltabuteau.com>-Laurie Van Brunt audio interview of Rhadames Angelucci.

Preparatory Studies

1

Track 1

Mary Had a Little Lamb

FOLK SONG

$\text{♩} = 69$

Maria Tenía un Corderito
 Maria Tinha um Carneirinho

Marie hatte ein kleines Lamm
 Marie Avait Un Petit Agneau

Preparatory Studies

2

Track 2

Suo Gân

FOLK SONG

$\text{♩} = 54$

Preparatory Studies



3

Track 3

At Pierrot's Door

FOLK SONG

 $\text{♩} = 63$ Claro de Luna
MondscheinAo Clarão da Lua
Clair de Lune

Tone Production



Preparatory Studies

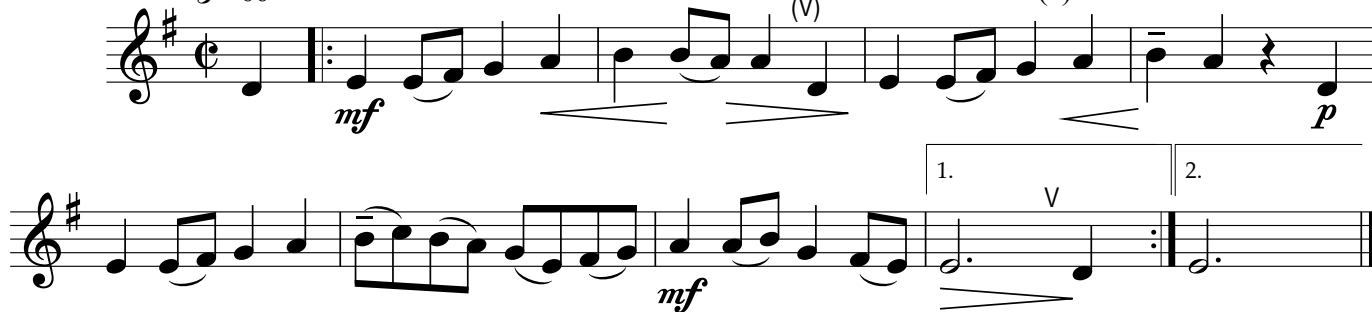


4

Track 4

My Little Boat

FOLK SONG

 $\text{♩} = 60$ Mi Barquito
Mein kleines BootMeu Barquinho
Mon Petit Bateau

Preparatory Studies



5

Track 5

Winter, Goodbye

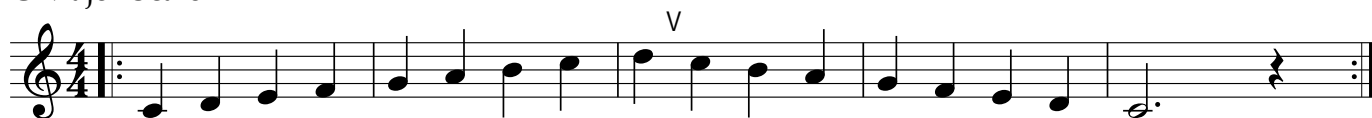
FOLK SONG

Adios al Invierno
Winters AbschiedAdeus ao Inverno
Adieu à l'Hiver

Preparatory Studies



C Major Scale



6

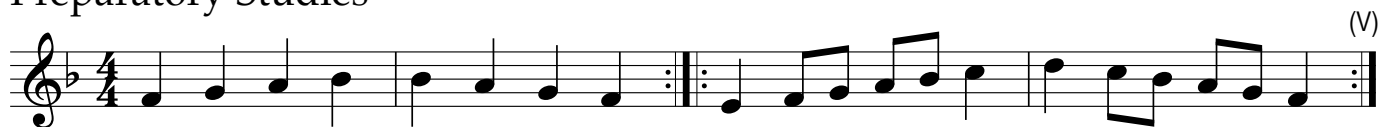
Track 6

The Turtle Dove

FOLK SONG

La Paloma
Die FreidenstaubeO Pombo Correio
La Colombe

Preparatory Studies



7

Track 7

Hansel and Gretel

FOLK SONG



Hansel y Gretel
Hänsel und Gretel

João e Maria
Hans et Gretel

Preparatory Studies



8

Track 8

Little Man in the Woods

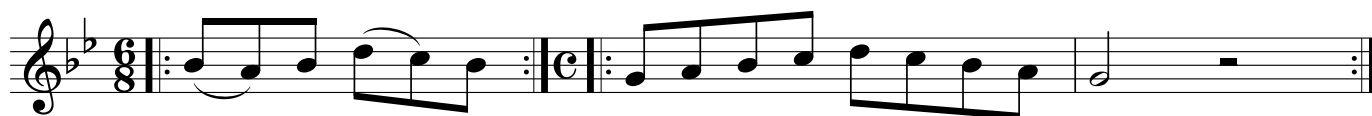
