
BYU | *Organ* TRAVELING
WORKSHOPS

HANDOUT PACKET

TRAVELING ORGAN WORKSHOPS

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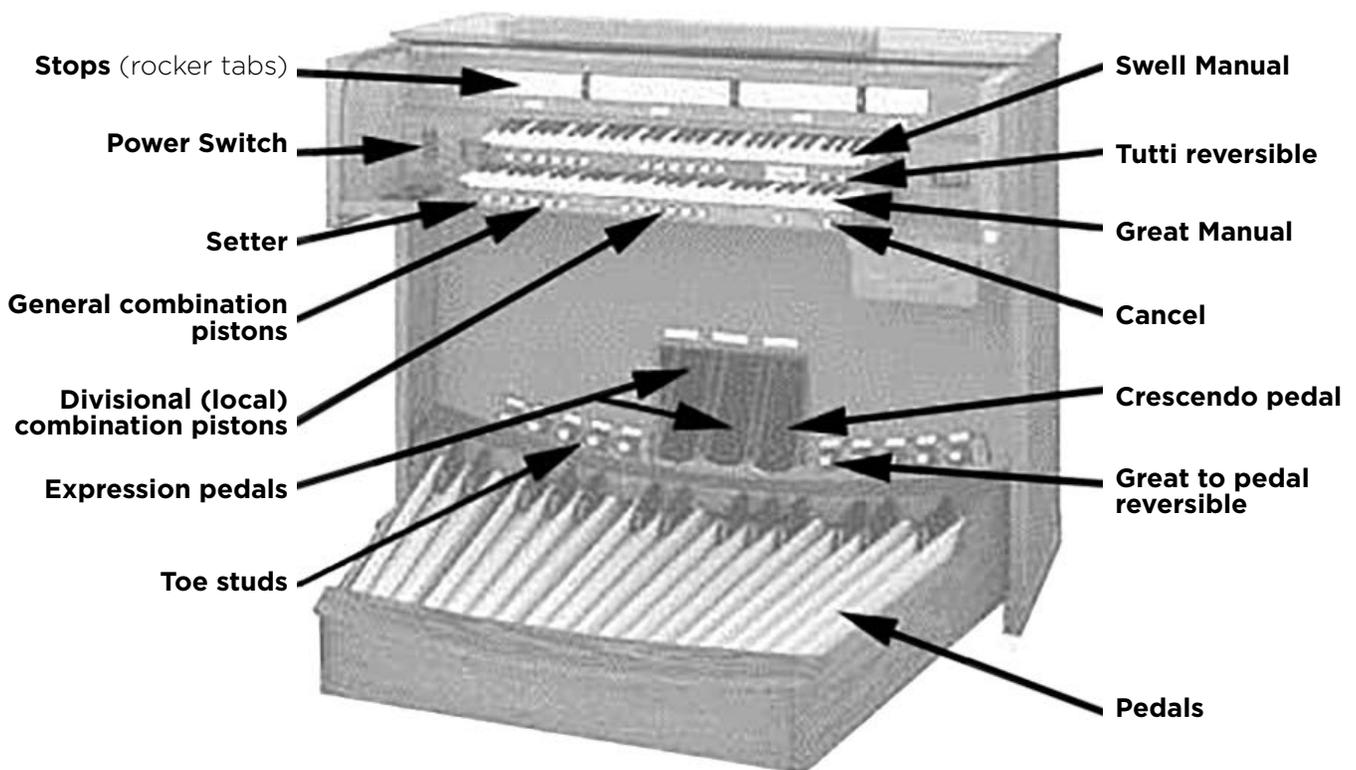
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THE ORGAN CONSOLE

The diagram below indicates standard positions for the various items. However, organ consoles vary widely in their design. Some of the most common variations are as follows:

- **Expression and crescendo pedals.** If only one is present, it is usually an expression pedal that affects the volume of the entire organ. Crescendo pedals are absent on many consoles.
- **Great to Pedal reversible.** If present, this is usually located directly to the right of the right-most expression (or crescendo) pedal. It may also be present as a thumb piston.
- **General and divisional combination pistons.** Many organs have only one set of combination pistons. If so, they will be generals, centered underneath one or both manuals. If both generals and divisionals are present, the generals are usually located to the left underneath the manual(s).
- **Stops.** These may be present as drawknobs, located in stop jambs on both sides of the manuals.
- **Tutti/sforzando reversible.** If present, this is usually the right-most and highest thumb piston and/or toe stud.



COMMON STOP NAMES

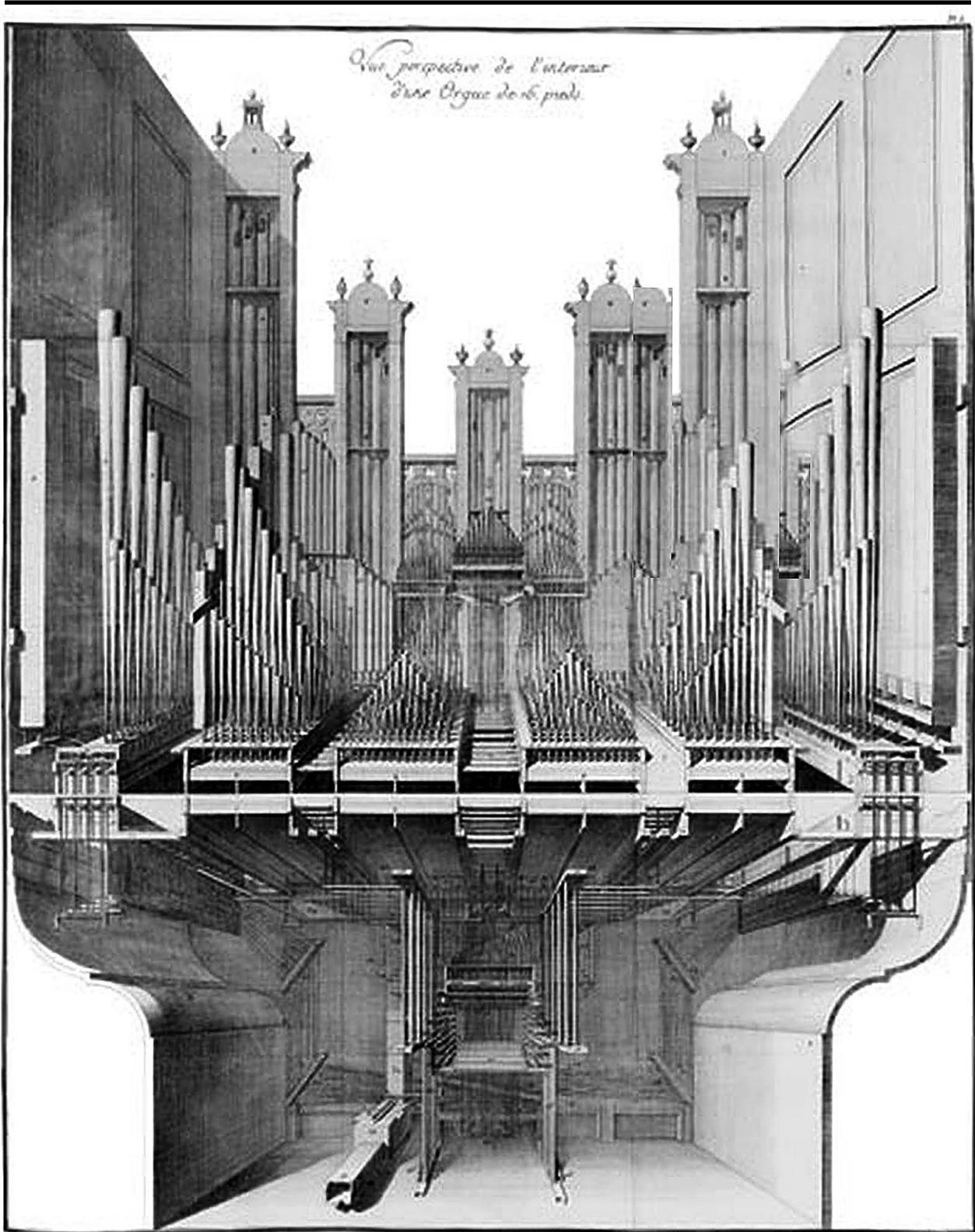
Listed by pipe category and family of organ tone

Most every speaking stop found on organs in LDS meetinghouses is listed under its pipe category (flue or reed) and family of organ tone.

