

Bandworld

2008-2009 Fightin' Texas Aggie Band

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[Home](#)[← Page](#) [Page →](#)[Select Page](#)[View as PDF](#)[← Issue](#)[Issue →](#)[Issue Home](#)**BW 2009***The Future of the Bandworld***MusiClips**by Ira Novoselsky **Bio**[Previous MusiClips](#)[Next MusiClips](#)**Pieces of Eight**

by Joseph Willcox Jenkins/Jerome Neff

Album Title: Sparkle

Recording: Rutgers University Wind Ensemble

William Berz, conductor

Publisher: Mark Masters 7880-MCD

Sparkle is an energetic opening work by Shafer Mahoney and is also one of the many superlatives to describe the performances of the Rutgers Wind Ensemble. Among the delicacies within this outstanding recording is an interpretation of the Hindemith Symphony in Bb that can't be matched! Also included are The Echoes of God's Laughter (Lamp), Dark Forest (Zaninelli) and a beautiful work by Joseph Willcox Jenkins entitled Arioso (not to be confused with Arioso by Darren Jenkins). Sadly, this piece has been out of print for many years. As for the remaining pair of works; if you can't understand the basis of Pieces of Eight (Joseph Willcox Jenkins/Jerome Neff) go back to Music History 101. If you can't understand the basis of Suite Dreams (Bryant) I strongly suggest finding a Basic Band Lit. class!! The quality of the Rutgers Wind Ensemble recordings cannot be equalled and Sparkle is well worth adding to your listening library.

**America First**

By John Philip Sousa

Album Title: John Philip Sousa: Music for Wind Band - Volume 7

Recording: Royal Artillery Band

Keith Brion, conductor

Publisher: Naxos 8.559247

This ongoing Sousa series is one of the best and combines marches with other compositions, some familiar and some new to the listener. The most familiar march featured is El Capitan and while everyone knows this piece, Brion manages to bring a fresh interpretation that will certainly please. New to most people will be the Intaglio Waltzes, the very descriptive Sheridan's Ride, and Sounds from the Revivals; one of Sousa's religious medleys (Martin Hinton plays the cornet solos). On the march front, the recording concludes with The Naval Reserve which includes Sousa's song Blue Ridge, I'm Coming Back to You (sung by the band). Well recommended.

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BW 2009*The Future of the Bandworld***MusiClips**by Ira Novoselsky **Bio**[Previous MusiClips](#)[Next MusiClips](#)**Lucy Long**

by Fred Godfrey

Album Title: 180th Anniversary: The Allentown Band
 Recording: The Allentown Band
 Ronald Demkee, conductor
 Publisher: The Allentown Band - Our Band Heritage Volume 23 - (2 CD set)

This current Allentown Band recording combines performances old & new with works featuring the many soloists and instrumental sections. There are too many soloists to mention by name but it's nice hearing some of the forgotten classic solos again for piccolo, bassoon, and cornet included. Among the reissued selections are Victor Herbert Favorites and Offenbach's Orpheus in the Underworld (both arranged by Mayhew Lake) Finally I have to applaud Maestro Demkee and the band for including James Barnes' Fantasy Variations on a Theme by Niccolo Paganini. One would be hard pressed to find another suitable work that gives every instrument & section its due than this challenging masterwork. There is truly something for everybody in this excellent recording; BRAVO!!

**Hymne til Erindomen**

By Geirr Tveitt

Album Title: Geirr Tveitt: Music for Wind Instruments
 Recording: Royal Norwegian Navy Band
 Bjarte Engeset, conductor
 Publisher: Naxos 8.572095

In Bandworld Volume 19 Number 1 (August-September 2003) I commented about band musicians lacking familiarity with Norwegian band works other than Valdres. Today, thanks to WASBE and new found interest in foreign compositions this neglected band genre is gradually seeing light. The works of Geirr Tveitt (1908-1981) sometimes bear the essence of folk music but there is also the influence of the great 20th century masters as well as the composer's individual voice. In addition to the five original band works, this recording includes Selections from Hundrad Hardingtonar Op. 151 transcribed by Stig Nordhagen. The performance by the Royal Norwegian Navy Band is superb and the program notes are quite interesting. It is hopeful this fine recording will help the band music of Norwegian composers continue to gain acceptance with audiences.

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[Home](#)[← Page](#)[Page →](#)[Select Page](#)[View as PDF](#)[← Issue](#)[Issue →](#)[Issue Home](#)**BW 2009***The Future of the Bandworld***MusiClips**by Ira Novoselsky **Bio**[Previous MusiClips](#)[Next MusiClips](#)**"Vivace" from Music for Winds, Piano & Percussion**

by James A. Beckel, Jr.

Album Title: Starsplitter
 Recording: DePauw University Band
 Craig Pare, conductor
 Publisher: Mark Masters 7871-MCD

This well done recording from DePauw University is a musical smorgasbord for your listening pleasure. The brass section opens the feast with Fanfare to La Peri (Dukas) followed by the title piece, an exciting band work by Philip Rothman. Fandango (Turrin) features Leonard Fox on trumpet & James A. Beckel Jr. on trombone. Beckel is also a well known composer and his Music for Winds, Piano & Percussion is heard on this recording. In addition to the Faculty Woodwind Quintet offering music by Milhaud & Heiden, the entire woodwind section of the band performs the Overture for Woodwinds by Philip Sparke. Music by Yi, Arnold/Paynter & Spital round out the program. Plenty of good stuff, give Starsplitter your attention.

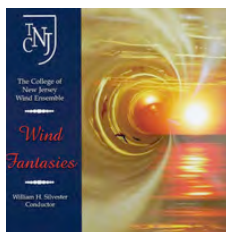
**Backwater Catfish**

By Paul Richards

Album Title: Raise the Roof
 Recording: University of Florida Wind Symphony
 David A. Waybright, conductor
 Publisher: Mark Masters 7630-MCD

One of the finest gems in the Mark catalog is the University of Florida Wind Symphony. This ensemble always produces some of the best in wind recordings. Raise the Roof! is Michael Daugherty's timpani concerto and I dare say the performance by Archie G. Birkner IV and the Wind Symphony is "timptastic"! The timpanist from the Wind Symphony is one of the many fine players adding to an unforgettable performance of the hallmark Music for Prague 1968 (Husa). If one would go by titles alone, four of the other works can conjure up some fine imagery. These works by Basler, Grantham, Richards, and Puckett are more than imagery, they are solid compositions musicians & audiences will gladly embrace. A trio of marches/characteristics provide an enjoyable close to the program; Men of Florida (Fillmore/Foster), Glory of the Yankee Navy (Sousa/Schissel) and Easter Morning on the White House Lawn (Sousa/Rogers)

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**"Variation VI" from Variations on a Theme by Joseph Haydn**

by Johannes Brahms/ William H. Silvester

Album Title: Wind Fantasies

Recording: The College of New Jersey Wind Ensemble

William H. Silvester, conductor

Publisher: Mark Masters 7885-MCD

I have to give credit to William H. Silvester and the College of New Jersey Wind Ensemble; their recent recordings have featured a blend of original works, varied soloists and the conductor's fine transcription skills. Wind Fantasies gives a nod to Brahms with two interesting bandstrations; Variations on a Theme by Joseph Haydn & Rondo from Serenade No. 2 in A Major (this work conducted by George Balog) The original works are Sinfonia IX, A Concert in the Park (Timothy Broege), Fantasia in G (Timothy Mahr), and the brass & percussion setting of Othello (Alfred Reed). The Rondo from the Weber Bassoon Concerto (arranged by Peter Schmalz) is given a fine performance by soloist Dennis MacMullin. Works by Arnold/Paynter and Frescobaldi/Slocum round out this nice recording.

**"Poursuite" from Vertiges**

By Marc Lys

Album Title: Music for Bass Trombone and Wind Band

Recording: Musique de L'Air Wind Band

Claude Kesmaecker, conductor

Publisher: Naxos 8.570544

The noble bass trombone has long deserved repertoire of its own, independent of tenor trombone & tuba literature. At long last, the marriage of bass trombone and wind band produces a fine audio offspring, courtesy of a magnificent soloist with a first class ensemble. The works are Etoile des profondeurs (Jerome Naulais), Vertiges (Marc Lys), Deux Marches d'ecart (Marc Steckar). Also included is the Eric Ewazen Bass Trombone Concerto (accompaniment arranged by Virginia Allen) which is a bit more familiar to bass trombone & tuba players. Even if you're not a bass trombonist (including me) you will greatly appreciate the virtuosity and imaginative scorings for soloist and ensemble throughout this recording.

continued

10 Years ago in Bandworld
Leadership Purpose
by Tim Lautzenheiser
Vol. 14, #4, p.33 (March - April 1999)

The purpose of the material in this article is to provide an opportunity for leaders to learn and adopt methods to promote their success in a given task. Reminding yourself of your own purpose for being a leader helps you stay on task throughout your daily activities. A purpose gives meaning and importance to what you are doing. Examining purposes and keeping them in mind supports leadership. The intention of the following program is made clear by closely examining your leadership purpose. You can carefully review the purpose by discussing each of the following key phrases:

- 1. Purpose**—Everyone has untapped potential. Becoming a leader is a lifelong process. The purpose does not prescribe a final destination. It suggests a direction of growth and learning. It is impossible, for example, to arrive at a destination called “east.” Traveling east makes more sense. We can use this purpose like a point on a compass and continually monitor our progress.
- 2. Provide an opportunity**—The American Heritage dictionary defines “teach” as “To cause to learn...” “Cause” is defined as “A person or thing responsible for an action or result.” Since everyone is responsible for his/her own learning, no one else can be the source or cause of that learning. So we have an interesting dilemma. No one can cause another’s learning and teaching is causing another’s learning. There is only one possible conclusion. Teaching is impossible! Don’t be discouraged. Leadership as a profession is not in jeopardy. Even though it is impossible, leaders have an incredibly challenging and useful job. They provide an opportunity for others to learn. They can invite others to learn. Leaders set the stage in the most effective way possible for learning to take place. The responsibility rests with the individual. Learning, defined as “the act of gaining knowledge or skill,” is not only possible, it is the most natural act humans perform. It begins before birth and continues at least until death. Leaders are responsible for providing an opportunity. The individual is responsible for learning.
- 3. Learn and adopt**—Knowing what is needed to be successful is not enough. Unless strategies for success are put into ACTION, they are useless. The ideas shared here encourage leaders to not only learn, but also adopt methods to be successful in life. This often

requires behavioral change. Selling leaders on the idea of changing their behavior is the ultimate challenge of this program. Shift in attitudes, values, and beliefs accompany shifts in behavior.

- 4. Method**—Most of the concepts involve concrete techniques and specific strategies for success. Parts of it, however, are philosophical in nature. These are ideas that can be used as tools to build a successful experience in leadership and life!
- 5. Successful in leadership**—There is no one model of leadership success that is appropriate for everyone. People are different and so are their pictures of success. It is not the intent of the ideas present here to promote leadership as defined by parents, teachers, or other leaders. Success needs to be defined individually by each unique leader.

Being a successful leader may help ensure success later in life. While some of the ideas presented can be seen as dealing with general life skills, the purpose is to teach effective leadership through intense self-development, communication skills, and sensitivity to others. **SEEK TOTAL EXCELLENCE.**

A Leadership Program Philosophy

The underlying philosophy of the concepts presented here is based on three assumptions. They are:

1. There are no secrets.
 2. There are no victims.
 3. There are no solos.
- 1. There are no secrets.** It is usually a mistake to assume that leaders are prepared to adjust to drastic changes in their environments and lifestyles. Assuming they know how to lead and how to be effective followers is also often a mistake. Being a leader for many years is no guarantee that you have mastered the process of leadership! When talking to leaders who have dropped out, we discover that most leaders took the position with both the ability and the motivation to succeed. What they lacked was a clear understanding of the specific strategies needed to get the job done.