FOLK SONG



Un Hombrecito en el Bosque
Pequeno Homem na Floresta

Kleiner Mann im Wald
Petit Homme Dans Les Bois

Preparatory Studies



9

Track 9

Two Kings' Children

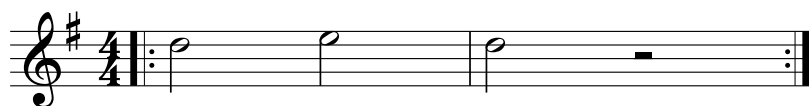
FOLK SONG



Los Hijos de dos Reyes
As Crianças dos Dois Reis

Zwei Königskinder
Les Enfants Des Deux Rois

Preparatory Study



10

Track 10

The Silent Moon

FOLK SONG



Preparatory Studies



11

Track 11

The Flowers are Sleeping

FOLK SONG



Preparatory Study

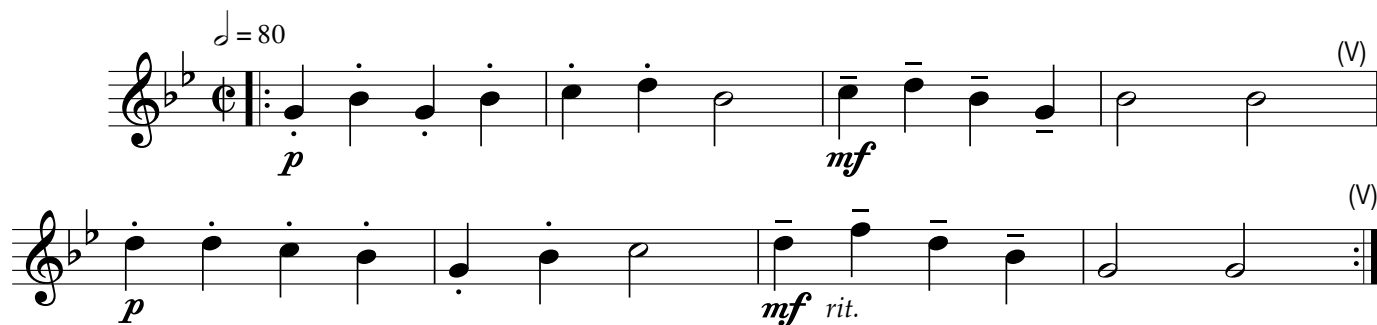


12

Track 12

Hungarian Dance

FOLK SONG



Danza Húngara
Ungarischer Tanz

Dança Húngara
Danse Hongroise

Preparatory Studies



13

Track 13

The Best of Times

FOLK SONG



Los Buenos Tiempos
Die Beste Zeit

O Melhor dos Tempos
Meilleurs Voeux

Preparatory Studies

C Major Arpeggio



14

Track 14

A Tiny Forest Bird

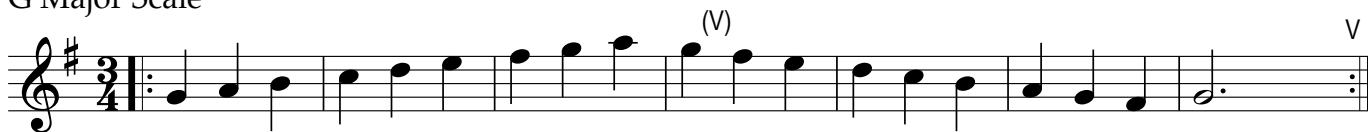
FOLK SONG



Un Pajarito del Bosque
O Pequeno Pássaro da Floresta

Ein kleiner Waldvogel
Un Petit Oiseau De La Forêt

G Major Scale



Preparatory Studies

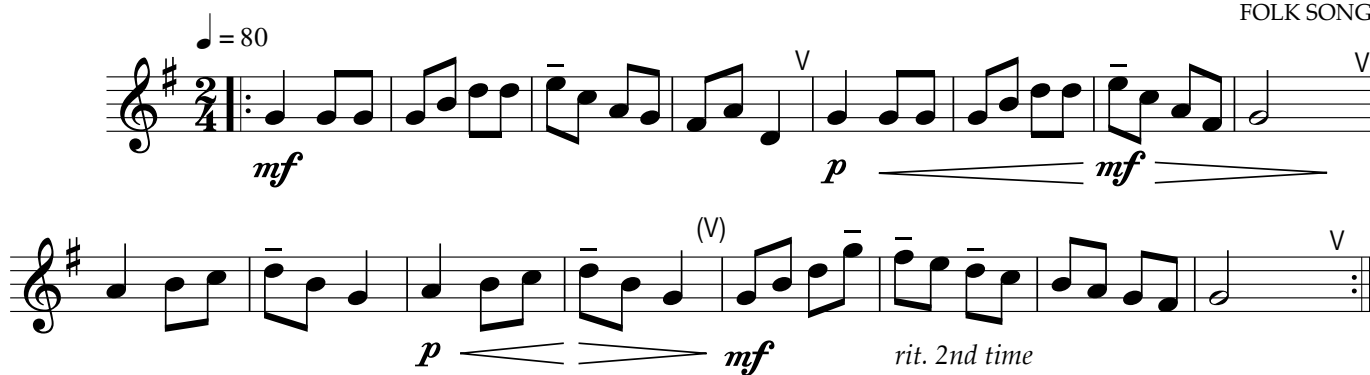


15

Track 15

Early One Morning

FOLK SONG



16

Track 16

Cradle Song

JOHANNES BRAHMS (1833-1897)

Andante ♩ = 84

Oboe 1

Oboe 2

mp *mf* *mp* *mf* *mp* *mf*