FLUE PIPES		REED PIPES	
<p>Flute Family Oooo</p> <p>Blockflöte Bourdon (-doux, Contre-) Chimney flute Clarabella Copula Cor de nuit Doppelflöte Fife Flautino Flauto dolce Flüte (-à bec, -à fuseau, -bouchée, -celeste, -harmonique, -ouverte) Gedackt (Gedeckt) (-flüte) Harmonic flute Hohlflöte Holzgedackt Koppelflöte Larigot Lieblich gedeckt Melodia <u>Nachthorn</u> Nazard (Nasard, Nasat) <u>Octavin</u> Open flute Orchestral flute Piccolo Pommer Quintatön (Quintadena) Quinitflöte Rohrflöte Sifflöte Spillpfeife Stopped diapason Subbass Tibia Tierce (Terz) Traverse flute <u>Waldflöte</u> Zauberflöte</p>	<p>Principal Family Ahh</p> <p>Choral bass Diapason Double diapason Doublette <u>Dulciana</u> Fifteenth Montre Octave (Oktav) Open diapason Prestant Principal (Prinzipal) Quint (Quinte) Spitz prinzipal Super octave Twelfth</p> <hr/> <p>CHORUS MIXTURES: - Mixture (Mixtur) - Acuta - Cymbal - Fourniture - Plein jeu - Scharf</p>	<p>String Family Eehhh</p> <p>Aeoline Cello Echo gamba Fugara Gamba Salicet Salicional Unda maris Viola Viola da gamba Viola celeste Viola pomposa Violone (Contre-) Voix celeste</p>	<p>Reed Family Awww</p> <hr/> <p>CHORUS REEDS Basson (Contre-) Bombarde Clairon (Clarion) <u>Dulzian</u> Fagotto (Fagott) [bassoon] (pronounced "fuh-GOT") French trumpet Hautbois [oboe] Oboe Posaune [trombone] Rankett Tromba Trompette (Trompete) Trumpet <u>Waldhorn</u></p> <hr/> <p>SOLO REEDS Clarinet Cromorne English horn (Cor Anglais) Festival trumpet French horn Horn Krummhorn Regal Rohrkrummhorn Rohr schalmei Schalmei Tuba (-mirabilis)</p> <hr/> <p>OTHER REEDS Vox humana (Voix humaine)</p>
<p>Solo Mixtures Cornet II or III, Sesquialter II (<i>These are usually flutes unless they are found on the Great, in which case they are usually Principals</i>)</p> <p>Hybrids - share characteristics of more than one family Erzähler Geigen (-diapason, -principal) Gemshorn, Gemshorn celeste Spitzflöte</p>		<p>Some stop names that can easily be identified with the wrong family are <u>underlined</u>.</p>	

INSIDE THE ORGAN CASE

by Dom Bedos



HYMN REGISTRATION SHORTCUTS

Following is an easy-to-use “shortcut” plan for selecting stops in either meditative or jubilant hymns for congregational singing. It can be used with most pipe or electronic church organs.

A FEW OF THE MOST IMPORTANT GUIDELINES

1. Support the congregation with confidence, but do not overpower
2. Let the text guide the registrational plan for the hymn
3. Begin with stops from the principal chorus, especially at the 8' level
4. 8' and 4' pitches are minimum for the manual; 16' and 8' are minimum for the pedal
5. In meditative hymns, substitute flutes for principals at 4' and 2' levels as needed to reduce sharpness
6. Use changes of registration between verses and/or between verse and chorus

BASIC HYMN REGISTRATION

MEDITATIVE HYMNS:

Begin with this basic combination

- Great: Principals 8' and 4' (the stops may be called *Principal*, *Diapason*, *Octave*, or *Prestant*)
- Pedal: The main 16' stop (may be called *Principal*, *Subbass*, *Bourdon*, or *Gedackt*), and Great to Pedal

JUBILANT HYMNS:

Add the 2' Principal on the Great to the meditative hymn combination, resulting in

- Great: Principals 8', 4' and 2' (the 2' stop may be called *Super Octave*, *Fifteenth*, or *Doublette*)
- Pedal: The main 16' stop, and Great to Pedal

FOR A SINGLE CHANGE OF REGISTRATION BETWEEN VERSES

MEDITATIVE HYMNS:

Couple the Swell chorus 8' 4' 2' to the Great

Begin with the Basic Hymn Registration for Meditative Hymns (above). Also, prepare the following:

- Swell: flutes or principals 8' and 4' and flute 2' resulting in:
 - 8' stop (*Bourdon*, *Gedackt*, *Geigen Prinzipal*, or *Diapason*)
 - 4' stop (*Flute*, *Nachthorn*, *Spitzprinzipal*, *Octave*, *Prestant*, or *Kloppelflute*)
 - 2' stop (*Piccolo*, *Blockflute*, *Flute à bec*)

Later, between verses or between a verse and the chorus, add the Swell to Great coupler

JUBILANT HYMNS: Add the Great chorus mixture

- Begin with the Basic Hymn Registration for Jubilant Hymns (see above)
- Later, between verses or between a verse and the chorus, add the Great chorus mixture (usually called *Mixtur[e]*, and always followed by a Roman numeral)
- For yet another change, you might add a chorus reed 8' on the Great or Swell (*Trumpet*, *Trompette*, *Tromba*, or *Fagott*)

GUIDELINES FOR HYMN REGISTRATION IN CONGREGATIONAL SINGING

by Don Cook

IN GENERAL

1. Support the congregation with confidence, but do not overpower.
2. The principal chorus (especially the 8' Principal) should form the basis for registration in congregational singing.
3. In meditative hymns, stops from the flute chorus might be substituted in place of Principal stops to minimize sharpness, especially at the 4' and 2' level.
4. 8' and 4' pitches are minimum for the manual; 16' and 8' are minimum for the pedal.
5. The Great to Pedal and Swell to Pedal couplers provide homogeneity between all voices; avoid them if independence in the pedal line is desired.
6. For clarity, build upward with only one stop per pitch.
7. For fullness, build outward then upward in pyramid fashion.
8. Use economy of means; add a stop only if it contributes to the ensemble. Celestes, for example, are not effective for congregational accompaniment.
9. Use 8' (and possibly 4') reeds to add fire to a bright principal chorus, or 8' and light 16' reeds to add gravity to a more foundational principal chorus.
10. The normal position for the expression pedal ("swell pedal") is fully open. The normal position for the crescendo pedal is fully closed.
11. If the crescendo pedal and the sforzando ("tutti") reversible have been regulated properly, use them when appropriate. If not, either have them regulated until they are useful or avoid using them.

AVOID

12. Generally avoid 16' manual stops, sub-couplers, and thick, heavy 8' stops.
13. Avoid overusing full organ.
14. Never use the tremulant for congregational accompaniment.

TO INSPIRE MORE SINGING

15. Note the message of the hymn text in general and the message of each verse. Let them guide the registrational plan for the hymn.
16. Use text-directed changes of registration primarily at ends of verses (or between a verse and chorus). However, a change is not necessary following every verse of every hymn. Occasionally it might even be appropriate to play the entire hymn very simply—with no registration change.
17. If the text fails to suggest a registrational direction, build upward gradually as the hymn progresses to encourage increased congregational singing. Using another effective approach, diminish the organ after the congregation gains strength, and then build the organ again for the final verse.
18. When using solo lines in congregational accompaniment, avoid softer solo stops; use large reed or principal stops or combinations to lead out. Be sure the accompaniment combination (as well as the solo combination) is supportive enough for the congregation.
19. Use manual-only playing as a contrast to constant deep pedal tone. When the second-to-last verse is played manual only, the impact of the pedal entrance on the last verse is increased.

HYMN PLAYING: POLISH MODE OR SHORTCUT MODE

Organists may be called upon to play hymns for congregational singing before they feel ready. If you find yourself in this situation, make two commitments to yourself:

1. Begin as soon as possible to develop the special skills needed to play the organ “in polish mode.”
2. While you develop those skills that are specific to the organ, do your best to adapt your piano skills to the organ – “in shortcut mode.”

Polish mode is described in the middle column below, with shortcut mode alternatives in the right-most column. As you begin serving as organist, allow yourself to operate in shortcut mode in areas where you cannot spend the time to polish. Set goals to develop skills in specific areas and move over to polish mode one step at a time. For example, in the area of Pedal playing, you might decide in one hymn to learn to use both feet to play a bass line, using toes *and* heels of both feet to achieve legato.

AREA	POLISH MODE DESCRIPTION	SHORTCUT MODE ALTERNATIVES
Registration (choice of stops)	Support the congregation with confidence, but do not overpower.	You must support or singing will diminish. Do not overpower in either polish or shortcut mode! Find and use a supportive basic registration as a starting point (i.e., Great principals 8' and 4'; Pedal principals 16' and 8'). <i>Do not use the tremulant or celeste in congregational accompaniment.</i>
	Make changes of registration between verses to reflect the meaning of the text.	Use a supportive basic registration (see above) throughout the hymn. On a jubilant hymn, watch for an opportunity to add a single stop just before the last verse that brightens the sound.
Sustained style	Play four-part hymns in a sustained, smooth legato style when appropriate (most hymns).	Play some or all parts in a more detached, pianistic style (while this may be the easiest shortcut, it does not produce the best results). Play in legato style in one of these ways: soprano only, soprano and one other part; or soprano and two other parts, or a simplified transcriptions (see books listed below)
Repeated notes and ties	In hymns that contain many repeated notes within a voice, add ties between some repeated notes to complement the sustained nature of organ tone and to support the natural accents.	Play from 4-part prepared scores (<i>Three-Staff Hymn Accompaniments</i> , <i>LDS Hymnal Marked for the Organ</i>) or simplified transcriptions (<i>The New LDS Organist, Manual-Only Hymn Settings</i>). Add ties between some repeated notes in the pedal only.
	Maintain the integrity of the soprano line (never tie between two soprano notes; treat soprano/alto common tones	Even if you must break the alto part, never tie between two soprano notes.
Fingering & pedaling	Add fingering and pedaling in the score as needed to achieve excellence (or learn from a prepared score).	Add <i>some</i> fingering and pedaling in order to produce a more sustained effect.
Pedal playing	Play the bass line of the hymn with your feet	Play all four voices on the manual, with or without the Bass Coupler. Play selected bass notes with a foot, sustaining them while the harmonies change and as your ear directs.
	Play only the soprano, alto, and tenor parts in the hands (no bass).	Play all four parts with the hands, and the bass line in the feet.
	**Use toes and heels of both feet as needed to achieve legato.	Use toes only, or use only the left foot.
Independence	Maintain the integrity of each part: a break in one part does not cause a break in another where it should be sustaining, and sustaining in one part does not cause a tie in another where it should be breaking.	Maintain the integrity of any part(s) as you are able. (See also “Sustained Style” above.)
Phrasing the text	Make phrasing breaks and holds in the music to help clarify the meaning of the text.	Make breaks at the ends of musical phrases where people normally breathe.

