



OVERTURE CENTER FOR THE ARTS

# UW Varsity Band

23 | 24

ONSTAGE STUDENT FIELD TRIP  
RESOURCE GUIDE

[OVERTURE.ORG/ONSTAGE](https://overture.org/onstage)

Dear Teachers,

We are so excited to welcome your students to the show! This resource guide will help you apply academic goals to your students' performance experience. We have included suggestions for activities which can help you prepare students to see this performance, ideas for follow-up activities, and additional resources you can access online. We have also included the applicable Wisconsin Academic Standards in order to help you align the experience with your curriculum requirements.

This Educator's Resource Guide is designed to:

- Extend the scholastic impact of the performance by providing discussion ideas, activities and reading to promote learning across the curriculum;
- Promote arts literacy by expanding students' knowledge of music, science, storytelling and theatre;
- Illustrate that the arts are a legacy reflecting the values, customs, beliefs, expressions and reflections of a culture;
- Use the arts to teach about the cultures of other people and to celebrate students' own heritage through self-reflection;
- Maximize students' enjoyment and appreciation of the performance.

We hope the performance and this resource guide will provide you and your students with opportunities to integrate art learning in your curricula, expanding it in new and enriching ways.

Enjoy the Show!

Alanna Medearis, Director of Education & Community Engagment  
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### We want your feedback!

OnStage performances can be evaluated online! Evaluations are vital to the funding of this program. Your feedback educates us about the ways the program is utilized and we often implement your suggestions.

Survey: <https://form.jotform.com/OVJotForm/2324-onstage-post-show-survey>

# About the Varsity Band

## 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 Overture for two reasons: Some of them may have classes that conflict with the concert time and the Overture Hall stage, although it is very large, will not accommodate that many players.

## Corey Pompey Associate Director of Bands

Appointed in 2019 to succeed longtime director Mike Leckrone, Corey Pompey most recently served as assistant professor of music, associate director of bands/director of athletic bands at the University of Nevada-Reno. Prior, he served as the assistant director of bands at Pennsylvania State University, assistant instructor with University Bands at The University of Texas at Austin and taught for seven years in the public school system of Alabama.



Corey Pompey leading 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.



# History of the University of Wisconsin Marching and Varsity Bands



**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.

**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).

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.



Mike  
Leckrone



**1978**

The Fifth Quarter became a tradition at Wisconsin football games.

**1979**

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

**1993**

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



**2019**

Mike Leckrone retires as Band Director after 50 years. Corey Pompey was hired as Associate band Director to succeed him.

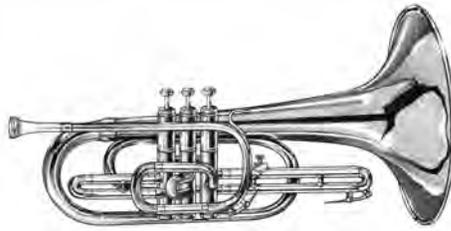
**Present**

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.



# 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.

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 **flugelhorn** is also a member of the trumpet family, but it is larger than a standard trumpet.



