## TEACHING ALTO TROMBONE THROUGH TRANSCRIPTION OF SEVENTEENTH—, EIGHTEENTH—, AND NINETEENTH—CENTURY SONATAS AND ART SONGS

BY

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## **Abstract**

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Playing an instrument with no discovered introductory level solo material, the alto trombonist must look elsewhere for this necessary literature. When supplemented with existing method books and orchestral excerpts, alto trombone transcriptions of seventeenth- and eighteenth-century sonatas for recorder, oboe, and trumpet fill this void and offer the novice alto trombonist valuable performance experience. Solo sonatas teach Baroque articulation and dynamics. Along with intonation practice, blend between two alto trombones or an alto and tenor trombone are taught in the double sonatas. Art songs offer the trombonist the opportunity to study how text can influence articulation and phrasing as well as learn another song repertory other than Bordogni. Drawing from primary source evidence, these transcriptions present the novice alto trombone student with historically informed choices of articulation and dynamics. The trombonist faces many specific challenges from the instrument including execution of style and timbre. The alto trombonist draws a sound concept from many sources; vocal, brass, keyboard, and string models all contribute to this most important aspect. With the firm foundation laid by performance of transcriptions, the musician can make learned decisions regarding performance of seventeenthand eighteenth-century century chamber music and influence new alto trombone composition into the future.

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