1. 2. 2

Preparatory Studies



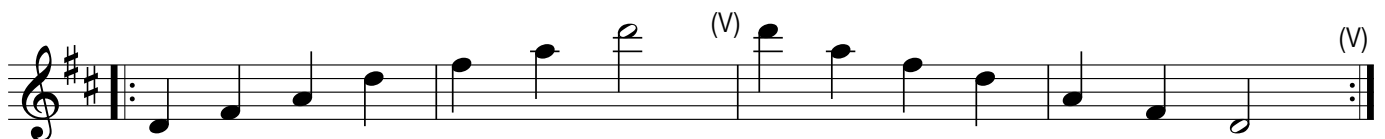
D Major Five Tone Sequences and Scale



Play the Five Tone Sequences above with these articulation (tongueing) patterns.



D Major Scale and Arpeggio



17

Track 17

Swedish Dance

FOLK SONG

$\text{♩} = 100$

p *rit.* *f*

Danza Sueca
Schwedischer Tanz

Dança Sueca
Danse Suédoise

Preparatory Studies

A Major Scale

18

Track 18

Clouds

FOLK SONG

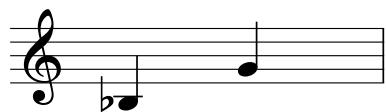
$\text{♩} = 60$

mf *rit.*

Nubes
Wolke

Nuvens
Nuages

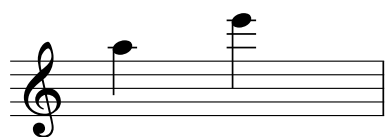
Changing Registers



Lower register: The lips are more relaxed. Use less lip pressure on the reed tip. Sometimes we play the lower register with the reed tip a little further out of the lips.



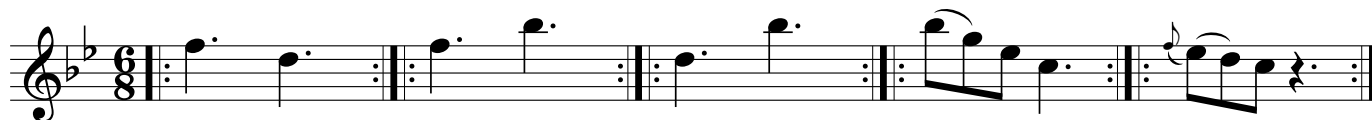
Middle register: We use a little more lip pressure on the reed tip.



High register: Continue to allow your jaw, lips, and facial muscles to be flexible. Roll the lips in a small amount. (More reed tip is in the mouth for higher register tones.) Use a little more lip pressure on the reed tip.

When we change registers, pitch, or tone colors, the reed tip rolls in and out with the lips. The reed tip does not slide on the lips.