## 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



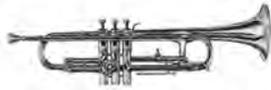
**8 Euphoniums**



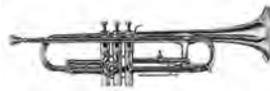
**16 Tubas**



**8 Euphoniums**



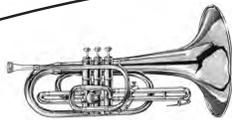
**25 3rd Trumpets**



**30 1st Trumpets**



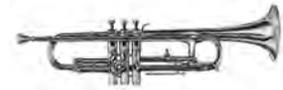
**15 2nd Trumpets**



**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

## 1960s

### Motown

Marvin Gaye  
Stevie Wonder  
The Supremes

### British Rock'n'Roll Invasion

The Beatles  
The Rolling Stones

### Free Jazz

Ornette Coleman  
John Coltrane

## 1950s

### Rock'n'Roll

Buddy Holly and the Crickets  
Bill Haley and the Comets  
Elvis

### Hard Bop

Jimmy Smith  
Lee Morgan  
Horace Silver

### Cool Jazz

Lennie Tristano  
Chet Baker  
Miles Davis

### Swing Big Band

Count Basie  
Duke Ellington  
Glenn Miller

## 1940s

### Dixieland Revival/Traditional Jazz

New Orleans Rhythm Kings

### Bebop

Charlie "Bird" Parker  
Dizzy Gillespie  
Bud Powell



# History Line

## EUROPEAN ROOTS

S  
Field Hollers

WHO?  
French,  
Portuguese,  
Spanish, English

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

1890s

Ragtime • Country/Rural Blues  
Scott Joplin      Charlie Patton  
James Scott    Huddie "Leadbelly" Ledbetter



1910

Stride Piano  
Art Tatum  
James P. Johnson



1930s

Jazz • 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      Paul Whiteman  
Bessie Smith



"Bird" Parker  
Billie Holiday  
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!

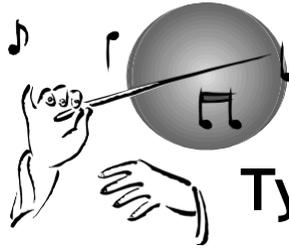
## Varsity — the Wisconsin Alma Mater

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.



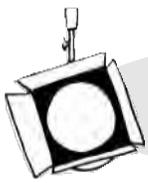
## Types of Music to be Played

**0 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.

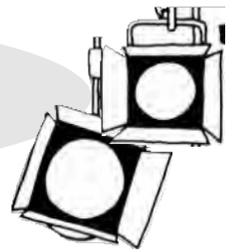
**0 Big Band/Jazz Music** - This music is the original dance band swing music from the 30s and 40s. There were hundreds of big bands playing at dance halls across the country, each consisting of 10 to 25 musicians. The most famous bands included those of Glenn Miller, Count Basie, Duke Ellington and 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."

**0 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."

**0 Music from Broadway Musicals** - Musicals are 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.

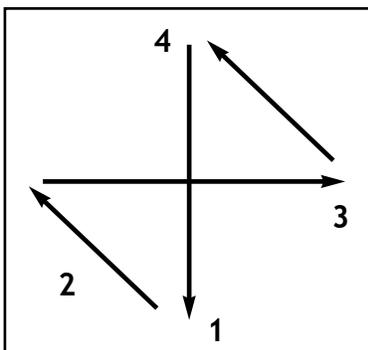


# Things to Watch and Listen For

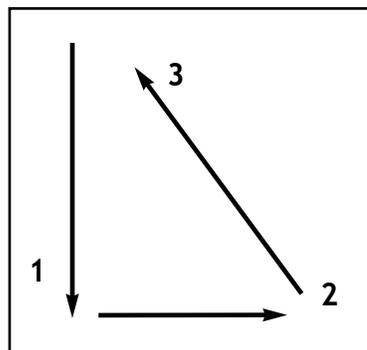


- 0 **Spotlight** - what or who does it light up?
- 0 **Bucky Badger** - he shows up at every performance!
- 0 **Cymbal Techniques** - the cymbals in the Varsity Band add a special visual element to the performance. In addition to crashing the cymbals together, what else do the cymbal players do with them?
- 0 **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?
- 0 **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?
- 0 **Dynamics** - how does the conductor show the band when to play louder or quieter? Does the band follow his cues?
- 0 **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.

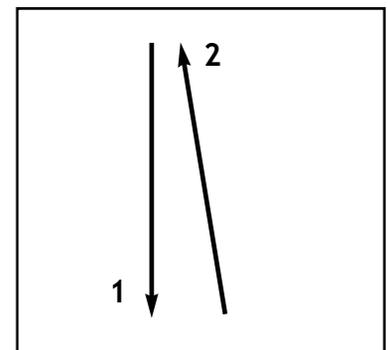
4-beat pattern



3-beat pattern



2-beat (cut time) pattern



- 0 **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?