There are no secrets about how to be a successful leader. Anyone who can read a paragraph and follow simple direction can succeed in leadership. The path to success is clearly mapped. It is

rarely a question of fundamental ability or motivation. More often it is a question of a leader being aware of effective strategies, experimenting with them, finding the ones that work for him/her, and adopting them as habitual behaviors.

Once a leader sees that there is no secret or magic associated with being successful and begins to identify with a successful image, a powerful thing happens. The daily activities and performances begin to fall into alignment with the self-perception. This is more than halfway to his/her goal of becoming a master leader!

- 2. There are no victims.** Blaming, whether we are blaming other people, ourselves, or circumstances, does nothing to empower us to get what we want in our lives. **YOU CREATE IT ALL!** (Both good and bad...leadership is Total Responsibility!)
- 3. There are no solos.** We are social animals. Peer pressure is a major force in our lives. Others play a powerful role in the development of our values, belief systems, and behaviors. A supportive environment, which includes positive support groups, is a critical element of leadership success.

Quality Leader Traits We All Like

Have a sense of humor
Have a passionate interest in some things
Have high energy levels
Are tolerant of changing moods
Know how to listen
Are creative
Enjoy touching
Are enthusiastic
Exude self-confidence
Appreciate success
Are sympathetic when I fail
Appreciate when we can be together
Don't fuss when we are not together
Have a keen sense of justice and injustice
Are sensitive to the needs of others
Can take risks
Have an air of mystery about them
Are not sure of everything
Are optimistic
Don't make fun of people
Can offer love unselfishly
Are people in whose presence I like myself more and more.

If You Think...YOU CAN!

**If you think you're beaten, you are.
If you think you dare not, you don't.
If you'd like to win but think you can't,
It's almost for sure you won't.**

**If you think you're losing, you've lost.
For out in the world we find--
Success begins with a person's will.
It's all in the state of mind.**

**If you think you're outclassed, you are.
You've got to think high to rise.
You have to stay with it
In order to win the prize.**

**Life's battles don't always go
To the one with the better plan.
For more often than not, you will win
If you only think you can.**

15 Years ago in Bandworld
SOUNDS GREAT
by Ben Miller
Vol. 9, #4, p.31 (March - April 1994)

I think it is fair to say that most young people get involved with percussion for one of the following reasons:

- 1. They want to be involved with a marching band or drum corps.**
- 2. They want to play drum set in a jazz, country or rock band.**
- 3. They want to play in a symphony orchestra, usually timpani.**

All three are perfectly valid reasons for playing percussion, but, unfortunately, that tends to be the “be-all-and-end-all” of the typical student’s percussion experience. It is my feeling that most students rarely get to experience the huge, diverse world of percussion, especially the sounds of the various percussion instruments.

Students who study the woodwind, brass and string instruments spend a great deal of time developing a good “tone” on their instruments. I have had the opportunity to judge solo and ensemble contests in a number of states, and there is always a caption for “tone” somewhere on the judging sheet for woodwind and brass players. However, I rarely see a similar area of concern on a percussion solo or ensemble judging sheet. I think it is important for teachers to get percussion students thinking about the sounds they produce when they play, not just the rhythm and volume. As far as I am concerned that is the best way to get rid of the “drummer” label we all despise and replace it with “MUSICIAN.”

What should it sound like?

I am often asked by band directors who are not percussionists to describe the sound that a particular percussion instrument should make. My usual reply is, “Any sound you want.” The directors think I am being a wise guy, but I am not. The sound possibilities of percussion instruments are limitless. If that were not the case, then there would only be one stick made by one manufacturer.

I recently judged a contest where a high school student played a snare drum but used a very thick head with muffling material on the head and marching band drum sticks. The sound coming out of the drum was dull and unresponsive. I asked the student about the tuning and he said that was the way they tuned all the drums at their school. As far as I am

concerned there is no “right” way to tune an instrument, but there are many “wrong” ways and this was one of them. I would hope that the student and teacher would spend some time experimenting with the tuning of the drums at the school. Listen for the sounds produced by using different combinations of batter and snare heads tuned to a variety of different tensions. I would also suggest that they experiment with the snare tension as well as the head tension. Experiment and see how many different sounds (colors) you can get out of one drum.

I believe that students and teachers (conductors) should work together and experiment to find all the different sounds that a percussion and drum sets as well as concert percussion. Listen to what happens when you turn a drum key 1/16th of a turn at each lug on the batter head. Now go back to where you started and try turning the key 1/8th of a turn at each lug. Listen for changes in timbre. Now, try it again using a different sized stick. You will get a completely different timbre.

Forget the voodoo, listen and practice!

I am often amused by students who will attend a percussion clinic and then go right out and purchase the exact same model of stick or mallet that the clinician uses. Students often don’t understand that it is not just the mallet that makes the clinician sound so good. There is that little thing called practice which has a lot more to do with how well a performer sounds than just the mallet or stick being used. Changing sticks and mallets will certainly produce different timbres, but how one strikes a percussion instrument has as much to do with the sound that is produced as the stick or mallet used to do the striking. Just because you use Symphony Sid’s Super-Pro Model timpani mallet doesn’t mean you are going to sound like Symphony Sid, especially if you are playing in the dead center of the timpani playing a multiple bounce (buzz) snare drum style roll—unless that is what the composer asked for. Symphony Sid plays as well as he does because he practices, tunes his drums and uses a variety of playing techniques as required by the music being performed and the location of the performance. It is through his practice that he knows which tuning and which mallet will produce the best sound.

The location of the performance has as much to do with the sound produced as any stick, head tension or instrument. At my school the Marimba Ensemble rehearses in a small rehearsal room, but performs in a large recital hall. The acoustics in the two rooms are quite different. When we have a dress rehearsal in the recital hall we usually find that we have to change to a different combination of mallets because of the change in environment. The same is true of our concert and jazz bands. The percussion instruments sound very different in the recital hall than

they do in the rehearsal hall. We are always changing sticks, mallets, head tunings and sometimes even replacing an instrument with another to get the sounds we want in the concert hall. Many elementary and high school bands perform in their school gyms and cafeterias. There is no way an instrument played in a gym will sound the same as it did in the band room. Some adjustments will have to be made.

Let's get serious!

I have often heard conductors complain about the attitudes of their percussionists in concert band and orchestra. As far as I am concerned, the problem is not with the students but with the teachers. I have seen conductors work day after day to get the woodwind section to interpret a melodic phrase in a particular fashion and yet those same conductors don't say a word to the percussion section about their interpretation of the exact same phrase. After several rehearsals it is easy to see why the percussionists don't care about the sticks they use, or the way an instrument sounds, or even lose interest in the ensemble altogether. If the conductor doesn't care about the sounds being produced, why should the players? Student percussionists become bored sitting while other sections are being rehearsed. I believe that is why drummers would rather play in marching band or rock and country bands or jazz ensembles where they play more often than they usually do in concert band or orchestra.

Speaking of jazz ensembles, it is very common to hear a school jazz ensemble that performs with great style and interpretation. It is just as common to hear the drum set of that same ensemble tuned like the drums of a marching band drum section or like the drums heard on a rock or country recording. You don't order German food at an Italian restaurant. You don't tune drums that are playing jazz to sound like drums that play rock or country or march outside.

Students and teachers must work together to listen and analyze sounds and decide what sounds (colors) will be best in a given situation. Percussionists are the original sound effects artists. It doesn't matter if they are students, teachers or professional players, their job as percussionists is to create unique and interesting sounds. They are the ones who add the color to ensembles. Conductors should never be satisfied with just one sound (color). They, along with their percussionists, should constantly be experimenting with sticks, mallets, tuning and instruments to create the sound which will work best in a given musical situation. Not just "a sound", but the best sound that **SOUNDS GREAT!**

20 Years ago in Bandworld
Developing Performance Techniques
by Frederick Speck
Vol. 4, #4, p.31 (March - April 1989)

Three fundamental aspects of ensemble performance, more than any other, influence the basic performance quality of the instrumental ensemble: **Temporal Precision, Intonation Accuracy, and Tone Quality.**

It is a false, yet too often held assumption that in the presence of a “good interpretation” the previously listed elements of performance will somehow clarify themselves. Conversely, the instrumental director should recognize that in most cases, the composer’s idea of the music is bound to a trust in fellow musicians to perform it with temporal, intonational, and timbral accuracy. Hence, the prevailing approach toward creating a worthwhile interpretation must always include attention to these three basic areas of ensemble performance. By continually addressing these areas, the director will help the ensemble to advance toward a meaningful interpretation in a more rapid and effective manner.

As musicians, we recognize that **time** is one of the defining elements of music; hence, it should receive special attention in musical interpretation. Because of this, ensemble musicians must recognize that maintaining temporal accuracy is the way that an entire ensemble can think about the same musical construction within a composition at the same precise moment. To consider such a phenomenon helps one to appreciate the unusual possibilities for group concentration that are idiosyncratic to ensemble performance. Imagine that the same group of people who make up an ensemble were presented with copies of a newspaper article. They are instructed to read it to themselves, making certain that they are all thinking about the same phrase in the same sentence of the same paragraph at every moment in time during the assigned reading period. It is obvious that there is no system that can coordinate the reading without interfering with the thought process. In music, however, adherence to a tempo and pulse makes such a feat of group concentration possible.

Temporal Precision. The technique that facilitates such mental connection in the ensemble is not a new invention, but rather the tried and true technique known as subdivision. Ensemble musicians must simply be aware of the prevailing pulse and its tempo and appropriate subdivision of that pulse throughout all of the music that they perform. Whereas the author prefers the mathematical approach (e.g., four sixteenth notes in common time being counted as one e and a) because it

allows the clear definition of both the beat number and its subdivision, other systems (administered with consistency) would be helpful as well. Consistency and regularity is central to the success of this system, so that eventually the ensemble musicians take the following approach to all musical performance:

1. Identify the smallest subdivision unit in a given musical example.
2. Be prepared to count that subdivision aloud and *in tempo* at the director's request.

The productivity of this approach can be ensured by using it at intermittent intervals throughout daily rehearsals. Another application of this procedure that for many yields even greater accuracy is called "percussive-breath counting". When some students count aloud, they allow their voices to develop a sing-song quality that eventually disturbs their rhythmic precision. Percussive-breath counting is executed by using a whispered voice that is strengthened by firmly breath accenting the counting syllables. It is even possible (and at times advisable) to instruct a portion of the ensemble to execute percussive-breath counting while others perform their instrumental parts.

Intonation. A second area of ensemble technique is ensemble intonation. It is important to note that good ensemble intonation is a condition that musicians create, not a phenomenon of happenstance. A part of creating good ensemble intonation has to do with continued awareness of the characteristics of good intonation (i.e., what good tuning of intervals sounds like, knowledge of problem pitches on various instruments, concepts of balance, etc.). Obviously, this knowledge must be held first by the teacher if it is to be successfully passed on to the students. However, what should be recognized is that musicians of any age or level of ability can be successfully taught to "take care" of their own pitch and that of the ensemble.