THREE-STAGE PLAN FOR LEARNING HYMNS OR OTHER FOUR-PART PIECES

First, sight-read through the piece, identifying the main obstacles.

1. PREPARE THE SCORE

- Deal with the TEXT (if you are learning a hymn). Understand the meaning, and mark phrasing
- Deal with REPEATED NOTES if you are learning a hymn directly from the hymnbook
- Divide into SECTIONS
- Add FINGERING AND PEDALING

2. LEARN THE SCORE

Go through the practice method you need to learn it to perfection:

- the 15-step method,
- the 7-step method, or
- a method that is customized to your abilities
- For each step, be sure to:
 1. Practice SLOWLY AND PERFECTLY until you can play it three to five times perfectly without much conscious effort
 2. SLIGHTLY INCREASE TEMPO, practicing until you can play it three to five times perfectly with little effort. Repeat this step until you arrive at a “goal” tempo for that step

3. REVIEW AND COMBINE THE SECTIONS

- Continue practicing previously learned sections each day
- Always practice slowly enough to stay in control
- Learn a section, leave it, and learn it again to drive reflex-like habits deep into your subconscious
- Combine sections into larger sections as they become easier until you can play the entire hymn

THE FIFTEEN-STEP METHOD

(for the more challenging pieces)

Each voice is treated as a unit:

- Single voices first: soprano, alto, tenor, bass
- All two-voice combinations next: bass/tenor, bass/alto, bass/soprano, tenor/soprano, alto/soprano, alto/tenor
- All three-voice combinations next: soprano/alto/tenor, soprano/alto/bass, soprano/tenor/bass, alto/tenor/bass
- Finally, all four voices together: soprano/alto/tenor/bass.

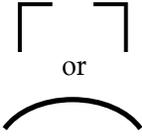
THE SEVEN-STEP METHOD

(for less challenging pieces)

Each hand or the feet are treated as a unit:

- Single units first
 1. Right hand (including soprano and most of the alto voice)
 2. Left hand (including tenor and occasional notes from the alto voice)
 3. Pedal
- Two-unit combinations
 4. Pedal and left hand
 5. Pedal and right hand
 6. Right hand and left hand
- All three units
 7. Right, left, and pedal

KEY TO MARKINGS

—	A hyphen indicates either substitution (replacing one finger with another while the key is held down) or finger/thumb glissando if the hyphen appears between two of the same finger numbers.
⤿	Placed above two fingering numbers to indicate finger substitution.
	Complete lift between text phrases - all voices (tenor, alto, soprano) as well as the bass in the pedal.
/	Break only the alto and soprano voices to effect a partial text lift; i.e., "Never leave us, / never leave us" or "Come follow me / the Savior said".
,	A comma indicates a break in a single verse of text or in a musical line (soprano, bass, etc.). When placed between repeated notes, make a definite break between them.
⤿	Text to continue without a break.
⋯	A broken tie indicates that some verses will not be tied because of text breaks.
()	Encloses a note that can be ignored in that voice because it is already being played in another voice.
	Redistribute the alto voice into the left hand to make it easier to keep a good legato. Once the bracket or curved line starts, all alto notes are played in the left hand until it ends.
^	Symbol indicating that the pedal note should be played with the toe. If the toe mark is below the bass stave, play with your left toe; if above the bass stave, play with your right toe.
○ or U	Symbol indicating that the pedal note should be played with the heel.
—	When one voice in a staff is being held longer than the other voice, these horizontal lines serve as a cue to the subconscious mind to hold the longer notes over the shorter notes.

REDEEMER OF ISRAEL

Sample of Fully-Prepared Score

① Intro: SA trumpet duet (4 meas.), finish on Gt

Confidently ♩ = 84-100

Gt 1. Re - deem - er of Is - rael, Our on - ly de - light, On
 2. We know he is com - ing To gath - er his sheep And
 3. How long we have wan - dered As strang - ers in sin, And
 3/1 4. As chil - dren of Zi - on, Good tid - ings for us. The

whom for a bless - ing we call, Our shad - ow by day And our
 lead them to Zi - on in love, For why in the val - ley Of
 cried in the des - ert for thee! Our foes have re - joiced When our
 to - kens al - read - y ap - pear. Fear not, and be just, 4 For the

pil - lar by night, Our King, our De - liv - 'rer, our all!
 death should they weep Or in the lone wil - der - ness rove? +sw/gt
 sor - rows they've seen, But Is - rael will short - ly be free. ②
 king - dom is ours. The hour of re - demp - tion is near.

Text: William W. Phelps, 1792-1872; adapted from Joseph Swain, 1761-1796
 Included in the first LDS hymnbook, 1835.
 Music: Freeman Lewis, 1780-1859

① SW: Tr 8
 Gt: Pr 8 4 2
 Pd: Pr 16 8, Gt/Pd

② Gt: + Mix
 + SW/Gt
 Pd: + Tr 16
 + SW/Pd

The following have been added into the score:

Text

- Keywords underlined
- Phrasing (given with slurs, vertical lines, and verse numbers in the text)

Plan for treatment of repeated notes (ties only)

Fingering and pedaling

(note changes in the last two measures to allow for right-hand stop changing between verses)

Music—Instructions for the introduction

- Modified “boundaries” (marked with double diagonal lines)
- Idea (soprano and alto duet, then accompanied)
- Registration (trumpet duet alone, then with flue accompaniment)

Registration plan

- Combination listed for pistons 1 and 2
- Manual indications (given at the beginning of each verse)
- Stop change indications (given at the end of each verse)

①

Nearer, My God, to Thee

100

Gently ♩ = 63-76

1. Near - er, my God, to thee, Near - er to thee!
 2. Though like the wan - der - er, The sun gone down,
 3. There let the way ap - pear, Steps un - to heav'n;

E'en though it be a cross That rais - eth me.
 Dark ness be o - ver me, My rest a stone, ①
 All that thou send - est me, In mer - cy giv'n;

Still all my song shall be Near - er, my God, to thee,
 Yet in my dreams I'd be Near - er, my God, to thee,
 An - gels to beck - on me Near - er, my God, to thee,

Near - er, my God, to thee, Near - er to thee! Gt: - Pr. 4
 Near - er, my God, to thee, Near - er to thee! ②
 Near - er, my God, to thee, Near - er to thee!

① Gt: Pr 84, F184 ② = ① + SW/Gt, SW/Pd
 Sw: F1842
 Pd: 16', Gt/Pd

WE THANK THEE, O GOD, FOR A PROPHET

Sample of a Hymn Marked in Shortcut Mode

1. We thank thee, O God, for a proph - et To guide us in
 2. When dark clouds of trou - ble hang o'er us And threat - en our
 3. We'll sing of his good - ness and mer - cy. We'll praise him by

these lat - ter days. / We thank thee for send - ing the gos - pel
 peace to de - stroy, / There is hope smil - ing bright - ly be - fore us, /
 day and by night, / Re - joice in his glo - ri - ous gos - pel, /

To light - en our minds with its rays. / We thank thee for ev - e - ry
 And we know that de - liv - 'rance is nigh. / We doubt not the Lord nor his
 And bask in its life - giv - ing light. / Thus on to e - ter - nal per -

bles - ing Be - stowed by thy boun - te - ous hand. / We feel it a
 good - ness. We've proved him in days that are past. / The wick - ed who
 fec - tion The hon - est and faith - ful will go, / While they who re -

plea - sure to serve thee And love to o - bey thy com - mand.
 fight a - gainst Zi - on Will sure - ly be smit - ten at last. /
 ject this glad mes - sage Shall nev - er such hap - pi - ness know. /

HIGH ON THE MOUNTAIN TOP

Simplified for organ in three parts

Resolutely $\text{♩} = 56-72$

Arranged by Don Cook

1. High on the moun-tain top A ban-ner is un-furled. Ye na-tions, now look
 2. For God re-mem-bers still His prom-ise made of old That he on Zi-on's
 3. His houseshall there be reared, His glo-ry to dis-play, And peo-ple shall be
 4. For there we shall be taught The law that will go forth, With truth and wis-dom

up; It waves to all the world. In Des-er-et's sweet,
 hill Truth's stan-dard would un-fold! Her light should there at-
 heard In dis-tant lands to say: We'll now go up and
 fraught, To go-vern all the earth. For-ev-er there his

peace-ful land, On Zi-on's mount be-hold it stand!
 tract the gaze Of all the world in lat-ter days.
 serve the Lord, O-bey his truth and learn his word.
 ways we'll tread, And save our-selves with all our dead.

NEARER, MY GOD, TO THEE

Simplified for organ in three parts

Gently ♩=63-76

Arranged by Don Cook

1. Near - er, my God, to thee, | Near - er to thee! | E'en though it
 2. Though like the wan - der - er, | The sun gone down, | Dark - ness be
 3. There let the way ap - pear, | Steps un - to heav'n; | All that thou

be a cross — That — rais - eth me. | Still all my song shall be
 o - ver me, | My — rest a stone, | Yet in my dreams I'd be
 send - est me, | In — mer - cy giv'n; | An - gels to beck - on me

Nearer, my God, to thee, | Near - er, my God, to thee, | Near - er to thee!
 Nearer, my God, to thee, | Near - er, my God, to thee, | Near - er to thee!
 Nearer, my God, to thee, | Near - er, my God, to thee, | Near - er to thee!

