Article Summary

*Pedagogy (3)*

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**INSTRUMENT**: Oboe

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**Summary:**

1. Embouchure
   1. This may take several months for a student to be able to develop and hold for more than a few minutes
   2. Good idea to have oboists start on other instruments
   3. Describe the embouchure as saying “eee” with inside of mouth and “oooh” with the outside of the mouth
   4. Do dips in the pitch as exercises
   5. Student can use their finger as opposed to a coffee stir or reed because then the student is more aware of what they are doing.
2. Breath Support
   1. The effort can make students dizzy because they are not supporting properly
   2. Exercise is given to help learn proper breath support
3. Phrasing
   1. Young students will tend to breathe whenever they want and do not understand the idea of phrasing
   2. Speak the phrase and pause in the appropriate place
   3. Discuss the attack and ending of notes depending upon the note value and style
4. Tonguing
   1. Many young students will start the sound just by blowing and not tonguing
   2. Have students make a chewing motion in between each note. This helps them to remember to stop the air and actually tongue on the reed
   3. Explain how fast or slowly to take the tongue off the reed to get the wanted attack
   4. Have the student hum at the same time they play
5. Fingering
   1. Many composers assume there will not be an oboist in the band, so they write the parts for other instruments to easily be able to read them.
   2. Explain the difference between the three F fingerings
   3. Explain the half-hole versus the octave key
   4. Explain the alternate fingering for Eb versus the correct fingering
   5. Examples are provided for the above difficulties and why certain fingerings work better than others for specific passages