Preparatory Studies



19

Track 19

Come Lovely May

WOLFGANG A. MOZART (1756-1791)

Moderato $\text{♩} = 69$



Ven Hermoso Mayo
Komme schöner Mai

Vem Lindo Maio
Vient Joli Mai

d minor scale and arpeggio

20

Track 20

Andante Con Moto

from Symphony No. 4 (Italian)

FELIX MENDELSSOHN (1809-1844)

Larghetto ♩ = 66

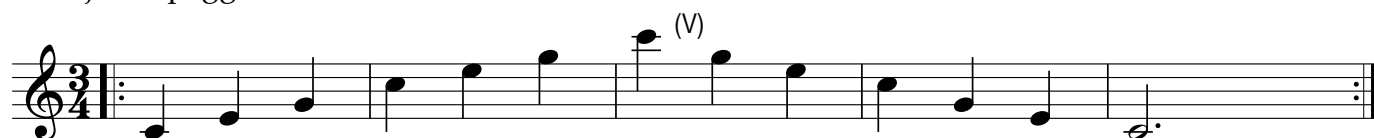
* BAR 9, 17, 25 & 33 = *Messa di voce*: *cresc* to *decrescendo*

C Major Scale and Five Tone Sequences



Four staves of musical notation in 3/4 time, treble clef. The first staff shows the C major scale (C4 to C5) with a fermata and a 'V' above the final note. The second staff shows the first five-tone sequence (C4 to G4) with a fermata and a 'V' above the final note. The third staff shows the second five-tone sequence (G4 to D5) with a fermata. The fourth staff shows the third five-tone sequence (D5 to A5) with a fermata.

C Major Arpeggio



One staff of musical notation in 3/4 time, treble clef. It shows the C major arpeggio (C4, E4, G4, C5) with a fermata and a '(V)' above the final note.

Preparatory Studies



Two staves of musical notation in 3/4 time, treble clef. The first staff shows a preparatory study with a trill (tr) on the first note. The second staff shows a preparatory study with a trill (tr) on the final note.

Played approximately



One staff of musical notation in 3/4 time, treble clef. It shows a sequence of notes with a fermata and a 'V' above the final note.

Andante ♩ = 92

[illegible]

11

16 *V* *19*

The image shows two measures of music. Measure 16 begins with a treble clef and a key signature of one flat (B-flat). It contains a series of eighth and sixteenth notes, with a slur over the first four notes. Measure 19 continues the melody with similar note values and a slur. The notation is in a standard musical score format.

[illegible]

26 

31 *tr* (V)

Example 10 (continued)

36 

41 

Preparatory Studies

Mordent

Emphasize the appoggiatura.

22

Menuet

Moderato ♩ = 104 *

BWV Anh. 114

J. S. BACH (1685-1750)

1.

2.

rit.

* Ask accompanist to play melody sometimes for you to rest.

F Major Scale

F Major Arpeggio

Preparatory Studies



23

Bourrée in F Major

*from the Water Music Suite*Allegro $\text{♩} = 104$

G. F. HANDEL (1685-1759)

Score for Oboe 1 and Oboe 2, measures 1 through 18.

Measures 1-4: Oboe 1 starts with a *mf* dynamic. Both parts feature eighth-note patterns. Measure 4 includes a first ending bracket and a repeat sign.

Measures 5-8: Continuation of the eighth-note patterns. Measure 8 features a *f* dynamic marking.

Measures 9-12: Measure 9 includes a first ending bracket and a repeat sign. Measure 12 features a *mf* dynamic marking.

Measures 13-16: Continuation of the eighth-note patterns. Measure 16 includes a first ending bracket and a repeat sign.

Measures 17-18: Measure 17 includes a first ending bracket and a repeat sign. Measure 18 includes a *mf* dynamic marking and a *rit. 2nd time* instruction.