NOW LET US REJOICE

Simplified for organ in three parts

Cheerfully ♩=100-120

Arranged by Don Cook

1. Now let us re - joice in the day of sal - va - tion. | No
 2. We'll love one an - oth - er and nev - er dis - sem - ble, | But
 3. In faith we'll re - ly on the arm of Je - ho - vah To

lon - ger as strang - ers on earth need we roam. | Good tid - ings are
 cease to do e - vil and ev - er be one. | And when the un -
 guide thru these last days of trou - ble and gloom, | And af - ter the

sound - ing to us and each na - tion, | And short - ly the hour of re -
 god - ly are fear - ing and trem - ble, | We'll watch for the day when the
 scourg - es and har - vest are o - ver, | We'll rise with the just when the

HYMN PLAYING

15

demp - tion will come, When all that was prom-ised the Saints will be
 Sav - ior will come, When all that was prom-ised the Saints will be
 Sav - ior doth come. Then all that was prom-ised the Saints will be

20

giv - en, And none will mo - lest them from morn un - til ev'n, And
 giv - en, And none will mo - lest them from morn un - til ev'n, And
 giv - en, And they will be crown'd with the an - gels of heav'n, And

25

earth will ap - pear as the Gar - den of E - den, and
 earth will ap - pear as the Gar - den of E - den, and
 earth will ap - pear as the Gar - den of E - den, and

29

Je - sus will say to all Is - rael, "Come Home."
 Je - sus will say to all Is - rael, "Come Home."
 Christ and his peo - ple will ev - er be one.

GENERAL HANDBOOK

DIRECTIONS FOR ORGANISTS

Sacred music is a vital part of sacrament meeting and other Church meetings. Sacred music invites the Spirit and teaches doctrine. It also creates a feeling of reverence, unifies members, and provides a way to worship Heavenly Father and Jesus Christ. "Some of the greatest sermons are preached by the singing of hymns."

PRELUDE AND POSTLUDE MUSIC

Members gather in sacrament meeting to remember Jesus Christ by partaking of the sacrament. They gather to build faith and testimony and to worship Heavenly Father and Jesus Christ. Music should be selected to help achieve these purposes.

Prelude music is played as members gather before the meeting. Its purpose is to create an atmosphere of worship that invites the Spirit. After the closing prayer, an instrumental postlude is played as members leave the meeting. Hymns or other sacred musical selections may be used for prelude and postlude music, choir music, and solo or small group presentations. All music in Church meetings should be presented in the spirit of worship of Heavenly Father and Jesus Christ, not as a performance to showcase musical talent.

Musical selections should be consistent with the worshipful spirit of the hymns. They should teach the gospel with power and clarity.

Sacred music that is written or sung in culturally diverse musical styles may help unify congregations. Music coordinators and priesthood leaders may include a variety of appropriate musical styles that appeal to members of various backgrounds.

CONGREGATIONAL SINGING

Music in sacrament meeting includes congregational singing of hymns to open and close the meeting and before the administration of the sacrament.

Congregational hymns provide an opportunity for members to unite as they actively participate in worshipping together.

SPECIAL MUSICAL SELECTIONS

A sacrament meeting could also include . . . one or more other musical selections. These could be presented by choirs, vocal or instrumental soloists, or small groups.

OTHER MUSIC IN THE CHAPEL

The chapel may occasionally be used for cultural arts events that include secular music, such as concerts, recitals, and other presentations. While applause is discouraged in worship services, it may be appropriate for these events.

PLANNING MUSIC FOR WORSHIP SERVICES

The bishop is responsible for ward music. He may assign this responsibility to one of his counselors. Bishoprics . . . work with the ward music coordinator to plan music for sacrament meetings (see 19.3.1); support the ward choir by encouraging members to participate; teach about the importance of worshipping through music in meetings; encourage members to participate in congregational singing; encourage members, especially youth, to use uplifting music daily in their personal lives (see 19.2); decide when instruments other than pianos or organs may be used in Church meetings (see 19.3.6); support the ward choir by encouraging members to participate.

MUSIC TRAINING

Learning basic music skills prepares members to use their talents to serve in the Church. . . . Stake and ward music coordinators may organize basic music training courses for music leaders, choir directors, or accompanists. Participants could include those who currently serve in music callings and other interested adults, youth, and children. Music coordinators or specialists may teach the courses. Music coordinators may also recommend qualified instructors to provide training. Where there are enough members, music coordinators may consult with priesthood leaders and recommend organizing stake or multistake training workshops. No fee is charged for Church-sponsored training. A Music Education Fund has been established at Church headquarters to provide keyboards, training materials, and instruction for members seeking to develop music skills. For information about this fund, see musicfund.ChurchofJesusChrist.org.

When there is not a reasonable alternative, priesthood leaders may authorize the use of meetinghouse pianos and organs for practice, paid private instruction, and recitals involving members of the units that use the meetinghouse. No admittance fee should be charged for recitals.

EASY PRELUDE AND POSTLUDE RESOURCES

Listed in approximate order from easier to more challenging



Resources for LDS Organists

DeeAnn Stone
ldsorganists.info

This is an exhaustive listing of hymn preludes and free accompaniments on hymns found in the LDS hymnbook—a

most useful resource for any LDS organist. There is no indication, however, as to the level of difficulty.



Manual-Only Hymns for Organ

free download

lds.org/music/accompanying-others?lang=eng#2

Manual-Only Hymns is designed to assist the LDS pianist in making the transition to the organ. With practice, the voice parts of these 38 hymns can be played smoothly and with

independence of line. This is enabled by eliminating the pedal parts, by reducing the voice parts from four to three, by arranging the hymns for ease of execution, and by providing organ fingering.



Transformations

free download

lds.org/music/accompanying-others?lang=eng#2

Transformations is a companion volume to *Manual-Only Hymns* that provides easy supplemental material to “transform” the hymns into simple preludes or postludes.



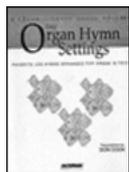
Nine Hymn Studies

Kim D. Croft

jackmanmusic.com

These simple three-part hymn settings are fingered and pedaled in legato style, and include a very easy pedal part. They are some of the

easiest available pieces to play for prelude or postlude, but not for congregational accompaniment.



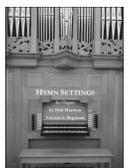
Easy Organ Hymn Settings

Don Cook

jackmanmusic.com

This collection contains 28 three-part transcriptions of LDS hymns. The original soprano part is played by the right hand. The left hand plays a new middle part that leaves the harmony

unchanged from the original. The bass part, also not deviating from the original notes, appears on its own pedal staff. Repeated notes are sometimes tied in the bass and middle parts. Fingering and pedaling are provided. These transcriptions can be used for congregational hymn accompaniment, or for prelude or postlude. They were designed to provide a bridge between the very easy *Nine Hymn Studies* by Kim Croft and regular four-part hymns.



Hymn Settings for Organ, Vol. 6 & 7

Neil Harmon

sheetmusicauthority.com

These volumes contain very easy settings of hymns (vol. 6) and primary songs (vol. 7). Fingering and pedaling are included.

OrganTutor Online Tutorial and Workbook

Don Cook

organtutor.byu.edu

This organ method contains a few hymn settings and pieces that were hand-picked for the early-level LDS organist, such as “Prelude on Deliverance” by Richard Elliott. The method, along with the online tutorial, also serves as the basic text for the Level 1 and 2 BYU Independent Study organ courses.



Seventy-Nine Chorales for the Organ, Opus 28

Marcel Dupré New York: H. W. Gray, 1932.

These one- or two-page pieces are provided with fingering and pedaling in legato style. A few are based on hymns in the *LDS hymnbook*.

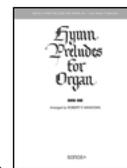


Hymn Preludes for Organ, Book One

Robert Manookin

jackmanmusic.com

This is the first of many volumes of LDS hymn preludes by Robert Manookin. This first volume contains two or three pieces that are particularly useful for the early-level organist. These pieces are on the repertoire list for the BYU Independent Study Level 1 and 2 organ courses.



Three-Staff Hymn Accompaniments

Robert Cundick and Don Cook

creativeworks.byu.edu - click “catalog” and search “three staff”. For free downloads of individual hymns visit organ.byu.edu/3StaffHymns/index.htm

This is a collection of 62 hymns transcribed for organ on three staves. The goal: make it easier for an organist to play the hymns well by writing the bass part on its own pedal staff and adding ties generously between repeated notes. Fingering and pedaling must be added, and the text is not present in the score.



Hymn Studies for Organists

Parley L. Belnap

creativeworks.byu.edu - click “catalog” and search “hymn studies”.

This method book on hymn playing provides fingering and pedaling for many hymns, as well as generous instruction on all aspects of hymn playing. The hymn text is not present in the scores.



LDS Hymn Voluntaries

David Chamberlin

chamberlinmusic.com

This composer is developing a massive collection of hymn preludes—one for each hymn in the hymnbook. Each volume contains preludes of varying difficulty levels and that range in style from traditional to contemporary. New volumes are produced periodically.

REGISTRATION SUGGESTIONS FOR PRELUDE / POSTLUDE MUSIC

by Don Cook

Prelude music is played as members gather before the meeting. Its purpose is to create an atmosphere of worship that invites the Spirit. After the closing prayer, an instrumental postlude is played as members leave the meeting. Hymns and other sacred music can be selected for prelude and postlude music. Musical selections should be consistent with the worshipful spirit of the hymns. They should teach the gospel with power and clarity.

General Handbook: Music

To build a stop combination for a prelude or postlude that accomplishes the purposes described above, **first identify these important characteristics in the music.** If these are not indicated in the score, make the decision yourself:

1. **MOOD:** Meditative or jubilant? Use more words that describe the mood or sound more precisely (light or heavy, clear or rich, sparkling or foundational, simple, calm, reverent, ethereal, solid, majestic, quietly jubilant, etc.)
2. **VOLUME:** Overall volume level (very soft, soft, medium, etc.)
3. **SOLO:** Will a solo and an accompaniment be played on two separate manuals (solo and accompaniment registration), or will both hands play on the same manual (chorus registration)?