Beyond simply having a consistent pitch standard of A=440 (although that's a good place to start), ensemble musicians must develop a way to adjust pitch while in performance. A particularly successful way to help musicians become confident with adjusting their own intonation is to develop ensemble skill at hearing and thinking in solfege. This approach to listening can be learned at any age, and is an effective way to deal with the musician's problem of what to listen for. If a musician is trying to make the pitch A be a sol in the key of D major, it is significantly easier to hear sharpness or flatness than when trying to remember what A sounds like in the abstract. Once musicians understand that the sound of do has a different function and meaning than the sound of mi (or any other syllable), then they will be able to decide how to adjust a given pitch to its context. To understand these relationships, musicians must

first sing them, and then perform them on the instruments.

Solfege can be incorporated into a rehearsal both during warm-up and also later to address particular problems in repertoire being studied. Various approaches can be used, including full ensemble singing, individual singing, section of the ensemble singing while others perform on instruments, or division by stand partners.

Tone Quality. The final topic has to do with tone quality. To produce appropriate tone quality, it is important that a musician understands what good tone from his or her instrument sounds like. To facilitate such awareness, the musician must be presented with models (at certain stages of development) to imitate. Live performance models by teachers or peers are of great value, but even hearing examples of recordings of fine professionals can be helpful. In addition to hearing models by other performers, it is of immeasurable value for musicians to hear tape recorded examples of their own practice and performance. It is also valuable to have every ensemble musician feel comfortable with demonstrating some aspect of good tone quality, regardless how simple the passage or even if only a single held tone, for peers in the ensemble. This is a positive way to approach confidence and the ego that is attached to being a musician.

Along with presenting models of appropriate tone quality, the director must also be prepared to make observations and prescribe corrections concerning embouchures, breath support, hand position, bow stroke, etc. It is also notable that success in the area of ensemble intonation will automatically enhance the perception of tone quality and timbral clarity within the ensemble.

A final observation about the development of good tone quality is related to repertoire selection. No musician, amateur or professional, is capable of producing pleasing musical tone when passages have tessituras beyond the musician's level of competence. A general rule that the author has applied is the following:

1. If a pitch is too high or too low to be articulated at a mezzo-piano dynamic level and held for eight quarter note counts at quarter note equals 60 m.m., these eight counts being coupled with a controlled crescendo then diminuendo, and
2. If the musician is unable to incorporate the pitch into a diatonic scale; Then
3. the pitch is not a totally functional tone for that performer.

These observations need not always be made through any sort of pre-test, although for any ensemble that uses seating auditions, the

director already has a vehicle built into the system for such diagnostic evaluation. Such observations can allow the director to make repertoire selections that are appropriate for both musical challenges and rewards. In the end, (and this may seem high to some readers) it is advisable to select music that is made up of pitches, 95 percent of which are functionally comfortable when the piece is first read, with a confident projection that all pitches can become functionally comfortable by the time that the ensemble is prepared for performance.

As a brief summary of the topics discussed in this article, it might be helpful to share a maxim that my ensemble musicians and prospective music teachers are encouraged to learn and live by:

On time, in tune, good tone. The three T's of effective ensemble performance.

When these three areas of performance become paramount in rehearsal, the ensemble and director hold the key that unlocks the door to expressive music making.

THE SIX WORDS

By

Carl “Chevy” Chevallard, LtCol., USAF, Ret.

Following Officer Training School (OTS) graduation and commissioning, I reported on December 17th to Bolling AFB, Washington, DC. After eleven years of teaching, including Assistant & Associate Professorships at Michigan State- and San Jose State Universities, I walked away from a promising academic career and returned to military service (I had served as an enlisted Army Reserve and National Guard bandsman from 1972-1978.) Although I loved teaching, I was ready to climb out the slime of academic politics. I was thrilled when, on my first day at OTS, the Air Force asked me to raise my right and swear that I would not “Lie, cheat, steal, nor tolerate anyone who does.” Thrilled? I was reborn.

Mike Bankhead picked me up at National airport that snowy night then whisked me off to the Andrews Air Force Base Officer’s Club where we watched the incredible Singing Sergeants perform. My entry into the Air Force was possible because Lowell Graham planted the seed of the idea, Mike nurtured it, and Col. Gabriel made it possible. Mike was gracious, enthusiastic, and very encouraging. I felt I had made a great decision in joining the Air Force and Colonel Gabe’s team. I was on my way.

In my first few months at Bolling, Colonel Gabriel generously gave me “stick time” with the Air Force Concert Band. They were incomparable, of course, but once I got my feet under me, I began to find areas I thought I could improve. With each rehearsal, I felt more and more confident that I could rise to their high level of expertise. Privately, I congratulated myself on becoming a professional conductor. Little did I know how much I had to learn.

The following fall, I joined Colonel Gabriel for a three-week Concert Band tour of the South. As Assistant Conductor, I was to be prepared to stand in for the Colonel should he become incapacitated (fat chance!). Every night, in mess dress uniform, I took my place in the stage right wing with scores and baton in reach, just in case.

One night, at intermission, the band’s principle Horn, Chief Master Sergeant Johnny Woody, found me.

“Hey, LT. How about a beer tonight after the show?”

I’m not much of a beer drinker, but here was one of the band’s legendary musicians asking ME, a newbie Second Lieutenant, to socialize.

“Uh, sure, Chief!”

“Great! Meet me at the bar in the lobby of the Hilton (where we were staying) at midnight.”

“OK, Chief!” (Note to young officers: ANY time a Chief asks you to step into his/her “office”—no matter HOW they define “office”—jump at the chance, even if the jumping MIGHT be by the Chief, into your byproducts.)

At midnight I made my way to the bar. Rounding a corner, I found the booth in which Chief Woody was waiting—along with three more of the band’s senior Chiefs: Principle Clarinet Jim Murphy, Principle Saxophone Jim “Scotty” Scot, and Principal Bassist and Concert Band Noncommissioned Officer in Charge, Fritz Wyss. Somehow, I didn’t think this was going to be a social gathering.

After pleasantries, Chief Wyss, spoke up:

“LT, thanks for coming. Let me get to the point. We want you to know that we think you’re a pretty good conductor” (In my head, I starting to feel like the legendary Michael Jackson doing the “moon walk!” Yeah! Alright!). The other Chiefs nodded. Then he continued...

“And we think YOU think you’re a pretty good conductor!” (Inside I’m starting to feel like the convicted MJ).

But he wasn’t finished.

“Do you know what the guys the band are calling you behind your back?”

I shook my head, sullenly.

“They call you ‘The little professor’.”

“Why,” I asked quietly. My blood was starting to boil. Then I thought of a large, East coast book chain by that name, but I wasn’t making a connection.

“Well, mostly, it’s because when you take the podium, you talk about the form of the music; you talk about its history, you talk about its theory.”

“Yeah,” I thought to myself. “So what?”

“Well, LT, has it ever occurred to you that we’ve played this music before? Has it ever occurred to you that we know that stuff? Has it ever occurred to you just how precious our rehearsal time is, and that we just don’t have the time to hear about all of this?”

I sat silently. My mind raced, yet I felt I was in slow motion. Mostly, I was embarrassed. I knew what the Chief was saying was true and that it had been obvious to everyone but me. Had I blown it with The USAF Band? Was my Air Force career going up in flames? Had I made an enormous mistake by walking away from academia? This was an “acid bath,” and I began to feel ill. Then the Chief continued.

“Look, LT, we didn’t ask you here tonight to give you a ‘blanket party.’ Well, maybe we did...a little!”

Everyone laughed at that one, even me.

“To tell the truth, we wouldn’t be sitting here with you, in the middle of the night, if we didn’t think you have talent and promise. So we have a suggestion for you: take page from Colonel Gabriel’s book. Have you noticed how well prepared he is for every rehearsal? Have you noticed how he knows EXACTLY what he wants when he steps on the podium? How he has *quantified* his concepts? For example, if he sees a quarter note with a dot under it, he’s already decided whether that *staccato* note will be half value, or quarter value? If it will be accented or not? And if it IS accented, HOW it will be accented...with a sideways accent, a roof-top accent, or a wedge?

“And,” one of the other Chiefs added, “that he SHOWS us what he wants with his conducting, rather than tells us?”

“So here’s the deal, LT” Chief Woody added, “We want you to rethink how you approach rehearsals. You don’t have to know everything about every piece, but you DO need to know the basics so our rehearsals are productive--things like tempo, phrasing, style, and your sense of the architecture of the piece. Keep your high standards for pitch and color—that’s great--but don’t stop to tell us every time we drop a note. WE know we chipped it. Telling us just wastes time, and what does it accomplish? Chances are, the next time we play that passage, we won’t goof it again.

If you do these things, if you prepare well, if you know what you want, what you’re going to stop for and WHY, and if you SHOW us what you want, we will play for you. We’ll watch you like a hawk and do our best to play what we SEE. And when we don’t, it’s because we don’t understand your physical vocabulary. When that happens, please tell us what you want, but when you do, we ask that you use only six words: ‘faster,’ ‘slower,’ ‘louder,’ ‘softer,’ ‘longer’ and ‘shorter.’ That’s it.”

And that WAS it. The meeting was over. Even though these guys had played a two-hour concert, had been on the road for two weeks, and were “road weary,” they took time to mentor me. Using classic “upward delegation,” they put the responsibility for being prepared right where it belonged. I liken it to what I’ve learned as a private pilot: “If you’ve earned the right to fly the plane, you better know where you’re going and how to get there successfully.” I had been salvaged. I didn’t sleep much that night, or much the next night as I pondered the lessons given to me by, probably, 160 collective years of rich, professional experience. .

By the third night, I resolved that I could—and would--do what these great musicians had asked me to do. I did, and it worked. I prepared quantitatively (which forced me to think in detail about my interpretive decisions and to commit to them), and I limited my remarks in rehearsals to The Six Words. They kept their end of the deal, too. Our rehearsals became more efficient, we had more fun, and they gave me their music.

I soon discovered that The Six Words also work in contexts outside The USAF Band. Musicians of every background—including young students--appreciate and respond to this kind of preparation. I now believe that there is no better way to convey respect to a performer or to the composer than to do these things. This experience taught me one another valuable lesson: in the end, music cannot be TAKEN; it can only be given. The conductor can ask—even demand—but it's up to those who “make the sounds” to ultimately decide how and to what degree they will respond.

A few years later, I was assigned to my first command at the Air Force Band of the Golden Gate, Travis AFB, CA. Unbeknownst to me, those four Chiefs (and other senior leaders of The USAF Concert Band) followed my career and watched to see how and what I did. Now and then, I'd get a call or a note from one of them encouraging me. Sometimes, I still do. Overall, I think they're pleased. But how does one repay mentoring such as this? Other than trying to do what they taught me, I wrote a sincere and enthusiastic letter to each of them as they retired, thanking them for believing in me, caring enough to pat me on the back, and (figuratively) kicking me in the a--. Mostly, I thanked them for giving me my greatest conducting lesson.

“Faster, slower, louder, softer, longer, shorter”: The Six Words that changed—and vastly improved-- my professional and musical life.



The Bassoon Booster

Blasting Off to a Great Start

A Second Year Practical Application Project
By Ashley Glenn

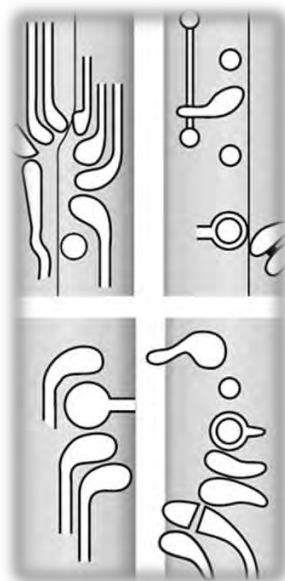


The Instrument Panel: Knowing Which Keys to Press

There will be many new note fingerings for you to learn in this book. All of the fingerings will be found on a picture like the one below.