# Activity: History, Music and Movement

Ages 6-9, 30 minutes

**Purpose:** To understand and practice skills associated with Marching Band.

## Objectives:

**Arts:** Students will learn about rhythm, volume, and motion as it relates to Marching Band performances and demonstrate that knowledge in a variety of ways. Students will use rhythm, volume, and motion to practice the skills needed in a marching band, and then apply those skills to producing basic motions in a march.

**Mathematics:** Students will learn about lines, line segments, points, parallel lines, and intersecting lines. Students will recreate these concepts with crafts and with movement.

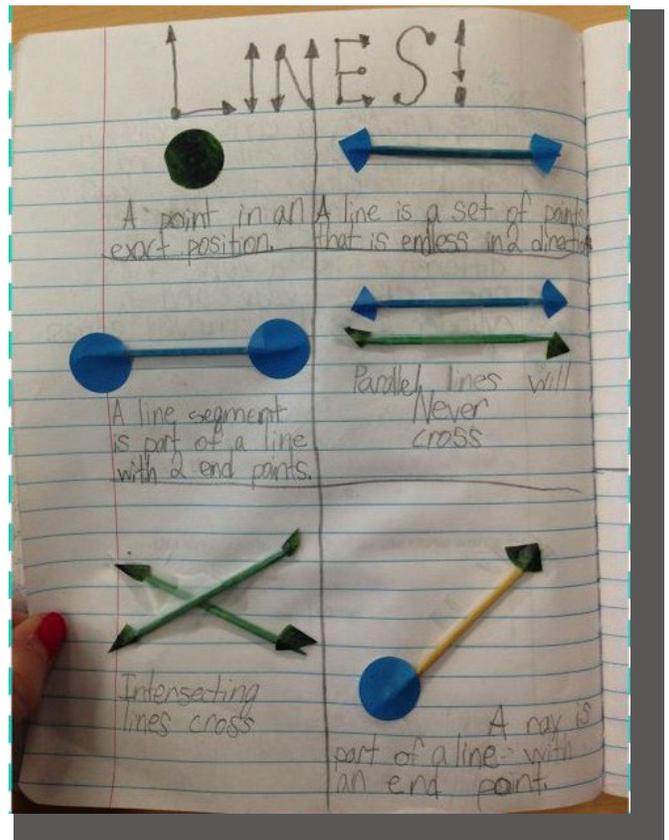
## Materials:

- Pipe cleaners
- 100 or so round toothpicks
- masking tape
- paper or plastic wrap

## Procedure:

### Rhythm Rainstorm

1. Explain to your students that being in a marching band requires many different skills and an understanding of Rhythm, Volume and Motion.
2. Tell students that today you will be using Rhythm, Volume and Motion to create a musical rainstorm.
3. Review what Rhythm, Volume and Motion mean with students. If needed, define and demonstrate each term: Rhythm (call and response works well), Volume (plenty of opportunities for loud/soft/silent demonstrations with this) and Motion (an easy way to do this is swaying together as a group and moving individually).
4. Now, let's use Rhythm, Volume, Motion and our bodies to create a rainstorm.
5. Ask everyone to sit or stand with you in a circle on the floor. You will begin an activity, then the person to your right will join in, then the person to his/her right will join in, etc. until it creates a wave all around the circle. Once it reaches back to you (the leader) you begin a different movement (see next page for suggestions), and this creates a second wave. Tell the students that they are to carefully copy the movements of the person to their left, and not switch activities until that person switches. Try to encourage them to not focus on "the leader", but instead on the person to their left.



### **Movement suggestions:**

- Rub your hands together. (This is the wind)
  - Tap one finger on the palm of your hand. (These are the first raindrops.)
  - Tap all 4 fingers. (Many more rain drops.)
  - Full out clapping. (It's getting more intense!)
  - Slap on the floor, or your thighs. (Thunder enters!)
6. After a big crescendo, repeat all the activities in reverse order as the storm dies down, until you're rubbing hands together.
7. Next, explain to students that we will be repeating the rainstorm but instead, each leader will adjust either the Rhythm, Volume or Motion of the storm. Repeat the storm.