Next, decide on the sound that you want and find it on the organ.

CHORUS REGISTRATION

For “chorus-type” registration, in which both hands play on the same manual, try the combinations given below.

Use the handout “Common Stop Names Listed by Pipe Category and Family of Organ Tone” to find particular flutes, principals, strings, reeds, or hybrids (as indicated below) on your organ.

The following list begins with the softer stops or combinations, which are usually most effective in enhancing the spirit of worship:

1. A soft 8' stop alone –
flute, hybrid, or string
2. The celeste effect – use two 8' stops (hybrid, flute, or string, with celeste), or a single celeste stop marked “II” like GEMSHORN CELESTE II 8')
3. Two soft 8' stops –
flute and hybrid, flute and string
4. Flutes 8' and 4'
5. Two soft 8' stops and flute 4'
6. Flutes 8', 4', and 2'
(or flute 8', principal 4', and flute 2')
7. Principal 8' alone
8. Principal 8' and flute 4',
or flute 8' and principal 4'
9. Principals 8' and 4'
10. Principal 8' plus no. 1, 3, 4, 5, or 6 above
11. Principals 8' and 4' plus no. 1, 3, 4, 5, or 6 above
12. Principals 8', 4', and 2'
(note the brightness of the 2' principal)
13. Adding the chorus mixtures and/or chorus reeds probably reach beyond an appropriate volume level for preludes and most postludes in Sacrament meeting.

SOLO AND ACCOMPANIMENT REGISTRATION

For “solo and accompaniment” registration, one hand (usually the right) plays the solo part *on either the Swell or the Great*, and the other hand (usually the left) plays the accompaniment on the remaining manual. First, decide whether the sound of the solo or the accompaniment is most important to you, and begin building that combination. Next, build the other combination, balancing it with the first. For the accompaniment (usually played by the left hand), use one of the chorus-type registrations given above.

For the solo part (usually played by the right hand), you need only find a more prominent (louder) stop or combination. *The solo may be registered with any chorus-type registration (see above), as long as the accompaniment is softer.* Celeste effects, however, are usually most effective in the accompaniment part.

The following is a **list of solo stops or combinations** that are not included in the chorus registrations given above. These usually result in a more colorful solo:

1. A single harmonic flute 8'
2. Flutes 8' and 2' – a “gap” combination
3. Combinations of the 8' flute and other stops from the CORNET (pronounced “cor-NAY”):
 - a. Flutes 8' and 2²/₃' (an especially effective soft solo combination)
 - b. Flutes 8', 4', and 2²/₃'
 - c. Flutes 8', 2²/₃', and 1³/₅' (“SESQUIALTERA”)
 - d. Flutes 8', 4', 2²/₃', and 1³/₅'
 - e. Flutes 8', 4', 2²/₃', 2', and 1³/₅' (the full CORNET)
4. String 8' (may sound like a soft reed)
5. Flute 4'
6. Soft reed 8' (OBOE, CROMORNE, CLARINET, FRENCH HORN, ENGLISH HORN, SCHALMEI)
7. Soft reed 8' “rounded out” with other mild 8' and 4' stops (flutes, hybrids, strings)
8. All the 8' stops on the Great that blend, possibly including the Swell to Great coupler (a very warm, “singing” solo combination)
9. A larger chorus reed 8' (TROMPETTE, FAGOTT) (more effective as a meditative solo stop when played in the tenor range)
10. A larger chorus reed 8' “rounded out” with other 8' and 4' stops

PEDAL BALANCE

Build the bass part to balance with the chorus-type combination (not the solo). Choose a soft 16' and 8' stop from the Pedal division (Subbass, Bourdon, Gedackt, Lieblich Gedackt). As an alternative, select a soft 16' Pedal stop and Swell to Pedal or Great to Pedal (whichever does not have the solo). To balance larger manual combinations, add larger 16' stops followed by 8' stops in the Pedal as needed. If manual-to-pedal couplers are used, the 8' balance will occur automatically as manual stops are added.

**Write down the
combination or
save it to memory
for later use.**

Once you have selected the combination that you want, write down the stops in pencil on the music. You can then draw this combination by hand whenever you play that piece on that organ — if you have time. If you will not have time to draw the stops by hand, set the combination on a combination piston (“preset”). Be sure to double-check your preset just before the meeting!

CREATING PRELUDES & POSTLUDES FROM THE HYMNBOOK

Prelude music is played as members gather before the meeting. Its purpose is to create an atmosphere of worship that invites the Spirit. After the closing prayer, an instrumental postlude is played as members leave the meeting. Hymns and other sacred music can be selected for prelude and postlude music. Musical selections should be consistent with the worshipful spirit of the hymns. They should teach the gospel with power and clarity.

General Handbook: Music

It can be particularly appropriate to play prelude or postlude directly from the hymnbook. This can be accomplished in many ways, ranging from straightforward to creative. Following is a list of possible ways to do this, beginning with the simplest. (Note: “Registration Suggestions” refers to the handout with that title in this packet.)

BOTH HANDS ON THE SAME MANUAL

REGISTRATION: When both hands play on the same manual, try combinations from the “Chorus Registration” and “Pedal Balance” sections of the “Registration Suggestions.” Be sure that the volume level is appropriate for the situation.

A SINGLE VERSE

Play the hymn as written, in the normal arrangement: the two hands play soprano, alto, and tenor on either the Swell or the Great, and the feet play the bass. This is the simplest approach.

MORE THAN ONE VERSE

Play the hymn as written, in the normal arrangement (described above), now changing the registration between verses. While simple to play, the change of registration offers variety.

HANDS ON DIFFERENT MANUALS

REGISTRATION: When soloing out either the tenor or soprano part, try combinations described in the “Solo and Accompaniment Registration” and “Pedal Balance” sections of the “Registration Suggestions.” Nearly any good stop or combination could serve as the solo, provided that it is more prominent than the accompaniment. Be sure that the overall volume level is appropriate for the situation.

TENOR SOLO

Play the hymn as written, but solo out the *tenor* part on its own manual. RH plays soprano and alto on one manual, and LH plays the tenor solo on another. The LH solo may play one octave higher. Tenor solo is nearly identical to the normal arrangement, except that the hands play on different manuals, and LH plays tenor only (no alto notes).

SOPRANO SOLO

Play the hymn as written, but solo out the *soprano* part on its own manual. LH plays alto and tenor on one manual, and RH plays the soprano solo on another. The RH solo may play one octave lower. Soprano solo is challenging because the LH plays notes that are written on both treble and bass staves – alto on the treble staff, and tenor on the bass staff. It is worth learning, however, as it is one of the most useful and effective “creative” hymn playing techniques of all.

PARTS ENTER ONE AT A TIME

REGISTRATION: Same as “Both Hands on the Same Manual” above.

Both hands play on the same manual. For the first quarter of the hymn, play soprano only. For the second quarter, add the alto. For the third quarter, add the tenor. For the fourth quarter, add the bass (in the manual or the Pedal). As an alternative, start with any actively moving part, adding parts one at a time in an order of your choosing.

BEGIN WITHOUT SOPRANO

REGISTRATION: Same as “Both Hands on the Same Manual” above.

Both hands play on the same manual. For the first half of the hymn, play all but the soprano. For the second half, add the soprano.

ADD A PEDAL POINT

REGISTRATION: Same as “Both Hands on the Same Manual” above.

A pedal point is a long pedal note that is sustained while the harmonies change around it. It is usually most successful when played on the dominant note (the 5th note of the key of the hymn) or the tonic note (the keynote of the hymn). A shorter pedal point is held out for a few beats, a longer one for a few measures. A pedal point should not be held too long – your musical judgment should sense when it is time for the dominant pedal point to either join the pedal line or jump to the tonic note, or for the tonic pedal point to move. Usually the hands play on the same manual, and usually it is *added* below the bass part (rather than *replacing* the bass). A dominant pedal point can be particularly effective as part of a creative introduction, or during the last verse.

INSERT PASSING TONES

REGISTRATION: Same as “Both Hands on the Same Manual” above, or “Hands on Different Manuals,” depending on the situation.

A passing tone is inserted between two notes of a single part that are a third apart, resulting in three notes stepping up or down instead of two notes separated by a skip. These can be especially effective when the passing tone is inserted in the second beat of a long note (half note).

COMBINE THESE APPROACHES THROUGH TWO OR MORE VERSES

REGISTRATION: Same as “Both Hands on the Same Manual” above, or “Hands on Different Manuals,” depending on the situation. Create a registrational plan, save it to presets, and write it down (in pencil).

Inspiring and beautiful preludes and postludes lasting several minutes can be created by tastefully combining two or more of the approaches described above. Some examples follow.

Hymn 109, *The Lord My Pasture Will Prepare*.

REGISTRATION: Sw: Flute 8', Gemshorn 8';
Gt: Principal 8' +trem; Ped: soft 16' 8'.

Verse 1: Parts enter one at a time on Sw
(soprano meas.1-8, alto m. 9-16,
tenor meas. 17-20, bass meas. 21-26).

Verse 2: Soprano solo on Gt, moving down an octave
at pickup to m. 17.

Hymn 170, *God, Our Father, Hear Us Pray*

REGISTRATION: Sw: Celeste 8'; Gt: foundations 8';
Ped: soft 16', Sw/Pd.