Left Hand Thumb

Left Hand Fingers



Right Hand Thumb

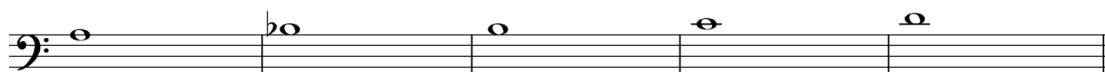
Right Hand Fingers

When you see blue keys and holes on a fingering graphic, that is a sign for you to press that key or cover that hole. For example, this graphic lets you know to use the thumb, first finger, and third finger of the left hand and the thumb and second finger on the right hand.



Zip Beyond Sticky Slurs

On bassoon, there are some notes that do not sound good when being slurred to. These notes will either sound an octave lower than they are supposed to or produce a pitch that is not a true or usable note. There are five of these notes.



While there are no new fingerings that will fix the bad slurs there is a technique that can help these notes to sound in the right octave and with proper tone. This technique has several names, all of which are correct: **venting**, **flipping**, **flicking**, or **snipping**. No matter what word you choose to use, this technique involves very quickly touching a key while slurring so that only a very little bit of air escapes.

There are three keys that can be vented, flipped, flicked, or snipped to fix the five notes listed above. Over the next several pages, you will be exposed to those keys and how they work. This portion of The Bassoon Booster will take you through the three-step method of adding these new fingerings to your repertoire. Get ready to

Identify the new concept

Experience the difference

Integrate what you've learned

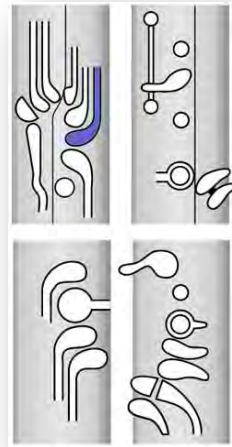


Sticky Slurs: A and B ^b

These notes are grouped together because they are fixed using the same technique. When slurring to A or B^b, there is a left hand thumb key that has to be quickly and lightly pressed during the slur so that these notes will end up sounding like they are supposed to.

Identify the new concept

In order for the A and B^b to sound right after a slur, the Thumb A key has to be quickly and lightly pressed and released during the slur to allow a small amount of air to escape from the bassoon. This technique is called **venting, flipping, flicking, or snipping**. The Thumb A key is highlighted on the chart to the right.



Experience the difference

Play this line through with the normal fingerings to experience the trouble slurring to the upper notes. Then play the line again as you practice flicking the Thumb A key.



Practice this line several times very slowly as you learn to flick the thumb key just enough to allow the top note to sound as it is written. As you get used to flicking on the way to these notes, practice slurring from as many other notes as you can think of to these notes.

Integrate what you've learned

The following three lines will help you to integrate the flicking of the Thumb A key into your skill set. Practice each of these lines slowly at first, and do not go on to the next level until you are comfortable playing the one before. When you see a slur mark, remember to flick the Thumb A key.

Level I



Level II



Level III



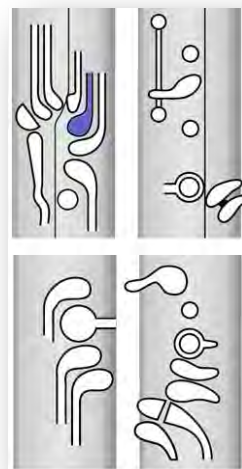


Sticky Slurs: B and C

These notes are grouped together because they are fixed using the same technique. When slurring to B or C there is a left hand thumb key that has to be quickly and lightly pressed during the slur so that these notes will end up sounding like they are supposed to.

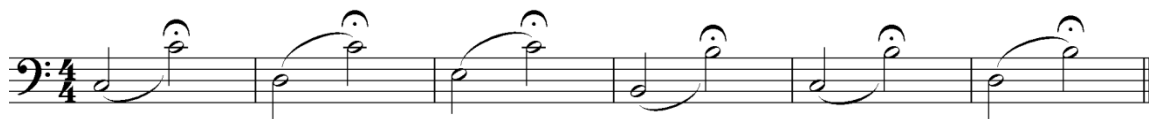
Identify the new concept

In order for the B and C to sound right after a slur, the Thumb C key has to be quickly and lightly pressed and released during the slur to allow a small amount of air to escape from the bassoon. The Thumb C key is highlighted on the chart to the right.



Experience the difference

Play this line through with the normal fingerings to experience the trouble slurring to the upper notes. Then play the line again as you practice flicking the Thumb C key.

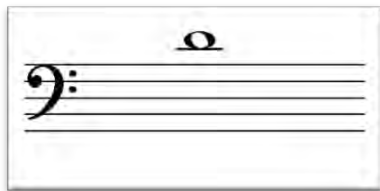


Practice this line several times very slowly as you learn to flick the thumb key just enough to allow the top note to sound as it is written. As you get used to flicking on the way to these notes, practice slurring from as many other notes as you can think of to these notes.

Integrate what you've learned

Practice each of these lines slowly at first, and do not go on to the next level until you are comfortable playing the one before. When you see a slur mark, remember to flick the Thumb C key.

Level I**Level II****Level III**



Sticky Slurs: D

D is another note that requires the use of flicking or snipping when slurring to the note. It is important to make sure that your hands are relaxed and resting comfortably in the proper position for flicking to work properly.

Identify the new concept

In order for D to produce the correct tone after a slur, the Thumb D key has to be quickly and lightly pressed and released during the slur to allow a small amount of air to escape from the bassoon. Make sure to spend plenty of time becoming comfortable with barely flicking the key between notes.



Experience the difference

Play this line through with the normal fingerings to experience the trouble slurring to the upper notes. Then play the line again as you practice flicking the Thumb D key.



Practice this line several times very slowly as you learn to flick the thumb key just enough to allow the top note to sound as it is written. As you get used to flicking on the way to D, practice slurring from many other notes so that you can feel where to set your embouchure.

Integrate what you've learned

Practice each of these lines slowly at first, and do not go on to the next level until you are comfortable playing the one before. When you see a slur mark, remember to flick the Thumb D key.

Level I



Level II



Level III



Blasting Past Sharp Notes

There are several notes on the bassoon that are consistently sharp. This is because of the way the bassoon is made, and you will experience the same issue with many of these notes no matter what brand of instrument you are playing.



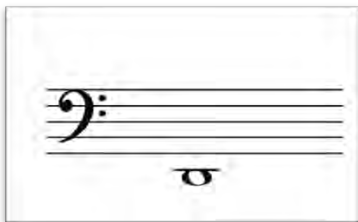
There are two ways that these pitch problems can be overcome. The first way is to sit down with your bassoon and a tuner and memorize embouchure positions for each of these notes. When you buy or make a new reed you may have to change your embouchure slightly to get the same tuning results you had with your old reed, or you can have your teacher help you to trim parts of the reed that change how the notes sound.

There are also alternative fingering options for these notes. These fingerings will help you to lower the pitch for these notes without having to make major changes to your embouchure or reed. This portion of *The Bassoon Booster* will take you through the three-step method of adding these new fingerings to your repertoire. Get ready to

Identify the new concept

Experience the difference

Integrate what you've learned



Consistently Sharp Notes: D

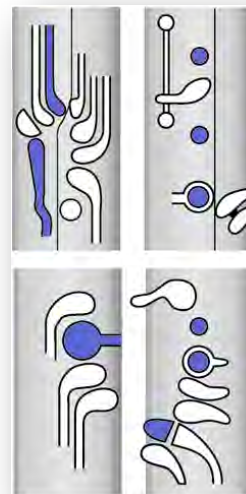
Since this note is in the low range, remember to keep your jaw relaxed and support the note with plenty of air. Play this note several times using the fingering you are used to so you

can get a feel for how it would normally sound.

Identify the new concept

The alternate fingering for the low D is very similar to the normal fingering. You will need to bridge your left thumb so that it presses both highlighted keys at the same time.

Always make sure that you are using good posture and that you hold the instrument at the proper angle. Otherwise, any benefit from a new fingering could be lost.



Experience the difference

Let's try experiencing the difference between the old fingering and new fingering.



While playing this line, listen for the difference in how far the bottom note sounds from the top. When using good air support and the old fingering, the bottom note should sound less than an octave from the top note. If you have SmartMusic™ or a tuner, you can see that when using the old fingering the bottom note is sharp even when the top note is in tune.

When you are comfortable playing the new fingering and can hear the difference between how the old and new fingerings sound, try playing the line again and use your embouchure to adjust the pitch when playing the old fingering.

Integrate what you've learned

The notes you should use the new fingering on are marked with an *. You should play each line slowly until you are comfortable with the new concept before speeding up or going on to the next level.

Level 1



Level II



Level III



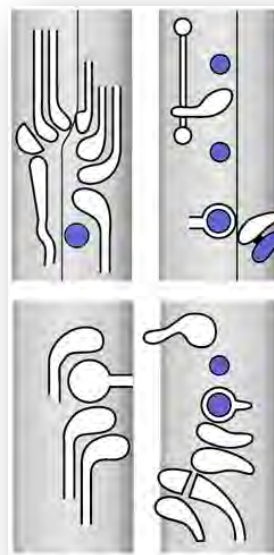


Consistently Sharp Notes: A

Since this note is in the low range for the bassoon, remember to keep your jaw relaxed and support the note with plenty of air. Play this note several times using the fingering you are used to so you can get a feel for how it would normally sound.

Identify the new concept

There is only one key different between the normal fingering and the fingering to lower the A's pitch. Use your left pinky to press the bottom pinky key while using the normal fingering for A. Make sure that you have good embouchure formation and that the reed is not touching the teeth!



Experience the difference

Let's try experiencing the difference between the old fingering and new fingering.



While playing this line, listen for the difference in how far the bottom note sounds from the top. When using good air support and the old fingering, the bottom note should sound less than an octave from the top note. If you have SmartMusic™ or a tuner, you can see that when using the old fingering the bottom note is sharp even when the top note is in tune.

When you are comfortable playing the new fingering and can hear the difference between how the old and new fingerings sound, try playing the line again and use your embouchure to adjust the pitch when playing the old fingering.

Integrate what you've learned

The notes you should use the new fingering on are marked with an *. You should play each line slowly until you are comfortable with the new concept before speeding up or going on to the next level.

Level I: Easy



Level II: Medium



Level III: Hard



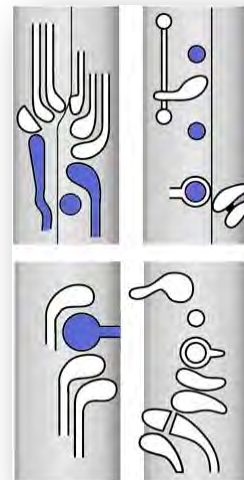


Consistently Sharp Notes: C[#] / D^b

While this note is in the middle register for the bassoon, remember to keep your jaw relaxed and support the note with plenty of air. Play this note several times using the fingering you are used to so you can get a feel for how it would normally sound.

Identify the new concept

There is only one key difference between the normal fingering and the fingering to lower this note's pitch. Use your right thumb to press the pancake key while using the normal fingering for C[#] / D^b. Have you checked your embouchure in the mirror to make sure you have an overbite?



Experience the difference

Let's try experiencing the difference between the old fingering and new fingering.