Rondeau

ELIZABETH C. JACQUET de LA GUERRE (1665-1729)

♩ = 84

(Notes Inégales)

6

11

16

21

26

31

36

41

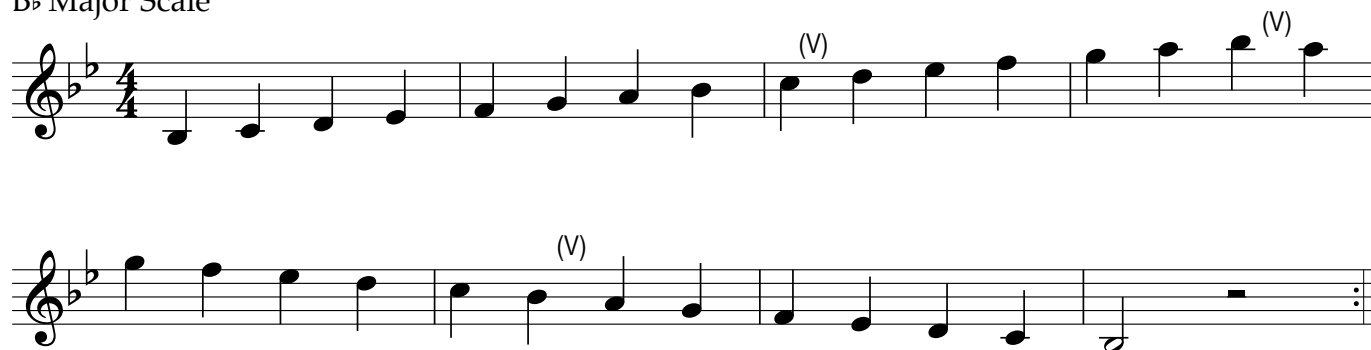
45

rit.

from the Royal Fireworks Music Suite

Allegro $\text{♩} = 92$

[illegible]

B $\flat$ Major ScaleB $\flat$ Major Arpeggio

26

Track 21

Andantino from Rosamunde

FRANZ SCHUBERT (1797-1828)

Larghetto ♩ = 60

9

17

25

mp

mf

p

mf

rit.

Preparatory Study



27

Track 22 Variation on a Theme by Haydn

JOHANNES BRAHMS (1833-1897)

8 = 54

Oboe 1 *mp* *mf*

Oboe 2 *mp* *mf*

8

11

mp (V)

15

pp *mf* *f* (V)

pp *mf* *f* (V)

23

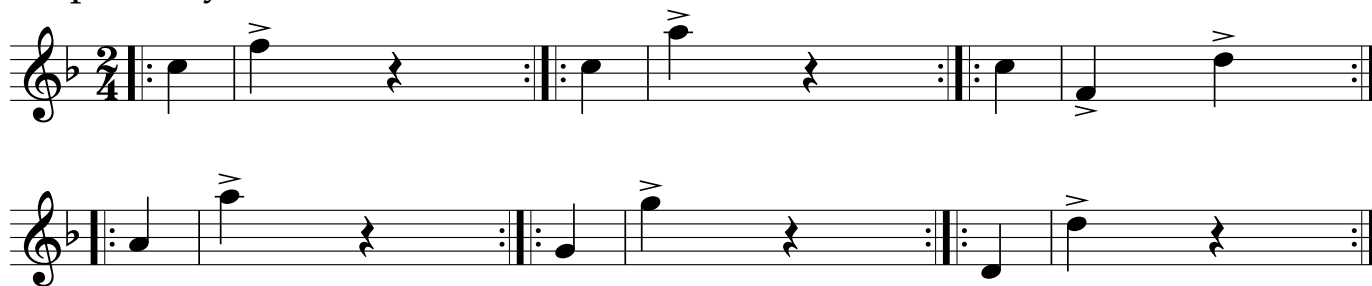
INTRO

f *mf* *f* (V)

f *mf* *Smorzando* (V)

Smorzando

Preparatory Studies



28

Hornpipe

from the Water Music Suite

G. F. HANDEL (1685-1759)

Allegro $\text{♩} = 100$

Oboe 1

mf

Oboe 2

The first system of the Hornpipe score for Oboe 1 and Oboe 2. The music is in 3/4 time and begins with a *mf* dynamic. The Oboe 1 part features a melodic line with eighth and sixteenth notes, while the Oboe 2 part provides a harmonic accompaniment with eighth and sixteenth notes. Both parts include accents (>) and slurs.

5

The second system of the Hornpipe score for Oboe 1 and Oboe 2. The music continues with the same melodic and harmonic patterns. The Oboe 1 part includes a trill-like figure in the second measure. The system concludes with a repeat sign and a first ending bracket.

9

mf

f

The third system of the Hornpipe score for Oboe 1 and Oboe 2. The music continues with the same melodic and harmonic patterns. The Oboe 1 part includes a trill-like figure in the second measure. The system concludes with a repeat sign and a first ending bracket.