Verse 1: Begin without soprano and bass
(play alto and tenor only), m. 1-8
m.8 on “day,” insert alto passing tone C.
m.9 add bass.
m.11 on “em-” insert tenor passing tone G.
m.12 on “blest” insert bass passing tone D.
m.13 add soprano part.

Verse 2: Tenor solo on Gt, moving up an octave at
m.9, and ending on G instead of D.

Hymn 6, *Redeemer of Israel* (a solid postlude version)

REGISTRATION: Gt: foundations 8', 4'; Sw: fndtns 8' 4' 2'
Oboe 8'; Pd: fndtns 16' 8', Gt/Pd; Sw expr closed.

Intro: Begin at “Our shadow” on Gt with dominant
pedal point.

v. 1: Normal arrangement on Gt

v. 2: Play soprano, alto, tenor on Gt, leaving out
Bass part

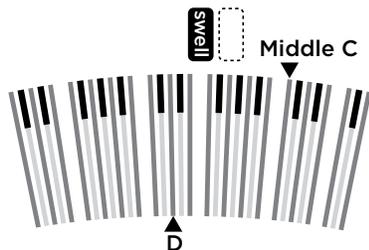
v. 3: Add Sw/Gt, ending with dominant pedal
point as in the intro.

PEDAL BASICS FOR BEGINNERS

Organists play with their feet! Here are some helpful hints to get you started.

AT THE BENCH

Center yourself on pedal D. Sit farther back on the bench than at the piano so that you are very well supported. Sit up straight and let your feet fall naturally to the pedals. Your toes should brush the tips of the black keys, and you should be able to place your foot flat on the Swell expression pedal. Move the bench forward or back if needed, and keep well supported on the bench. You should be able to play the pedal keys with your heels without pressing your legs into the bench, and release a key with the heel without leaning back or holding your legs up in the air. Adjust the bench higher or lower as needed. It is very important that your bench adjusts up or down to accommodate organists of various heights.



KNEES

Keep your knees comfortably together when the feet play keys that are up to an octave apart.

TOES AND ANKLES

Use the ball of your foot or the big toe to play the key. Tip your feet inward so that the outside of your foot cannot play the next key over. Play the toes by unlocking the ankles as though you were tapping your toe on the floor. Don't allow the whole leg to move.

HEELS

Center the heel over the key. Use as little up-down motion as possible to play a key, especially when using the heel.

FINDING KEYS

GLIDING: When a single toe plays one key and then another, it glides over and plays the second one by brushing across the tops of the keys. Try gliding back and forth between E and F, then expand out to E and G, E and A, etc. Eventually, the feet learn these distances by gliding in mid-air without brushing.

CONTACT: If the toes play keys that are close together – the interval of a second, third, or fourth – keep the heels touching one another and “scissor out” to find the second key. Try playing left toe on C, right on D with the heels in contact. Play back and forth between the two keys. Now scissor the right toe out to E, keeping the heels in contact. Finally, “measure” out to F – the interval of a fourth – keeping those heels in contact. Now break the contact and glide the right toe out to G – the interval of a fifth, where it is impractical for most feet to keep contact.

GAPS: To find keys a large distance apart, use the gaps between the sharps at E-F and B-C. For example, allow your right toe to glide upward from E and tap the next C-sharp higher. Then bring the toe back out of the gap and play the C. Next, glide down to tap the next D-sharp lower, then bring the toe back out of the gap and play the E. Go back and forth without looking.

ORGAN SHOES

Most organists wear special shoes to help them play better and reach more keys. They are flexible, have thin, slippery soles, have a heel, and the arch is not filled in (see the following page). You may find shoes that work for the organ at a thrift store, at a dance store, or online at organmastershoes.com. If you don't have organ shoes, use stocking feet. Avoid bare feet (they stick) or dirty street shoes (they can scratch the pedals).



NOTATION

You can mark your music with “pedaling” just like adding “fingering.” Use this “carat” shape for the toe  and a small circle for the heel . Place it above the note or staff to indicate right foot, below for left.

ORGAN SHOES



PEDAL EXERCISES

Exercise 1

^ A carat placed below the staff indicates left toe;
^ above the staff indicates right toe

Exercise 2

Exercise 3

o A circle or U-shaped symbol indicates the heel

Continue by learning the pedal line of Hymn 3, *Now Let Us Rejoice* (simplified for organ in three parts) as found in "Now Let Us Rejoice" in this packet.

LEGATO PEDAL TECHNIQUES

1 GLIDING

The individual foot “gliding” from key to key

- Play natural keys about an inch from the sharps, remembering to tip the foot inside and play on the ball of the foot.
 - With the right foot, play back and forth from C to D (steps), expand from C to E (thirds), now C to F (fourths), and C to G (fifths) [farther if you wish]
- Now play some sharps, using the pad of the big toe. Cover no more than half the sharp key.
 - Left foot play C to B-flat (steps), down to A-flat (third), now to G (fourth), and F (fifth).

2 ALTERNATE FEET

Place the feet in contact with one another, measuring the distance from one key to another. On natural keys, play either the right or left foot slightly forward so that the feet fit together like puzzle pieces. On sharps, this is not necessary.

- Place the toes of the two feet on C and D (a second), with either right or left foot slightly forward, the feet in contact with one another. Play C and D alternately. Make sure you are keeping contact and that your knees are comfortably together as well.
- Now scissor the right foot out to E, keeping the two feet in contact. Knees still together! This is a third.
- Now scissor the right foot out to F, keeping the two feet in contact. This is a fourth. Now break the contact and move the right foot one key out to G. That is how we measure fifths: a fourth plus one.
- Now take the right foot up to C. Keep the knees together. That’s the octave. The muscle tension you feel is valuable: this kinesthetic sense eventually helps us find keys without looking.

3 TOE/HEEL PEDALING

- Play the right toe on middle F-sharp, place your right heel on F-natural and rock back and forth between the two notes.
- Use your ears to get a perfect legato between the two tones. No over-legato, and no breaks.
- Now heel/toe it from F clear up to B-flat and back.
 - Center the heel on the natural key.
 - Keep your toe covering no more than half the sharp key.

4 CROSSING

The toes and heels can cross over and under one another in many ways.

- The easiest way: using the sharps to cross over. Play left toe on D, right on E, and cross over with the left to F-sharp.
- A more complex way: using heel and toe crossing. Place left toe on A-flat, right on B-flat. Keep the feet close together. Play left toe A-flat, right toe B-flat, swivel around to plant left heel C, (keep feet together) right heel D, cross left toe over to E-flat, right toe on F.

5 SUBSTITUTION

The toes or heels can substitute for one another while the key is being played. Play left toe C, right toe forward on D and immediately substitute left toe underneath on D, right toe plays E and immediately substitute left toe.

6 TOE GLISSANDO

The wider foot can rock the toe back and forth on sharps to achieve a legato connection. The more narrow foot must angle the foot over the two keys, and then lift the heel while using a flexible toe to achieve the legato. Try both methods on your imaginary keyboard.

7 PRE-LOCATE

Simply prepare any free foot over the next key to be played as soon as possible. This “buys” peace of mind

PEDAL TECHNIQUE CHECKPOINTS

Skillful and confident use of the feet in organ pedal playing can be developed in a short period of time if you are able to internalize a few simple “checkpoints” so that you follow them AUTOMATICALLY whenever the feet play. When all the checkpoints operate subconsciously, a dependable reference system is activated that directs the feet to the right keys. Precision, ease of execution, and habit building—NOT SPEED—are of the essence. Observe, as usual, the cardinal rule: **Always practice slowly enough to stay in control.**

ADJUST POSITION CHECKPOINT 1

- ✓ **LEFT AND RIGHT.** Square the bench to the console, then CENTER YOURSELF ON PEDAL D. Be able to pivot—not slide—to reach extreme ranges, then return to center. Some suggest centering on E-flat or E. More importantly, choose one of them on which to center and be consistent.
- ✓ **FORWARD AND BACK.** Bench and “person” placement. Sit far enough forward to allow pivoting to reach either end of pedalboard, and to allow the right foot to set flat on the swell pedal. Sit far enough back to allow toes to clear sharps easily when crossing feet. Set the bench in the optimum forward-back position to allow both leg support and clearance of the sharp keys.
- ✓ **UP AND DOWN.** Arrange BENCH HEIGHT so that both toes and heels can play and release without leaning the torso forward or back or pressing the legs into the bench, and so that they can refrain from playing without causing leg strain or back discomfort. If the bench is not adjustable, place it on risers or 1" x 4" boards to raise it, and arrange for the bench to be shortened by at least ¾" if necessary. It may then be raised, lowered, or restored to its original height as needed.
- ✓ **POSTURE AND RELAXATION.** Keep your back and head in straight but relaxed alignment—as though being suspended at the crown by a string. Relax shoulders, elbows, and wrists—“float” over the manuals. Curve fingers well, with a sense of pulling inward rather than pressing downward when playing a key. For pedal solos or exercises, hands might either rest on the bench, grasp the “key cheeks,” or remain suspended above the keys.

KNEES AND ANKLES CHECKPOINT 2

- ✓ **KNEES TOGETHER.** When both feet are involved, keep knees as close together as is comfortable through the octave.
- ✓ **MOTION LIMITED.** Use a quick, decisive attack. The sole of the shoe stays in contact with or very close to the key surface. Heels also stay close to the key surface. When playing toes, use ONLY ANKLE MOTION (knee does not move up and down). Allow minimum knee motion when playing heels. Note: heel playing involves the whole leg, so when choosing between toe and heel, if other factors are equal, use the toe.
- ✓ **KEEP FEET REASONABLY PARALLEL TO THE KEYS.** This is made easier when the knees pivot around WITH the feet in extremely high or low ranges. Divide up the angles between the feet when using heel/arch or heel/heel contact—do not let one ankle do all of the scissoring out.