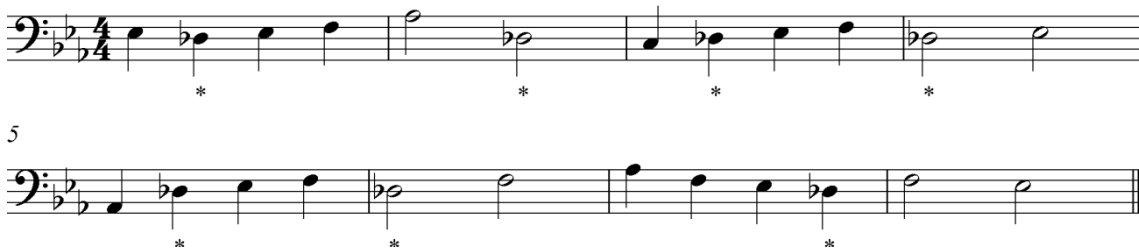
Since the note an octave above this is also naturally out of tune, we will be experiencing this note from the interval of a perfect fourth. The interval of a perfect fourth should sound like the opening of the song "Here Comes the Bride". If you have SmartMusic™ or a tuner, you can see that when using the old fingering the top note is sharp even when the bottom note is in tune.

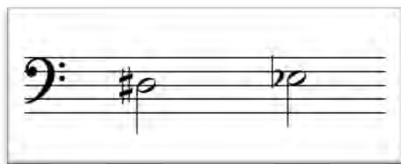
When you are comfortable playing the new fingering and can hear the difference between how the old and new fingerings sound, try playing the line again and use your embouchure to adjust the pitch when playing the old fingering.

Integrate what you've learned

The notes you should use the new fingering on are marked with an *. You should play each line slowly until you are comfortable with the new concept before speeding up or going on to the next level.

Level I



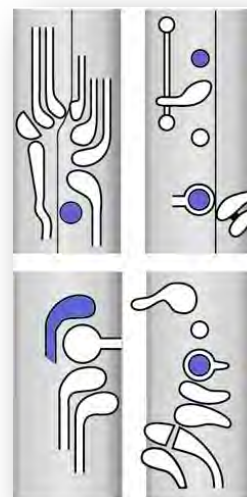


Consistently Sharp Notes: D[#] / E^b

This note is in the bassoon's middle register. Make sure that you are supporting the reed but not squeezing it with your embouchure. Play this note several times using the fingering you are used to so you can get a feel for how it would normally sound.

Identify the new concept

There are two keys different between the normal fingering and the fingering to lower this note's pitch. Your right thumb should press the B^b key and the right middle finger should also be down while using the normal fingering for D[#] / E^b. Check your posture to make sure the bassoon is coming to you as you sit up straight.



Experience the difference

Let's try experiencing the difference between the old fingering and new fingering.



While playing this line, listen for the difference in how far the top note sounds from the bottom. When using good air support and the old fingering, the top note should sound more than an octave from the bottom note. If you have SmartMusic™ or a tuner, you can see that when using the old fingering the top note is sharp even when the bottom note is in tune.

When you are comfortable playing the new fingering and can hear the difference between how the old and new fingerings sound, try playing the line again and use your embouchure to adjust the pitch when playing the old fingering.

Integrate what you've learned

The notes you should use the new fingering on are marked with an *. You should play each line slowly until you are comfortable with the new concept before speeding up or going on to the next level.

Level I



Level II



Level III



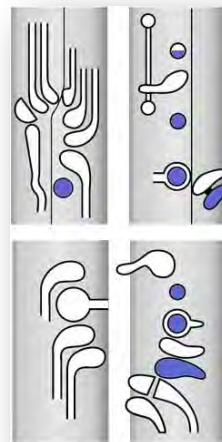


Consistently Sharp Notes: G

This note is in the bassoon's middle register. Make sure that you are supporting the reed but not squeezing it with your embouchure. Play this note several times using the fingering you are used to so you can get a feel for how it would normally sound.

Identify the new concept

There is only one key different between the normal fingering and the fingering to lower the G's pitch. Use your left pinky to press the bottom pinky key instead of the top pinky key while playing this G. Are you remembering to soak your reeds before you practice?



Experience the difference

Let's try experiencing the difference between the old fingering and new fingering.



Since the note an octave above this is also naturally out of tune, we will be experiencing this note from the interval of a perfect fourth. The interval of a perfect fourth should sound like the opening of the song "Here Comes the Bride". If you have SmartMusic™ or a tuner, you can see that when using the old fingering the top note is sharp even when the bottom note is in tune.

Integrate what you've learned

Level 1

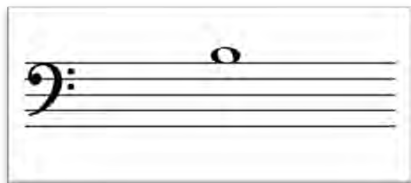
The second system of the exercise, measures 5-8, continues the pattern. Measure 5 has a quarter rest followed by a quarter note G₂. Measure 6 has a quarter note F₂ and a quarter note G₂. Measure 7 has a quarter note E₂ and a quarter note F₂. Measure 8 has a quarter note D₂ and a half note E₂. Asterisks are placed below measures 5, 7, and 8.

Level II

5

5

Level III

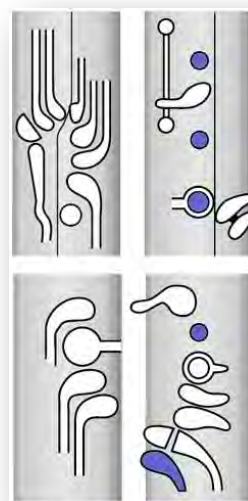


Consistently Sharp Notes: B

Make sure that your embouchure is supporting the reed without squeezing it tightly. Play this note several times using the fingering you are used to so you can get a feel for how it would normally sound.

Identify the new concept

There is only one key different between the normal fingering and the fingering to lower the B's pitch. Use your right pinky to press the bottom pinky key while using the normal fingering for B. Make sure that you have good embouchure formation and that the reed is not touching the teeth!



Experience the difference

Let's try experiencing the difference between the old fingering and new fingering.



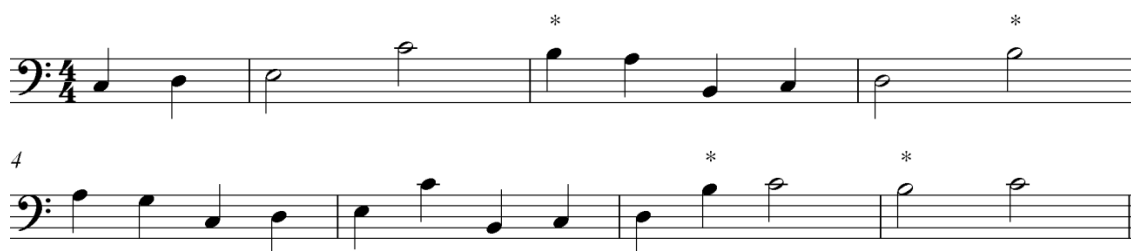
While playing this line, listen for the difference in how far the top note sounds from the bottom. When using good air support and the old fingering, the top note should sound more than an octave from the bottom note. If you have SmartMusic™ or a tuner, you can see that the top note is sharp even when the bottom note is in tune.

When you are comfortable playing the new fingering and can hear the difference between how the old and new fingerings sound, try playing the line again and use your embouchure to adjust the pitch when playing the old fingering.

Integrate what you've learned

The notes you should use the new fingering on are marked with an *. Play each line slowly until you are comfortable with the new concept before speeding up or going on to the next level.

Level I



Level II



Level III



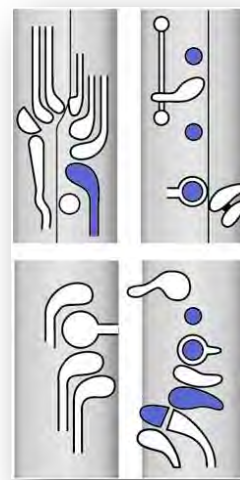


Consistently Sharp Notes: C[#] / D^b

As you head into the higher notes on bassoon, be careful not to squeeze the reed with your embouchure. Play this note several times using the fingering you are used to so you can get a feel for how it would normally sound.

Identify the new concept

There is only one key different between the normal fingering and the fingering to lower this note's pitch. Put down your right index finger while using the normal fingering for C[#] / D^b. Don't forget to check your embouchure in a mirror regularly!



Experience the difference

Let's try experiencing the difference between the old fingering and new fingering.



While playing this line, listen carefully for the distance between each note. When using the old fingering, the last note will sound as if it is too far from the note before. When played with the new fingering, it will sound correctly. Use SmartMusic™ or a tuner to check your pitch as often as possible.

When you are comfortable playing the new fingering and can hear the difference between how the old and new fingerings sound, try playing the line again and use your embouchure to adjust the pitch when playing the old fingering.

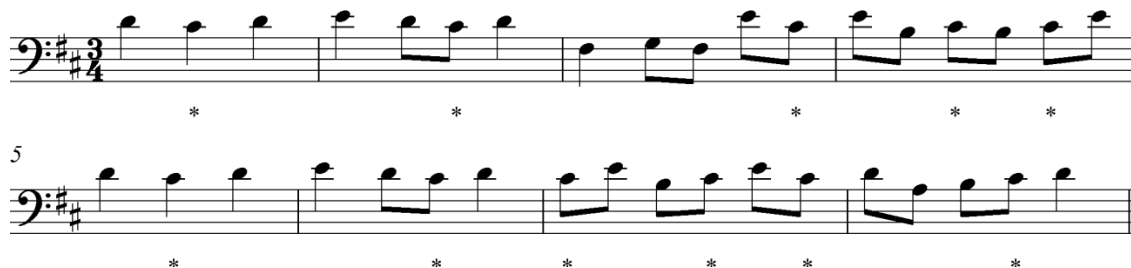
Integrate what you've learned

The notes you should use the new fingering on are marked with an *. You should play each line slowly until you are comfortable with the new concept before speeding up or going on to the next level.

Level I

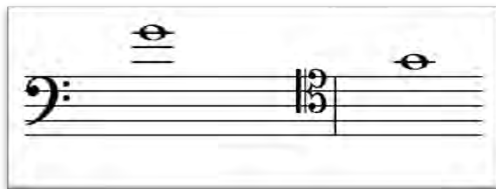


Level II



Level III





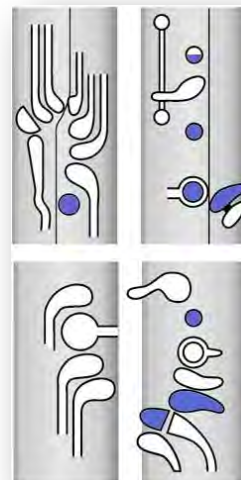
Consistently Sharp Notes: G

This note is in the bassoon's higher range, so make sure that your embouchure is supporting the reed without squeezing it too tightly. Play this

note several times using the fingering you are used to so you can get a feel for how it would normally sound.

Identify the new concept

There is only one key different between the normal fingering and the fingering to lower the G's pitch. Use your right ring finger in addition to the normal fingering for G. Make sure that you have good embouchure formation and that the reed is not touching the teeth!



Experience the difference

Let's try experiencing the difference between the old fingering and new fingering.



While playing this line, listen carefully for the distance between each note. When using the old fingering, the last note will sound as if it is too far from the note before. When played with the new fingering, it will sound correctly. The last two measures are the same as the first two measures; they are written in **tenor clef** instead of bass clef.