13

mf

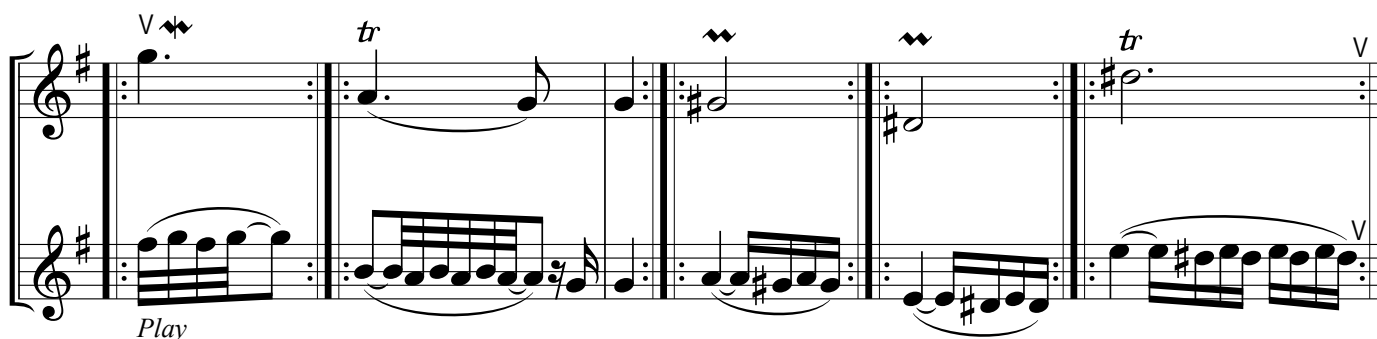
f

The fourth system of the Hornpipe score for Oboe 1 and Oboe 2. The music continues with the same melodic and harmonic patterns. The Oboe 1 part includes a trill-like figure in the second measure. The system concludes with a repeat sign and a first ending bracket.

E minor scale



The small v represents a port de voix—a single note called an appoggiatura which ascends by step to the following note. The port de voix is usually followed by a mordant (battement). The mordant sign ♯ is commonly unwritten after a port de voix, but the mordant is played even though it's not notated. In this Menuet, the mordant, sign ♯ is included as a reminder for you.



29

Menuet

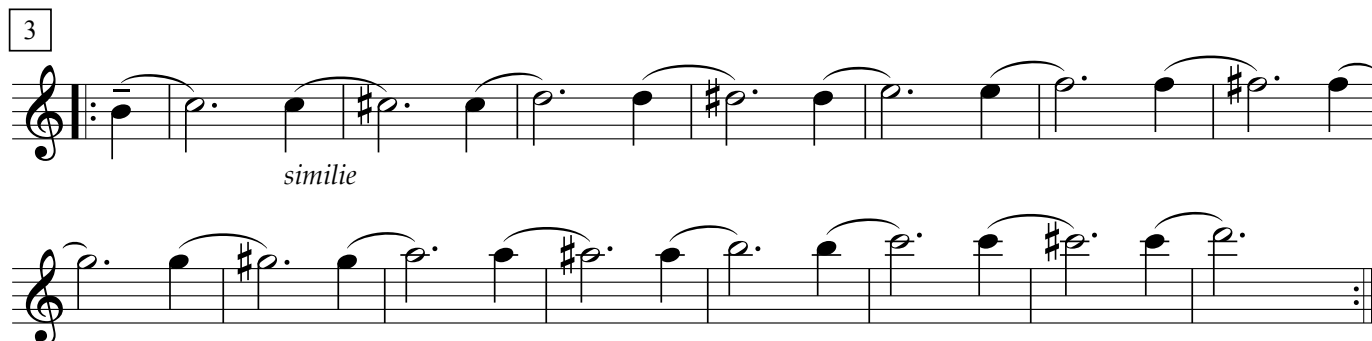
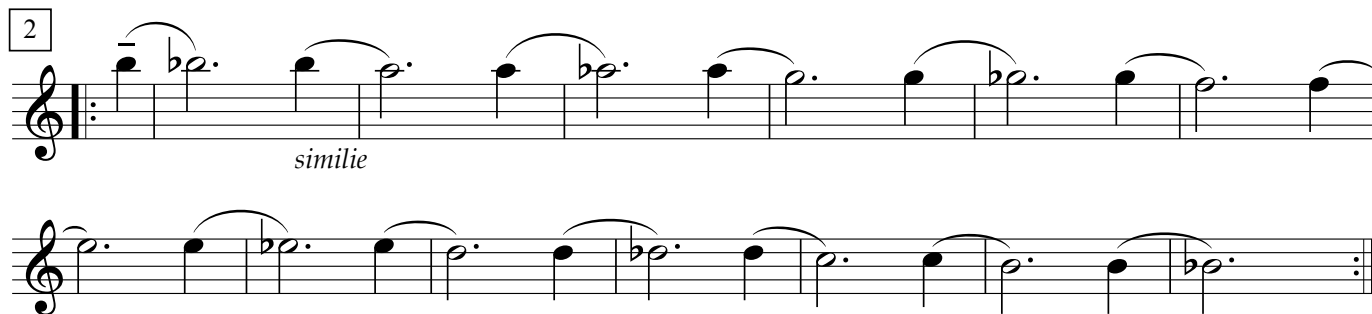
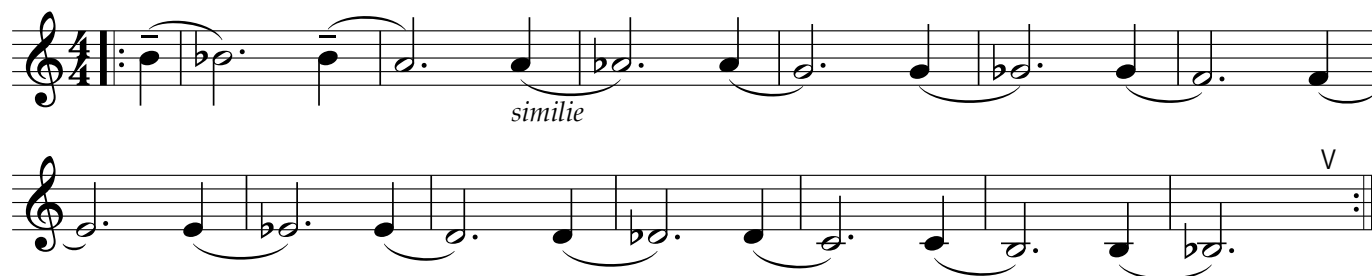
from Suite No. 4