### **Lines and Angles: Crafts & Movement**

1. Using the image on the previous page as a guide, introduce geometric lines. You can provide a handout, or simply draw the above on the board. Explain how line segments and parallel lines work.
2. Have your students make their own pages with tape and pipe cleaners, trying to recreate what you've done.
3. Finally, explain to your students that Marching Bands often form complex patterns using their bodies while they play. Have each student use the suggestions from the rainstorm (clapping, snapping etc.) and split them into two groups, A and B.
4. Have students use their bodies to create a rhythm of their choice. Then, have the students arrange themselves in a point (a clump), a line, parallel lines, and intersecting lines. This will be chaotic, so allow for time for re-dos.

# Additional Ideas for the Classroom

## 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

*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](http://www.wisc.edu/band) - the UW Band homepage  
[www.menc.org](http://www.menc.org) - MENC National Association for Music Education  
[www.wsmamusic.com](http://www.wsmamusic.com) - the Wisconsin School Music Association

# Wisconsin Academic Standards

## MUSIC

### *Standard 2 - Perform*

MG2.P.9.i: Identify the importance of the performer and the audience.

### *Standard 3 – Respond*

MG3.R.5.i: Recognize and define grade- appropriate foundational musical elements.

MG3.R.7.i: Utilize appropriate music terminology in the evaluation /reflection of music performances.

MG3.R.8.i: Demonstrate proper concert/audience etiquette.

### *Standard 4 – Connect*

MG4.Cn.5.i: Compare the historical and cultural aspects of music with other disciplines.

MG4.Cn.6.i: Explain how music relates to self, others, and the world.

MG4.Cn.7.i: Examine and evaluate musical connections, similarities, and differences.

MG4.Cn.8.i Describe roles of musicians in various music settings and world cultures.

## SOCIAL STUDIES

### *Behavioral Sciences*

SS.BH1.a.4.i: Describe how a person’s understanding, perceptions, and behaviors are affected by relationships and environments.

SS.BH1.b.4.i: Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.

SS.BH2.b.4.i: Give examples of how peoples from different cultures develop different values and ways of interpreting experiences.

## HISTORY

SS.Hist2.a.i: Describe patterns of continuity over time in the community, state, and the United States.

SS.Hist2.b.c.i: Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.

## ENGLISH / LANGUAGE ARTS & LITERACY (Common Core State Standards)

### *Speaking & Listening Standards K-5*

1. Engage effectively in collaborative discussion
2. Determine the main ideas and supporting details of a presentation
3. Ask and answer questions about information from a speaker

## STUDENT AUDIENCE ETIQUETTE

It's important to share with your students the DO's and DON'Ts of audience etiquette for this performance. We want to ensure that everyone has an enjoyable experience at the show, so please talk with your students about the following DO's and DON'Ts.

**DO** stay in your seat for the duration of the performance (unless you need a sensory break or are asked to stand)

**DON'T** talk to your friends during the show (it can be disrupting to the actors)

**DO** engage with what's happening onstage (laugh along, clap along, etc)

**DON'T** touch the people in front of you or next to you. Keep your hands to yourself.

**DO** listen to what the characters say. Help them out if they ask you to do something.

**DON'T** use electronic devices during the show. Keep your phones off and away while the show is happening.

**DO** have fun!

## PREPARING FOR SUCCESS

As needed for your students, please remind them that live performance, unlike a tv show or movie, involves people onstage acting in real time. This means that the performers will react to laughing, clapping, and engaging with the performance as it is happening. Remember these tips as you enter the theater space:

- **Prepare:** Use the restroom beforehand, find your seat in a timely manner, and Ask any questions you have before the performance begins.
- **Get Your Wiggles Out:** Before the show begins, do what you need to do to ground yourself and prepare to sit for a long period of time, Maybe you need to wiggle your toes, stand and stretch in your seat or take a few deep breaths.

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Overture Center's mission  
is to support and elevate  
our community's creative culture,  
economy and quality of life  
through the arts.

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