When you are comfortable playing the new fingering and can hear the difference between how the old and new fingerings sound, try playing the line again and use your embouchure to adjust the pitch when playing the old fingering.

Integrate what you've learned

The notes you should use the new fingering on are marked with an *. You should play each line slowly until you are comfortable with the new concept before speeding up or going on to the next level. There are only two exercises for this note. Level I is presented twice; once in bass clef, and once in tenor clef.

Level I

Level I

Level II

Petite Brise Polynésienne for Band

SCORE - PAGE 1

Dolce e molto espressivo

CLAUDE PICHAUREAU

Flute 1-2

Oboe 1-2

Bassoon 1-2

Clarinet 1-2

Clarinets 3-4

Bass Clarinet

Alto Saxophone 1-2

Tenor Saxophone

Baritone Saxophone

French Horns 1-2

Trumpet 1-2

Cornet 1-2

Cornet 3-4

Trombones 1-2

Trombone 3

Baritone 1-2

Tuba

Timpani

Snare Drum

Bass Drum/Cymbals

Vibes

SCORE - PAGE 2

Fl. 1-2: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Ob. 1-2: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Bsn. 1-2: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Cl. 1-2: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Cl. 3-4: rit. to Fine, 1. continue to A, 2. Fine, A, mf

B. Cl.: rit. to Fine, 1. continue to A, 2. Fine, A, mf

A. Sax.: rit. to Fine, 1. continue to A, 2. Fine, A, mf

T. Sax.: rit. to Fine, 1. continue to A, 2. Fine, A, mf

B. Sax.: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Hn. 1-2: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Tpts. 1-2: 2x only, rit. to Fine, 1. continue to A, 2. Fine, A, mf

Cor. 1-2: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Cor. 3-4: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Tbn. 1-2: 2x only, rit. to Fine, 1. continue to A, 2. Fine, A, mf

Tbn. 3: 2x only, rit. to Fine, 1. continue to A, 2. Fine, A, mf

Bar.: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Tuba: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Timp.: rit. to Fine, 1. continue to A, 2. Fine, A, mf

S. D.: 2x only, rit. to Fine, 1. continue to A, 2. Fine, A, mp

B.D./Cym.: rit. to Fine, 1. continue to A, 2. Fine, A, mf

Vibes: 8va 2nd time, rit. to Fine, 1. continue to A, 2. Fine, A, mf

SCORE - PAGE 3

Fl. 1-2 ¹³ *cresc.* *D.S. al Fine*

Ob. 1-2 *cresc.* *D.S. al Fine*

Bsn. 1-2 *cresc.* *D.S. al Fine*

Cl. 1-2 *cresc.* *D.S. al Fine*

Cl. 3-4 *cresc.* *D.S. al Fine*

B. Cl. *cresc.* *D.S. al Fine*

A. Sax. *cresc.* *D.S. al Fine*

T. Sax. *cresc.* *D.S. al Fine*

B. Sax. *cresc.* *D.S. al Fine*

Hn. 1-2 *cresc.* *D.S. al Fine*

Tpts. 1-2 ¹³ *cresc.* *D.S. al Fine*

Cor. 1-2 *cresc.* *D.S. al Fine*

Cor. 3-4 *cresc.* *D.S. al Fine*

Tbn. 1-2 *cresc.* *D.S. al Fine*

Tbn. 3 *cresc.* *D.S. al Fine*

Bar. *cresc.* *D.S. al Fine*

Tuba *cresc.* *D.S. al Fine*

Timp. *cresc.* *D.S. al Fine*

S. D. *cresc.* *D.S. al Fine*

B.D./Cym. *cresc.* *D.S. al Fine*

Vibes *cresc.* *D.S. al Fine*

Petite Brise Polynesienne for Band

FLUTE 1 & 2

CLAUDE PICHAUREAU

1

5

2x only

rit. to Fine

8

1. continue to A

play

2.

10

Fine

A

f

mf

13

cresc.

16

D.S. al Fine

Petite Brise Polynésienne for Band

OBOE 1 & 2

CLAUDE PICHAUREAU

1. *4/4* *5*

7. *2x only* *rit. to Fine* *1. continue to A* *2.* *f*

11. *A* *3*

15. *cresc.* *D.S. al Fine*

The musical score for OBOE 1 & 2 is written in 4/4 time and B-flat major. It consists of four staves of music. The first staff shows measures 1-6, with a repeat sign and a 5-measure rest. The second staff shows measures 7-10, with a 2-measure rest, a 3-measure rest, and a 2-measure rest. The third staff shows measures 11-14, with a 3-measure rest. The fourth staff shows measures 15-18, with a 4-measure rest. The score includes various musical notations such as rests, notes, and dynamic markings.

Petite Brise Polynesienne for Band

BASSOON 1 & 2

CLAUDE PICHAUREAU

1

4

7

10

14

p

f

mf

cresc.

rit. to Fine

1. continue to A

2.

A

D.S. al Fine

Petite Brise Polynésienne for Band

CLARINET 1 & 2

CLAUDE PICHAUREAU

1. continue to A 2. Fine A *mf* cresc. *D.S. al Fine*

Petite Brise Polynésienne for Band

CLARINET 3 & 4

CLAUDE PICHAUREAU

1

5

7

rit. to Fine

1. continue to A

2.

Fine

A

f

mf

13

cresc.

16

D.S. al Fine

Petite Brise Polynesienne for Band

BASS CLARINET

CLAUDE PICAUREAU

1. 2. 6

1. continue to A 2. Fine

f

¹¹A *mf*

¹⁵ *cresc.* *D.S. al Fine*

The musical score for Bass Clarinet is written on a single staff in 4/4 time. It begins with a first ending (marked '1.') consisting of a whole rest followed by a six-measure rest, then a quarter note G4, a quarter note A4, and a quarter note B4. The second ending (marked '2.') starts at measure 9 and consists of a quarter note G4, a quarter note A4, a half note B4, and a quarter rest, ending with a 'Fine' instruction. Measure 11 is the start of a new section 'A', marked with a first ending bracket and a mezzo-forte (*mf*) dynamic. It contains four measures of eighth-note patterns: G4-A4, A4-B4, B4-A4, and A4-G4. Measure 15 is the start of another section, marked with a first ending bracket and a crescendo (*cresc.*) dynamic. It contains four measures: a quarter note G4, a quarter note A4, a half note B4, and a quarter note G4. The piece concludes with a 'D.S. al Fine' instruction at the end of the final measure.

Petite Brise Polynesienne for Band

ALTO SAX 1 & 2

CLAUDE PICHAUREAU

1. p

5. rit. to Fine

1. continue to A 2. Fine A mf

12. f cresc.

16. D.S. al Fine

The musical score is written for Alto Sax 1 & 2 in G major (one sharp) and 4/4 time. It consists of 16 measures. Measure 1 starts with a whole rest, followed by a half note G4, a half note A4, and a whole note B4. Measure 2 has a half note G4, a half note A4, and a whole note B4. Measure 3 has a half note G4, a half note A4, and a whole note B4. Measure 4 has a half note G4, a half note A4, and a whole note B4. Measure 5 has a half note G4, a half note A4, and a whole note B4. Measure 6 has a half note G4, a half note A4, and a whole note B4. Measure 7 has a half note G4, a half note A4, and a whole note B4. Measure 8 has a half note G4, a half note A4, and a whole note B4. Measure 9 has a half note G4, a half note A4, and a whole note B4. Measure 10 has a half note G4, a half note A4, and a whole note B4. Measure 11 has a half note G4, a half note A4, and a whole note B4. Measure 12 has a half note G4, a half note A4, and a whole note B4. Measure 13 has a half note G4, a half note A4, and a whole note B4. Measure 14 has a half note G4, a half note A4, and a whole note B4. Measure 15 has a half note G4, a half note A4, and a whole note B4. Measure 16 has a half note G4, a half note A4, and a whole note B4. The score includes dynamic markings (p, f, mf, cresc.), articulation (accents), and performance instructions (rit. to Fine, D.S. al Fine).

Petite Brise Polynesienne for Band

TENOR SAX

CLAUDE PICHAUREAU

The musical score is written for Tenor Saxophone in 4/4 time. It consists of four staves of music. The first staff begins with a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The music starts with a whole rest, followed by a section marked with a 'p' (piano) dynamic and a '3/8' time signature. The second staff continues the melody, ending with a 'rit. to Fine' (ritardando to the end) marking. The third staff is divided into two parts: '1. continue to A' and '2. Fine'. The first part ends with a 'f' (forte) dynamic, and the second part begins with a 'mf' (mezzo-forte) dynamic. The fourth staff starts with a '14' measure number, followed by a 'cresc.' (crescendo) marking, and ends with a 'D.S. al Fine' (Da Segno al Fine) marking.

1. continue to A 2. Fine A

p *rit. to Fine* *f* *mf* *cresc.* *D.S. al Fine*

Petite Brise Polynésienne for Band

BARITONE SAX

CLAUDE PICHAUREAU

1. $\frac{\text{S}}{\text{S}}$

5. rit. to Fine

9. 1. continue to A 2. Fine A

14. cresc. D.S. al Fine

p *f* *mf*

The musical score is written for Baritone Saxophone in G major (one sharp) and 4/4 time. It consists of four staves of music. The first staff begins with a first ending bracket and a repeat sign. The second staff includes a decrescendo hairpin and a 'rit. to Fine' instruction. The third staff features a first ending bracket labeled '1. continue to A' and a second ending bracket labeled '2. Fine A', with dynamics *f* and *mf* indicated. The fourth staff includes a crescendo hairpin and a 'D.S. al Fine' instruction.

Petite Brise Polynesienne for Band

CORNET 1 & 2

CLAUDE PICHAUREAU

1. continue to A

2. Fine

A 7

f

rit. to Fine

D.S. al Fine

Petite Brise Polynésienne for Band

CORNET 3 & 4

CLAUDE PICHAUREAU

1. continue to A

2.

Fine

f

mf

cresc.

D.S. al Fine

rit. to Fine

Petite Brise Polynesienne for Band

HORN 1 & 2

CLAUDE PICHAUREAU

1. $\%$
p

5. *rit. to Fine*

9. 1. continue to A 2. *f* *Fine* *A* *mf*

13. *cresc.*

17. *D.S. al Fine*

The musical score is written for Horn 1 & 2 in 4/4 time. It begins with a measure rest followed by a section marked with a percentage sign and a piano (*p*) dynamic. The melody consists of eighth and quarter notes. At measure 5, there is a trill on the fifth measure followed by a deceleration to the end of the phrase. At measure 9, there are two first endings: the first continues to section A, and the second is marked with a forte (*f*) dynamic and a fermata, leading to a 'Fine' marking. Section A begins at measure 11 with a mezzo-forte (*mf*) dynamic. At measure 13, the music begins to crescendo. The piece concludes at measure 17 with a 'D.S. al Fine' instruction.

Petite Brise Polynesienne for Band

TROMBONE 1 & 2

CLAUDE PICHAUREAU

1

6

8 2x only

1. continue to A

2. Fine

f

A

11 play

mf

13

cresc.

17

D.S. al Fine

TROMBONE 3

CLAUDE PICHAUREAU

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Petite Brise Polynesienne for Band

B.C. BARITONE 1 & 2

CLAUDE PICHAUREAU

1

§

p

5

rit. to Fine

9

1. continue to A

2. Fine A

f *mf*

13

cresc.

16

D.S. al Fine

Petite Brise Polynésienne for Band

TUBA

CLAUDE PICHAUREAU

1

5

9

14

p

rit. to Fine

1. continue to A

2.

f

mf

cresc.