SHARPS CHECKPOINT 3 *play only toes on sharps*

- ✓ **COVER NO MORE THAN HALF THE SHARP KEY.** The “corner” of the sharp fits between the big toe and the “ball” of the foot.
- ✓ **TOES.** Tip (rock) the foot inside and play on the inside of the foot. Exceptions: tip to the OUTSIDE of the right foot on the lowest keys, and to the OUTSIDE of left foot on the highest keys. The main point: AVOID PLAYING FLAT-FOOTED.
- ✓ **CONTACT.** Keep the heels together when toes span up to a fourth on sharp keys—“HEEL/HEEL”. Use a ‘scissor’ action to measure 2nds, 3rds, and 4ths. Maintain contact between the feet for these intervals whenever both feet are active. Move one foot slightly forward when playing in extreme ranges.

NATURALS CHECKPOINT 4 *play toes or heels on naturals*

- ✓ **PLAY JUST CLEAR OF SHARPS.** Avoid playing forward in the gaps or back underneath the bench.
- ✓ **TOES.** Tip (rock) the foot inside and play on the ball of the foot. (Note the same exceptions as in Sharps— tipping to the OUTSIDE in extreme ranges.)
- ✓ **HEELS.** Center the heel over the key. Place the heel carefully, “feeling” the key before playing. As the heel pivots on the key to allow the toe to move right and left, keep the heel centered.
- ✓ **CONTACT.** Keep the feet together when the toes play on natural keys that are separated by a 2nd, 3rd, or 4th. When both feet play natural keys, OFFSET the feet (place the heel of one foot in the arch of the other—“HEEL/ARCH”). Usually, place the RIGHT foot forward (unless the left foot plays a sharp).

IN GENERAL CHECKPOINT 5

- ✓ **PRE-LOCATE.** As soon as a foot finishes playing a key, prepare (pre-locate) the foot over the next key.
- ✓ **EYES UP.** Train your mind more quickly by avoiding glancing down at the feet except to check on details of technique during practice. Develop the “reference system” techniques (knees together, heel-arch, heel-heel, gliding from key to key, gaps for large skips), rather than depending on the eyes to locate pedal keys.

ORGAN TRAINING RESOURCES

AVAILABLE THROUGH BRIGHAM YOUNG UNIVERSITY

MAIN WEBSITE

BYU Organ Study Website - visit organ.byu.edu and then click on Ward Organists on the menu bar.

BOOKS AND SOFTWARE

Hymn Studies for Organists (Belnap), *Three-Stave Hymn Accompaniments* (Cundick), *Manual-Only Hymns for Organ* (Cundick), and *Transformations* (Cundick) - see "Easy Prelude and Postlude Resources" in this packet.

OrganTutor Online Tutorial and Workbook (Cook) - visit organtutor.byu.edu and follow the specific links.



The OrganTutor Workbook only (no online tutorial), Printed (\$23 + shipping), or PDF (\$9.50). May be used separately, but most effective in combination with -

OrganTutor Online Tutorial only (for smartphones, tablets, laptops, desktops), \$50 for 3-year subscription, \$30 for 6 months. Request free 2-week code from organ@byu.edu

ORGAN COURSES THROUGH BYU INDEPENDENT STUDY AND ONLINE

BYU Independent Study Organ Courses, see "Brigham Young University Organ Programs for Off-Campus Organists" in this packet, and at organ.byu.edu > Off-Campus Students > BYU Programs for Off-Campus

The New Ward Organist - a "quickstart" organ course in 8 free YouTube videos & packet. See "The New Ward Organist" in this packet or visit organ.byu.edu/the-new-ward-organist

Creative Hymn Playing Techniques - organ.byu.edu > Info. & Reference > Creative Hymn Playing Podcasts

ORGAN WORKSHOPS AND ONLINE TRAINING

BYU Organ Workshop - an in-person and online workshop for adults, first week in August, \$125-\$290. For more information visit organ.byu.edu/organworkshop, or email organ@byu.edu.

Offers 3-4 days of instruction in organ playing skills. Several classes are scheduled every hour to meet the needs of beginning to advanced organists. Supervised Practice Sessions (no fee) and Private Instruction (\$60) provide an opportunity to play hymns or organ pieces for an instructor and receive personalized feedback, instruction, and motivation. Use this workshop as a springboard for lifelong learning in organ. If you wish, enroll in a BYU Independent Study organ course to help you along during the year. Return the following year and take workshop classes that will prepare you for the next level of study.

BYU Young Musicians SummerFestival - for ages 14-18, mid-June, \$235 - \$525 (includes daily lunch, housing and all meals are optional), offered by BYU Conferences and Workshops, visit summerfestival.byu.edu

Six-day workshop for young instrumentalists and vocalists who want to improve their musical skills and talents. Includes instruction by School of Music faculty and guest instructors in more than 20 instruments, including voice. Organ Instruction is offered at the beginning level for pianists who want to study organ, and also at the intermediate and advanced levels. Several BYU organ majors have begun their organ studies with the SummerFestival.

Online Training Sessions - free online classes from October through May. Beginning classes are held on 1st Thursday, music theory classes on 2nd Thursday, with advanced classes on 3rd Thursday of alternate months. organ.byu.edu/online-training-sessionis

BYU Traveling Organ Workshops - free multi-stake workshops directed by BYU organ faculty in coordination with a local host stake and a local coordinator. organ.byu.edu/workshops

BRIGHAM YOUNG UNIVERSITY

ORGAN COURSES FOR OFF-CAMPUS ORGANISTS

BYU INDEPENDENT STUDY ORGAN COURSES (*Offered by BYU Independent Study*)

The Brigham Young University organ faculty and BYU Independent Study offer a variety of organ courses designed to provide motivation and instruction for organists to improve their skills by working toward specific goals. Traditional instruction is offered through books and online lessons, while performance instruction is coordinated with qualified organ instructors in person (in the vicinity of the student) or online.

These courses are a multi-level, in-depth organ training program created by the BYU organ faculty. Each of the six levels/courses (organ.byu.edu/trainingresources.pdf) is available in both college-credit and non-credit versions. College-credit versions (Music 399R Sections 1-6 (is.byu.edu/site/courses/index.cfm?school=univ)) offer between 2 and 5 hours of college credit (fee: \$450-1125) and a certificate of completion. Non-credit "Continuing Education" versions (Music 71-76) offer a certificate of completion but no college credit (\$150 per course). Visit elearn.byu.edu, and then click Catalog > Community Education Courses, and then find Organ Performance, Level 1, etc. Free versions are available for Levels 1 and 2 only, offering neither college credit nor a certificate. Visit elearn.byu.edu, and then click Catalog > Free Courses > Organ Performance (Music 071 or Music 072).

The courses begin at Level 1 with basic organ skills for the pianist, and end at Level 6 at the point of readiness for the Colleague and Service Playing certificates of the American Guild of Organists. Visit agohq.org/certification.

Students, in consultation with their instructors, enroll at the level that best suits their needs. Each course/level allows up to one year to pass the requirements. Upon passing, students may enroll for the next level. In the free versions of Levels 1 and 2, students are welcome to pick and choose the topics that they wish.

Each level presents two types of instruction: 1) written assignments and exams on organ technique, organ registration, and music theory, and 2) played assignments on specified exercises, organ repertoire, hymn playing, sight-reading, transposition, and accompaniment. The written assignments are graded by computer. Students may pass off the played assignments with an approved evaluator or possibly with a member of the BYU organ faculty. Some may be submitted by video recording. To see a summary of the requirements for Levels 1-2, visit organ.byu.edu/orgcertlev1-2.pdf. For levels 3-6, visit organ.byu.edu/orgcertlev3-6.pdf.

Seek out a qualified organ instructor to meet with either in person or online as often as needed to help you complete the course requirements. Instruction customized for each level is also offered during the annual BYU Organ Workshop (see below). Other instructional materials are available at organ.byu.edu/. The cost for the instructor and course materials is in addition to any course fees.

For more information, follow the links above, visit organ.byu.edu, or email indstudy@byu.edu.

BYU ORGAN WORKSHOP (*Offered by the BYU School of Music, for adults*)

See "Organ Training Resources" in this packet. For more information, visit organworkshop.byu.edu, call 801-422-7692, or email organ@byu.edu.

BYU MUSICIANS' SUMMERFESTIVAL (*BYU Conferences and Workshops, for young musicians*)

See "Organ Training Resources" in this packet. For more information, visit summerfestival.byu.edu, call 801-422-7692, or email young_musicians@byu.edu.

THE NEW WARD ORGANIST

Eight video lessons to assist the pianist in getting started as an organist for the Church of Jesus Christ of Latter-day Saints

The free YouTube videos are hosted by Dr. Don Cook of the Brigham Young University Organ Department, with graduate students Samantha Adair, Amber Dahlberg, and Taryn Harding. Click the link in any video description to download and print the free packets (in pdf format).