CHARLES C. DIEUPART (1676-1751)

Allegretto ♩ = 108



Tone Production

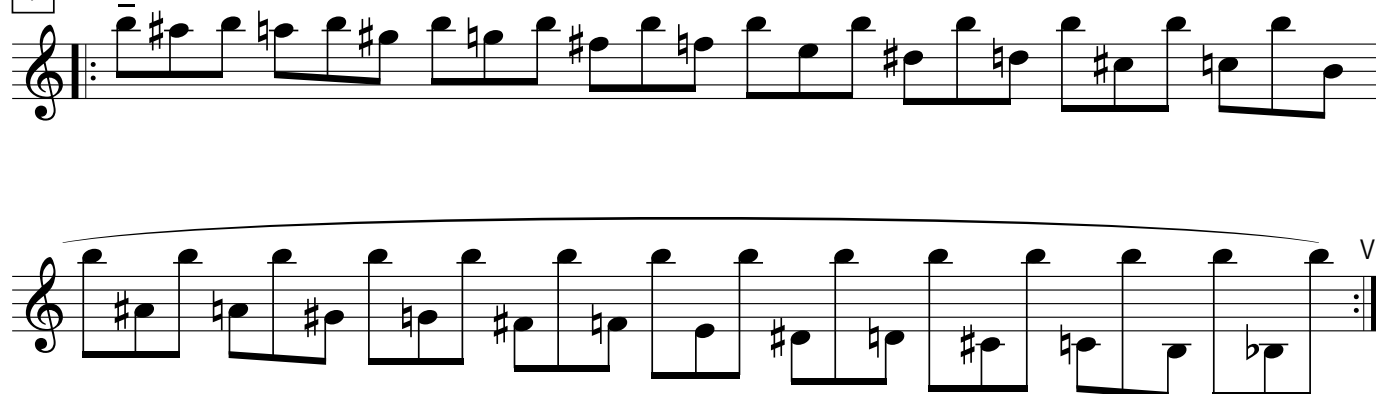
1 **Larghetto**4 **Larghetto**Continue down to low B $\flat$ as in No. 4

Your teacher will help you to gradually progress through Tone Production studies.