D.S. al Fine

The musical score for the Tuba part is written in bass clef with a key signature of one flat (B-flat) and a 4/4 time signature. The piece consists of 14 measures. Measure 1 starts with a whole rest, followed by a series of eighth notes in measures 2 through 4. Measure 5 begins with a whole note, followed by eighth notes in measures 6 through 8. Measure 9 starts with a half note, followed by a repeat sign. The first ending (1. continue to A) leads to measure 10, which contains a half note. The second ending (2.) leads to measure 11, which contains a half note. Measure 12 contains a half note, and measure 13 contains a half note. Measure 14 contains a half note. Dynamics include *p* (piano) at measure 1, *rit. to Fine* (ritardando to the end) at measure 8, *f* (forte) at measure 10, *mf* (mezzo-forte) at measure 11, *cresc.* (crescendo) at measure 13, and *D.S. al Fine* (Da Segno al Fine) at measure 14.

Petite Brise Polynesienne for Band

SNARE DRUM

CLAUDE PICHAUREAU

The musical score for the Snare Drum part is written on four staves. The first staff begins with a 4/4 time signature and a first ending bracket spanning five measures. The second staff starts at measure 7, marked '2x only', and includes a 'rit. to Fine' instruction. The third staff contains two first endings: the first continues to measure 9, and the second leads to a 'Fine' section. This section includes a 'cresc.' (crescendo) marking and a 'play' instruction. The fourth staff begins at measure 13 and concludes with a 'cresc.' marking.

1
4/4

5

7 2x only

rit. to Fine

1. continue to A
9

2. Fine

A play
mp

13

cresc.

Petite Brise Polynesienne for Band

BASS DRUM & CYMBALS

CLAUDE PICHAUREAU

1 *l.r.*  *p*

5 *rit. to Fine*

1. continue to A 2. *Fine* A *f*

14 *cresc.* *D.S. al Fine*

CLAUDE PICHAUREAU



BW 2009*The Future of the Bandworld***Ten Things that Every Band Director Should Know About Flutes,
(part 2) continued**by Phyllis Louke **Bio****6. TEACHING CORRECT FINGERINGS**

In my work with private students and band students over the years, there are several fingerings that are frequently fingered incorrectly. Most common is second octave D and Eb—the left first finger should be up. It helps to think of the left first finger as an octave key, according to Patricia George. The sound is different...*really*.

Fingerings for 3rd octave notes can also be problematic, since many students discover that they can overblow the lower octave fingering to play a 3rd octave note. The overblown version of the note will suffer in both tone quality and intonation and should be corrected. Correct fingerings for the 3rd octave are produced by venting at least one tone hole from the 2nd octave fingering. Learning the similarities and differences of the two fingerings will help students remember the fingerings. Band directors should periodically check to make sure the correct fingerings are being used: D3 (right hand fingers should be lifted), Eb3 (all fingers should be down, including both pinkies), E3 (3rd left finger should be lifted) & F3 (2nd left finger should be lifted).

It is also important for students to learn the correct fingerings for trills in their music. Some fingerings are intuitive, but many are not. Easy-to-read fingering charts are available free on line at http://www.gemeinhardt.com/res/fingering_diagram.pdf. They can be printed and distributed to the flute section. You can also get a trill fingering chart from [Andrew Magaña's Bandworld Magazine flute article](#).

7. PLAYING DYNAMICS

When flutes try to play softer by blowing less, their pitch becomes flat. In order to change dynamics without affecting intonation, students need to change the angle of their air stream while continuing to blow with consistently strong and fast air. For soft dynamics, the lower lip should be forward, even with the upper lip, so that the air stream is blown across the tone hole. This causes less of the air to go into the tone hole, resulting in the softer sound. Since the air stream used is the same speed as for other dynamics, pitch will not be affected. To start a note softly, use the syllable “pooh” with a strong air stream. An easy way for students to remember to do that is to tell them that “p” (as in *piano*) is for “pooh”. Conversely, for loud dynamics, the lower lip should be back, so that more of the air is directed down into the tone hole.

For crescendos, the student starts with a “pooh” attack (with lower lip forward) and gradually pulls the lower lip farther back to lower the angle of air, while maintaining the same speed air stream. For diminuendos, the lower lip starts back (so that the air is directed more of downward angle) and gradually is pushed forward to raise the air stream angle.

continued

BW 2009*The Future of the Bandworld***Ten Things that Every Band Director Should Know About Flutes,
(part 2) continued**

by Phyllis Louke

8. TUNING EFFECTIVELY*Tuning notes*

Before adjusting the head joint position, several different notes should be tuned. Since low notes tend to be flat and high notes sharp on many flutes, students should tune notes in different octaves to improve overall intonation, while using a strong airstream. Using an electronic tuner, I suggest tuning 2nd octave D, as well as low A and middle A. Because more fingers are down, D is a more stable note than Bb. When students play with a strong and consistent airstream, the overall intonation of most flutes is best with the head joint pulled out 1/4 inch. Many students do not pull out far enough, resulting in a very sharp high register. After the flute has been tuned, the head joint should be marked with a fine point permanent marker to aid in consistent set up. Matching marks can also be made on the head joint and receiver showing proper alignment of the center of the embouchure hole with the center of the first key. (See photo #6 below)

**Photo #6**

For best intonation, teachers should stress the importance of pulling out and aligning the head joint consistently, even when practicing or playing alone.

Checking head cork position

At the beginning of the school year and on a periodic basis, it is beneficial to show students how to check their head cork position by inserting the flat end of the tuning/cleaning rod into the open of the head. There is a line inscribed approximately 17mm from the open end that should be aligned in the exact center of the embouchure hole. The scale of the flute will be affected if this line is not in the correct position, causing some of the notes to be out of tune. If the line is higher than the center, show students how to lower the cork by unscrewing the crown one or two turns and pushing on it until the cork moves and crown snaps back into place. If the line is lower than the center, students can push the cork to a slightly higher position with the flat end of the tuning rod in the open end of the head joint. Check the new position of the line on the rod and repeat, if necessary. Sometimes the cork will refuse to move at all. It may have been sealed in place with wax, in which case consulting a flute repair technician will be necessary to move it. Also, if the cork moves too easily, it may have shrunk because of age and need to be replaced.

9. IMPROVING INTONATION ON INDIVIDUAL NOTES

After carefully tuning the instruments as in #8 above, students need to know that there are other methods of adjusting pitch besides pulling out or pushing in their head joint.

Airstream speed

Slower air speed lowers pitch, while faster air speed raises pitch. Students should learn to play with a strong and consistent air speed and avoid their natural tendency to blow softer for low notes, which makes them flat and listless, and harder for high notes, making them sharp and shrill. Teaching students to blow at a more consistent speed helps them play better in tune throughout the range of the flute.

continued

BW 2009*The Future of the Bandworld***Ten Things that Every Band Director Should Know About Flutes,
(part 2) Concluded**

by Phyllis Louke

Embouchure hole coverage

The lower lip should cover 1/4 to 1/3 of the embouchure hole to produce good tone. Covering too much of the tone hole will lower pitch, while covering too little will raise pitch. Students with flat muffled tone tend to cover too much of the tone hole, while students playing with sharp, bright, unfocused tone tend to cover too little of the tone hole. Students should learn to keep the keys of the flute parallel to the floor in order to develop consistency in the set up of the embouchure and coverage of the tone hole.

Airstream angle

Lowering the angle of the airstream will lower the pitch, while a higher airstream angle will raise it. Students should understand that the angle of the air stream affects intonation as well as the octave of the note played. The angle of the airstream is controlled by the lower lip: when the lower lip is pushed forward, the airstream angle is higher. In addition, the airstream angle and pitch can be flattened by slightly lowering the chin, and raised by lifting the chin slightly. These two methods are preferable to rolling the flute in or out to lower or raise pitch, as there is less impact on the tone quality.

Posture

Good posture is essential to good intonation. Bending or twisting at the waist can disrupt airflow causing notes to be flat. In addition, students should learn to keep the chin level with eyes looking directly forward, since dropping the chin will lower pitch. Students should understand how to determine the optimum height of their music stand for good posture. Students should also be encouraged to sit near the front of their chair to eliminate the temptation of draping their right arm around the chair back.

Playing with good intonation

Once the students have adjusted their head cork position and have learned to set up and align their headjoint consistently, there are two factors that will help students develop consistently good intonation: Keep the keys of the flute level (parallel to the floor), and always use a strong and fast airstream (birthday candle air).

10. USEFUL ALTERNATE FINGERINGS FOR THE HIGH REGISTER

There are several useful alternate fingerings for high register notes that will help bring the pitch down if these notes are sharp. These fingerings are easy to remember, since they are only slightly different than the primary fingerings.

E3: no right pinky

F3: add right ring finger

F#3: use middle right finger, instead of ring finger

Ab3: add right middle and ring fingers (this also helps reduce the note's resistance, and should be used as the primary fingering for those students playing piccolo)

The diagram shows four musical staves, each with a note and its corresponding fingering. Below each staff is a diagram of the flute keys with circles indicating which fingers to place on them.

- E**: Note E on the staff. Fingering: leave pinky off (lowers pitch).
- F**: Note F on the staff. Fingering: add F# key (lowers pitch).
- F#**: Note F# on the staff. Fingering: use middle finger instead of F# key (speaks easier).
- Ab**: Note Ab on the staff. Fingering: add right middle & ring fingers (lowers pitch & resistance).



BW 2009

The American Bandmasters Association



A Funny Thing Happened on the Way to a Band Rehearsal #13

by M. Max McKee [Bio](#)[Previous FUNNY](#)[Next FUNNY](#)

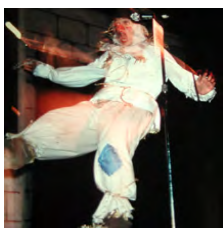
The Start of Children's Programs



In 1972 our new music building at Southern Oregon College opened, marshalling in new concepts, excitement and the need to find a budget that did not rely on state funding and especially student government. The commissioning of "Fanfare and Celebration" for the dedicatory week, special tours to Hawaii (1972 and 1976) and Mexico (1974), the band's appearance at the Northwest MENC in 1973 and the CBDNA National Convention (Berkeley) in 1976 got me to thinking how we might raise plenty of money to make it all happen.



So, in 1975 we produced the first of more than 20 annual children's programs based around a band concert. The concept incorporated an idea used frequently by orchestras in producing concert versions of an opera. We would begin these children's programs with about 20 minutes of concert music (frequently bringing students out of the audience to play in the percussion section, for example) and featuring the various sections of the band. The remainder of our first concert series was an adaptation I had made of a quite complete version of the Wizard of Oz. The characters had some dialog, there were simple, rotatable sets and actors in full costume. Total time about 35 to 40 minutes.



We advertised these to 4th, 5th and 6th grade students from about 10 school districts and charged one dollar per student in the 1970s to attend. To minimize out-of-school time for the members of the college band, we hosted these performances in our Music Recital Hall at SOC during the rehearsal period at 11:00 a.m. three days a week. We always sold out 12 performances within 72 hours of announcing the program for that year. This then provided us with over \$6000 toward a 3-day tour of Oregon and California, during which time we'd present 9 concerts at 9 different schools for entire student bodies (often inviting grades 1-12 in small, out-of-the-way schools). Each school contributed \$500 thus increasing our tour budget to over \$10,000 in mid-1970s dollars.



