



# ClariNotes



## Take A Deep Breath

### Breath Builder

The Breath Builder Isomeric Exerciser helps you increase breath control for better performance in music. Instrumentalists find they can use their breath energy more efficiently. Improve your tone and extend your phrases. Resistance levels may be adjusted with two sizes of tubing and holes may be covered to increase resistance. The goal is to keep the ping pong ball at the top of the tube during exhalation and inhalation.



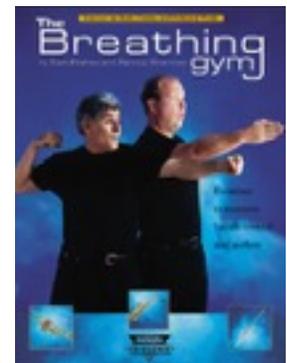
### Incentive Spirometer

To encourage proper airflow for musical passages over a large range, the Incentive Spirometer is an excellent tool. This tool contains a base with setting dial, vertical tube with a ball, and a breathing tube with mouthpiece. It can be used either as an inhalation or exhalation device depending on the direction in which it is held. Most players will hold this device upside down for exhalation purposes. This tool will give users a visual/physical cue as to how much air flow is required to get the best possible sound and phrasing.



### Breathing Gym

This incredible video will guide any wind performer through exercises designed to enhance breathing skills and capacity. Stretches, flow studies, breathing patterns, and strength and flexibility exercises are all presented in a fun, clear format that would work equally well in a private lesson situation or group rehearsal setting. In addition to breathing exercises, some of my favorite exercises are focus exercises for the mind.



### AIR IS THE FIRST THING TO GO

In a performance situation, when the nerves get excited, air support and air control is the first thing to go. If we can control our air then we can control our relaxation, phrasing, tone quality, etc... Everything that is successful or unsuccessful in performance may be traced back to our air. Daily warmups focused on bringing awareness to how we use our air can create habits that enable us to perform our best. I have had near immediate results with the above tools in my own playing and in my students.

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