6



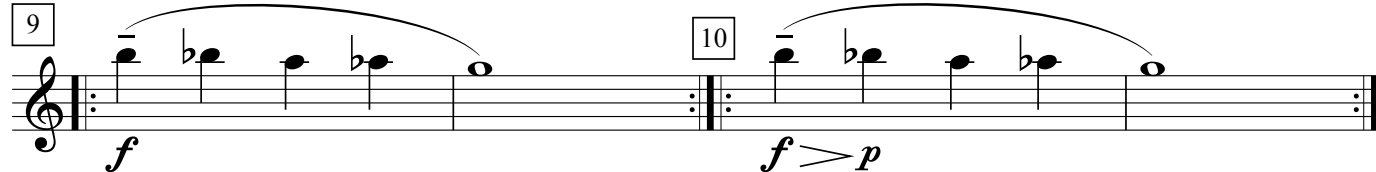
7



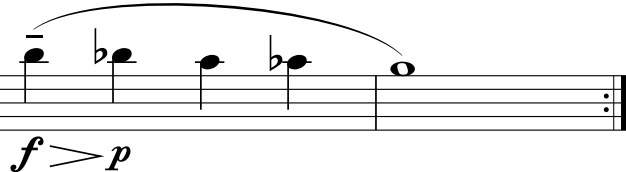
8



9



10



11

fp *similie*

12

fp *similie*

13

The musical notation for exercise 13 is written on a single staff with a treble clef. The key signature has one flat (B-flat), and the time signature is 2/4. The melody begins with a quarter rest, followed by a quarter note B-flat, an eighth note A, and an eighth note G. This is followed by a quarter note F, an eighth note E, and an eighth note D. The melody then repeats the sequence of quarter note B-flat, eighth note A, eighth note G, quarter note F, eighth note E, and eighth note D. The exercise concludes with a quarter rest, a quarter note B-flat, and a quarter note A.

[illegible]

13 A. Tongue each note.

13 B. Slur

Chromatic Scale

Chromatic Scale

The musical notation shows a chromatic scale in 3/4 time, starting on Bb and ending on C. The scale is written on a single staff with a treble clef. The notes are: Bb, B, C, C#, D, D#, E, F, F#, G, G#, A, B, C. The scale is marked with a repeat sign at the beginning and a double bar line at the end.

Use different articulations for the chromatic scale; (slurring and tonguing).



PLAY LIKE A MASTER, OBOE

OBOE

"Just let the tone sing...let the tone float".

Rhadames Angelucci's quote of Marcel Tabuteau. (www.marceltabuteau.com).

Permission Granted

Rhadames Angelucci was principal oboe in the Minneapolis Symphony and Minnesota Orchestra. He was a student of Marcel Tabuteau from France who was famous for developing the American School of Oboe playing.

This Remastered Online recording includes Folk Songs and composers such as Brahms, Schubert, Mendelssohn. The Online recording includes Oboe and Piano, and Piano Accompaniment with Oboe in the background. (Music Minus You). You can select Individual Pieces as well. There are four Duets. There are seven bonus pieces in the Online Book featuring J.S. Bach, G.F. Handel, Charles Dieupart, and Elizabeth Jacquet de la Guerre.

Katherine A. White, M.A. has performed on Oboe and Recorders, (flute a bec) in Japan, Europe, Canada, and the USA. She was a student of Rhadames Angelucci.

I am grateful to the IDRS.org, (International Double Reed Society) for giving me permission to include Rhadames Angelucci's photo and for Rhadames Angelucci's quote of Marcel Tabuteau.



"These books are excellent for beginning-intermediate oboe students! I definitely like the beautiful recordings by Rhadames Angelucci as well. Students can learn and produce a good tone with musical expression by listening to the digital recording. Since there is a Music Minus You recording, students can play along with it". Saskia Ishikawa Franke, PhD.

"This collection contains music for the youngest beginners as well as advancing oboists. In making this book and companion recordings by oboist Rhadames Angelucci available, Katherine White gives young oboists an excellent model to imitate. From the very start, oboists can follow the example of this inspiring musician, who was a student of the legendary oboist and teacher Marcel Tabuteau. Oboists will enjoy playing this music and teachers will find it a very valuable resource." Ann Lemke, Ph.D.

"Katherine White's Play Like A Master, Oboe (and Keyboard) books are written and composed brilliantly! Easy to use, and begins all players in the sensible range of the Oboe. Fabulous songs to use for students in performances at a young age. We need these books (and recordings) added to our libraries!" Shawna Lake, Oboe Chicago

Recorded at Prime Time Studios, Minneapolis, MN

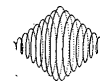
Remastered by Lani Spahr

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