For links to each video, please visit
organ.byu.edu/the-new-ward-organist

Lesson 1 – Introduction (2:34)

- How to use this video series to get started on the organ bench

Lesson 2 – How to Start Playing the Organ (8:13)

- How to turn it on
- Names of keyboards
- Stops
- Thumb pistons: “Generals” & “Divisionals”
- Expression pedals
- Crescendo pedal
- Toe studs
- Organ shoes
- Adjusting the bench
- General cancel

Lesson 3 – Choosing Organ Stops (9:43)

- Families of organ tone
- Pitches of organ stops
- Mutations
- Couplers
- How to register a jubilant hymn
- How to register a meditative hymn
- How to register prelude and postlude
- Saving registrations
- General and divisional pistons

Lesson 4 – How to Play a Hymn (10:37)

- What if I can’t play with my feet yet?
- Choosing stops for a hymn
- Common stop names by category
- How do I begin to play a hymn?
- Exercises to practice fingering techniques
- Orienting yourself at the pedalboard
- How do I know what part of my foot to use?
- Putting it together: Learning the hymn, “Nearer, My God, to Thee”

Lesson 5 – How to Play the Pedals (10:22)

- Organ shoes
- Adjusting the bench

- Notation and markings for pedaling
- Technique: knees and feet together
- Don’t look down: prelocate
- What part of the pedal key do I play on?
- Some advanced techniques
- Two hymn pedaling examples

Lesson 6 – Advancing Your Hymn Playing (11:15)

- Chorus registration
- Exercises to practice repeated notes
- Collection of hymns with repeated notes edited: Carol Dean marked hymnbook
- Exercises to practice more advanced legato fingering techniques

Lesson 7 – Prelude and Postlude Tips (6:04)

- A great list of prelude and postlude music
- Tip #1: Time your music
- Tip #2: Length of prelude and postlude
- Tip #3: Concluding prelude
- Tip #4: What music should I play?
- Tip #5: How to choose registration (with three examples)
- Tip #6: Postlude

Lesson 8 – Continuing your Organ Training (10:44)

- Find an organ teacher
- BYU Independent Study organ courses
- BYU Organ Workshop
- BYU Traveling Organ Workshops
- BYU Organ Workshops Facebook Group
- OrganTutor Online
- BYU Musicians Summerfestival
- Find the nearest American Guild of Organists (AGO) chapter
- The AGO website
- BYU Organ Study website

For questions or more information:

Email – organ@byu.edu

Website – organ.byu.edu

INTERNET RESOURCES FOR ORGANISTS

Links can be found at organ.byu.edu/internetresources.pdf

General “Hot Spots” of Organ-Related Web Resources

- **American Guild of Organists** - agohq.org
The New Organist (videos and other resources) - agohq.org/new-organist/
Educational Resources - ago.networkats.com/members_online/members/createorder.asp Lessons for the New Organist and other educational videos - youtube.com/user/GuildofOrganists/videos
- Wikipedia - en.wikipedia.org/wiki/Pipe_organ

Specific Areas of Interest to Organists

• BYU

- Organ Study at BYU - organ.byu.edu
- BYU Organ Workshop - organworkshop.byu.edu
- BYU Musicians' Summerfestival (ages 14-18) - summerfestival.byu.edu
- The New Ward Organist - organ.byu.edu/the-new-ward-organist
- OrganTutor - organtutor.byu.edu
- Independent Study Organ Courses
 - College-credit courses (Levels 1-6) - elearn.byu.edu/catalog
(scroll to Fine Arts & Communications – Organ Performance)
 - Certificate-only courses (Levels 1-6, noncredit) - elearn.byu.edu > Catalog > Continuing Ed Courses
 - Free courses (Levels 1-2 only, noncredit, no certificate) - organ.byu.edu > Off Campus Students > BYU Programs . . . > Independent Study Organ Levels 1-2

• Organists of the Church of Jesus Christ of Latter-day Saints

- Organ Training Resources - organ.byu.edu/trainingresources.pdf
- Facebook groups:
 - New Facebook group for organ students and teachers - facebook.com/groups/byuorganworkshops
 - Organ Pedagogy - facebook.com/groups/1535239366756069
 - Latter-day Saint Organists' Chat - facebook.com/groups/200735804094251
- Resources for LDS Organists (DeeAnn Stone) - LDSOrganists.info
- Belnap *Hymn Studies for Organists* - creativeworks.byu.edu > Catalog > search “Belnap”
- Carol Dean marked Hymnbook (about \$30+shipping) - printologyprinting.com > search “carol dean”
- History of LDS Hymns - en.wikipedia.org/wiki/The_Church_of_Jesus_Christ_of_Latter-day_Saints_hymns
- Temple Square Organs - thetabernaclechoir.org/organs
- Jackman Music - jackmanmusic.com
- Online Music for the LDS Organist - organmusicdownloads.com

• Organ Music

- sheetmusicplus.com, michaelsmusicservice.com, loisfyfemusic.com, organhistoricalsociety.org, theleupoldfoundation.org
- Kelvin Smith online music library - untraveledroad.com/music/music.htm

• Recordings and Broadcasts

- Pipedreams Program Archives - pipedreams.publicradio.org/listings
- JAV Recordings - pipe-organ-recordings.com
- Pro Organo (Zarex) proorgano.com
- Bach Organ Works (free online recordings – Kibbie) - blockmrecords.org/bach
- OrganLive.com (free Internet audio station) - organlive.com

• The Organ Itself

- Encyclopedia of Pipe Organ Stops - organstops.org/index.html
- Organ History - organhistoricalsociety.org/OrganHistory
- A Young Person's Guide to the Pipe Organ (The Pipe Organ Guide) - agohq.org/young-persons-guide

• Miscellaneous

- Facebook pages: AGO Organ Forum (closed group) - facebook.com/groups/AGOCCG
- Facebook Organists' Assoc. (public group) - facebook.com/groups/organists
- AGO Young Organists - agohq.org/ago-young-organists
- A Wiki resource on organ playing - organplayingwiki.byu.edu
- Pipe Organs: Remarkable and Historical Instruments from Around the World - mypipeorganhobby.blogspot.com
- Secrets of Organ Playing: Down to earth tips, advice, and training for organists (Vidas Pinkevicius) - organduo.lt
- Organ Pedagogy (Myrna Layton) guides.lib.byu.edu/c.php?g=216674&p=1428271

PLANS FOR CONTINUED ORGAN TRAINING

Those with a plan for developing their organ playing skills can offer a very special form of service through music throughout their lifetime. Some of the best ways to develop those skills are described below. Check the boxes next to ways that might interest you. When the time is right, choose the way that works for you, and dig in!

- New Ward Organist** (free online, 8 videos). A free course designed to help pianists in The Church of Jesus Christ of Latter-day Saints adapt their skills to the organ as soon as possible. Consists of seven videos, handouts, and a supplementary packet). Visit organ.byu.edu/the-new-ward-organist
- Private lessons** (\$). There is no better way to learn music than meeting regularly with a trusted personal mentor, either in person or online. Finding an organ teacher who is effective in helping you reach your goals and whose fees are within your budget is worth the effort. Visit organ.byu.edu/finding-an-organ-teacher/ or check with your local AGO chapter (see below). Online lessons (via Facetime, Zoom, Skype, Collabra, etc.) require a high-speed Internet connection and a webcam at the organ.
- BYU Independent Study organ courses** (3 course types: free [Level 1-2 only], certificate [\$150], or college credit [more \$]). A variety of organ courses designed to provide motivation and instruction for organists to improve their skills by working toward specific goals. Each of the six courses or levels covers hymn playing, organ technique, organ pieces, music theory, transposition, sight-reading, and choir accompaniment as appropriate to the level. Traditional instruction is offered through books and computer lessons, while performance instruction is coordinated with [qualified organ instructors](http://organ.byu.edu/orgcert.pdf) in the vicinity of the student. Visit organ.byu.edu/orgcert.pdf
- OrganTutor** (\$, OrganTutor is also used in the BYU Independent Study organ courses, and can be used in private and group lessons). 62 online lessons for the pianist on the basics of classical or traditional sacred organ playing. The OrganTutor Online Tutorial and Workbook contain technical and musical studies for classical or church organists of any denomination. They are designed to be used together, but are available separately. Subscriptions to use the online tutorial on tablets, smartphones, laptops, or desktops are available for 6 months (\$30) or 3 years (50). The workbook is available in hard copy or pdf. Visit organtutor.byu.edu or organ.byu.edu/usingorgantutor.pdf
- BYU Organ Workshop** (\$, early August in Provo and online). An intensive four-day workshop for organists of all levels. Primarily for those ages 18+. Visit organ.byu.edu/orgcert.pdf and organworkshop.byu.edu
- BYU Musicians' Summerfestival** (\$, mid-June in Provo). A seven-day event where young musicians ages 14-18 can receive daily organ lessons, attend concerts, learn music theory, enjoy social events, and more. Visit organ.byu.edu/orgcert.pdf and summerfestival.byu.edu
- BYU Online Training*** (free, throughout the year). October through May. For beginning organists: Monthly first Thursday. For music theory: monthly second Thursday. For trained organists: alternate months third Thursday. Details: organ.byu.edu/online-training-sessions
- BYU Traveling Organ Workshops*** (free, throughout the year). Usually multi-stake events (other formats possible), directed by the BYU organ faculty in coordination with a local host stake and a local coordinator. Visit organ.byu.edu/workshops or contact organ@byu.edu
- Ward- or Stake-sponsored organist training** (free). Many stakes and wards conduct some form of organ training. Contact your ward or stake music chairpersons or priesthood leaders. Multi-stake organ workshops can be arranged by contacting organ@byu.edu at the BYU School of Music (see BYU Traveling Organ Workshops above).
- BYU Organ Workshops Facebook page** (free). Offers continued online collaboration between workshop instructors and group members. Questions and answers, and miscellaneous posts about workshop-related topics. facebook.com/groups/byuorganworkshops. Other interesting groups can be found in the "Internet Resources for Organists" handout.
- American Guild of Organists** (AGO) membership and activity (\$ annual membership.) Local chapters of the American Guild of Organists meet monthly to share interests and skills, and there is a monthly magazine. The regional and national organization also conducts annual conventions. Visit agohq.org/membership/membership-overview

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To access the above information digitally, scan the QR code or visit organ.byu.edu/planforcontinuedtraining.pdf