The following year we always needed a new show (for at least 4 years before repeating anything for the benefit of attendees still in grade school and for our own band members in terms of literature and special concert features. One year we made an agreement with Disney Educational Films. We purchased the 14-minute "Peter and the Wolf" and were permitted to show it silently during our concert. I added a string quartet to the band, arranged all of Prokofiev's music to match the film's length, and developed a sound-effect corps of 10 band students. In addition, the narrator had a complete score with cues to provide the story over the sound system. As the conductor, I practiced and practiced so that I could conduct correct tempos and stay exactly with the appropriate action. This was always a huge hit with audiences (of any age!) and gave the band a unique experience in production.



Another year we used the Disney "Toot, Whistle, Plunk and Boom" movie but preceded the performance with live demonstrations, student interaction, etc. In the late 70s, a very talented trombonist in the SOC Band by the name of John Adamson (who had played the Tin Man in Wizard) wrote a complete musical entitled "The Great Adventure." It was so successful we presented over 30 performances in a 3-year period before a total audience of 25,000 students, including a performance at the first-ever Western International Band Clinic in San Jose, California (1980) to a grade school student and attending-director audience of 3400 people. Monies from those productions provided over \$20,000 toward the Southern Oregon State College's European tour in the summer of 1980 to England, France, Italy and Germany.

The concept is, in my mind, a great way to fund raise. It allows the students to use their talents, instead of their brawn, to raise money. It also developed tremendous respect and recognition throughout the entire community for our college band program.

Next time: Travel Ideas



BW 2009

The Bandworld Legion of Honor



Previous LEGION

Next LEGION



John Burn

Since 1991, John Burn has been the instrumental music teacher at Homestead High School in Cupertino, CA. His duties there include directing band, orchestra, jazz ensemble, marching band and teaching AP Music Theory. In addition to that he has been the department head since 2001. He received his BA in Music from UCLA and earned his MME from the University of Illinois. He was named the CMEA Bay Area "Educator of the Year" in 1998-99. He has given his students the opportunity to play around the world. His bands have earned superior ratings in the CMEA Bay Area Section since 1996 and have played at the CMEA State Conference twice.

John lists his mentors and colleagues, including Rory Snyder, Gerald Anderson, Eunice Boardman and Scott Lang, as having had a dramatic effect on the shaping of his career. He would also encourage others to get involved at the local, state, national and international level. He cites those experiences as having also been uniquely important in teaching him about repertoire, rehearsal techniques and setting of high standards. He says, "Therefore, as music educators we must provide a vibrant program, where students are held accountable to high standards as they work with a wide variety of music of high quality., but also gain such important non-musical life skills, such as responsibility, self-discipline and the ability to work well with others."

A special award of The John Philip Sousa Foundation



Thomas Cox

The Bandworld Legion of Honor was established in 1989 to honor, over the course of a year, eight of the finest band directors in our business.

Recipients have taught for at least fifteen years, have maintained a very high quality concert band program, and have contributed significantly to the profession through dedication to bands and band music.

Each is honored at the annual Sousa Foundation awards ceremony during the Midwest Band Clinic in Chicago, Illinois.

Chairman of the Legion of Honor Committee is Terry Austin, Virginia Commonwealth University.

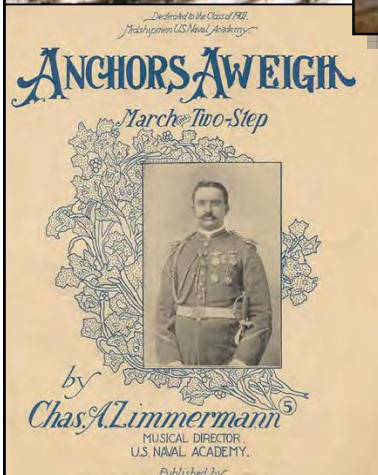
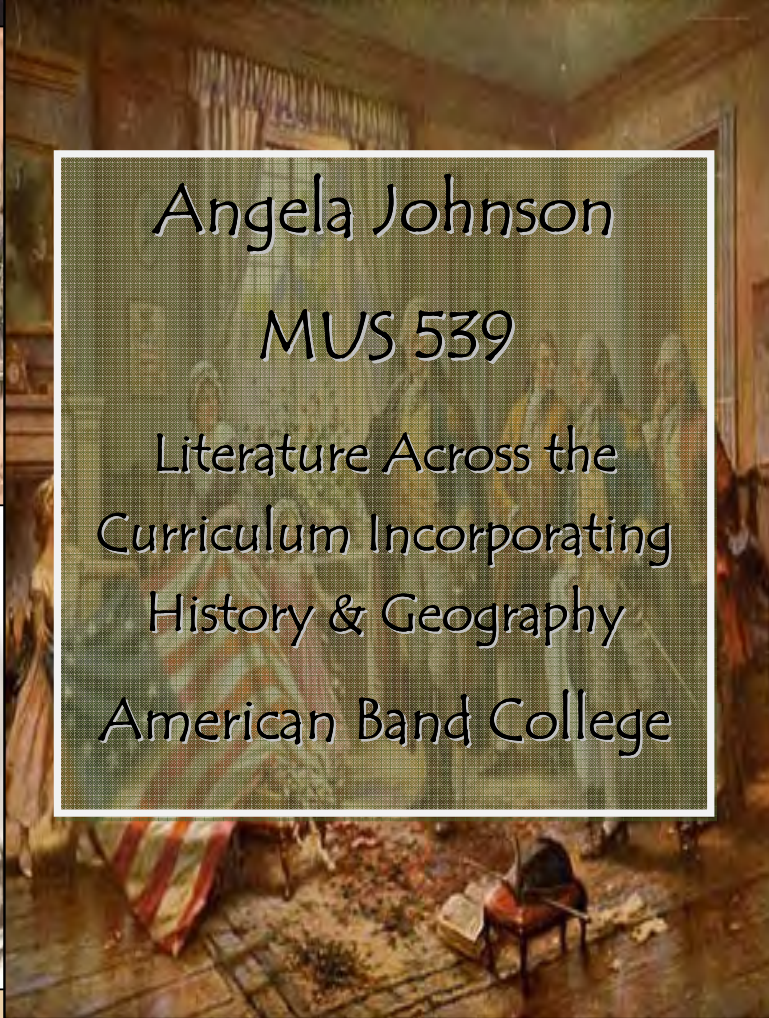
[Legion Laureates List Link](#)

Tom Cox has been the Director of Bands at Goshen High School of Goshen Indiana since 2001. His duties there include directing the Wind Ensemble, the Advanced Crimson Jazz Ensemble, the Crimson Marching Band and the Crimson Percussion Ensemble. He is a graduate of Ball State with a BS Mus. Ed and in 2006 earned his MM- Conducting from the American Band College of Southern Oregon University. Being named the "Outstanding Graduate" he joined the adjudication panel for the 2006 Coups de Vent Festival in France.

His groups have earned their great reputations. The Advanced Jazz Ensemble was named the "Judges' Choice" at the Purdue Univ. Jazz Festival. His percussion ensemble has been the IN state Champs in 03 and 06. They also won a national title in 05 and were national runners-up in 08.

"I have been blessed to have wonderful music educators in my life from elementary all the way through college. These people helped me foster a love of music and the ability to share that joy with the students I teach. My parents were very supportive and gave me everything I could have asked for in encouragement and support!" said Cox. His philosophy is simple, "I believe every child has musical talent. It is my job to find that talent and help them express what they have inside. I love teaching and helping others enjoy music."

[Terry Austin Bio](#)
[Legion of Honor Chairman](#)



Introduction

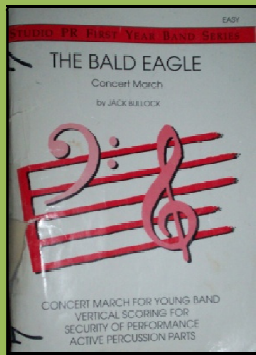
In an age where some of us are one budget cut away from losing our job, I believe it is important to realize the benefit of incorporating core academic standards into our curriculum. The advantages far outweigh the inconvenience. Students will gain a greater understanding of the music and administrators will see that Band is not just another place to put students when the Math and English teachers need a planning period. Although the main focus of this project is Band and Social Studies/Geography, I have also included Math, Science and English–Language Arts standards in each lesson plan when they apply. All core academic standards are taken from the South Carolina Academic Standards. Due to the lengthy nature of these standards I did not include them in this project; however they are available at:

<http://ed.sc.gov/agency/offices/cso/standards/>.

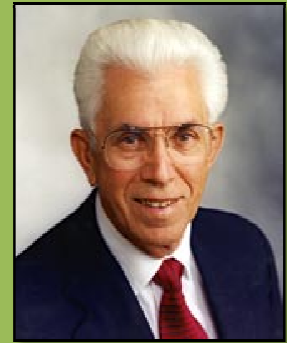
This project includes six pieces for each of my sixth, seventh and eighth grade bands. Each piece has four sections: first an overview, second a lesson plan for introducing the piece, third background information and lastly a handout of exercises specific to the piece.



The first section for each arrangement is an overview of the piece for my benefit. It contains all the basic information about the piece such as: composer, publisher, grade, performance time, key signature, tempos, time signature, style, basic ranges, percussion needs, notes and teaching concepts. This page will aid me in selecting music based on student abilities form year to year.



Title: Bald Eagle March
 Composer: Jack Bullock
 Publisher: Belwin
 Performance Time: 1:30
 Grade: 1



Basic Ranges:

Flute

Clarinet

Alto Saxophone

Trumpet

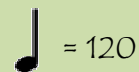
Trombone

Tuba

Keys:



Tempos:



Time Signatures:



Style: March

Notes:

"The bald eagle is our national emblem and denotes our country's strength. This march is composed to be a strong piece for young band and thus, the title becomes symbolic."

- Jack Bullock

Percussion Needs:

Bass Drum, Snare Drum, Crash Cymbals, Bells

Teaching Concepts:

The Bald Eagle is a great piece to introduce the march style. As Ray Cramer suggests, "You should be a champion of marches." This piece also affords you the opportunity to teach or reinforce the Del Segno al fine concept. The snare drum part provides opportunities to teach flam-taps in the eighth note form. With reinforced parts and moderate ranges this would be an excellent choice for a beginning band concert.



THE AMERICAN BAND COLLEGE OF
SOUTHERN OREGON UNIVERSITY

Piece	The Bald Eagle
Objectives	Students will gain an understanding of our National Bird the Bald Eagle. Students will learn march style, D. S. al fine and percussion will learn flam-taps in eighth note form.
Standards	Music: 2, 5, 8, 9 Social Studies: 7.1, 7.7 Science: 6.3, 6.5 English Language Arts: 6.1
Materials	The Bald Eagle Exercises student handout, The Bald Eagle band arrangement, instruments, pencils
Rehearsal Schedule	- The class will read the background information handout about the music. - Ask students if any of them have ever seen a bald eagle. If so, where did they see it? Refer to the map of the United States on the handout. - Students will have The Bald Eagle sheet music and Exercises handout on their stands. Ask Students what key the piece is in. Answer – Bb. Do the Bb Major Scale exercises at measure one on the exercises handout. - Students will count the rhythm patterns A and B on measures nine and twelve of the exercises handout. Make sure students understand and play the tie in rhythm pattern A. - After the rhythms are performed correctly have the students locate those specific rhythms in the band arrangement. - Go back to the Bald Eagle Exercises and play the unison melody at measure 14 and the Drum Break at measure 23. - After the melody exercises are performed correctly, have the students locate the melody in the band arrangement. Create a listening map on the board notating what section has the melody at each specific time. - Before students will sight read The Bald Eagle, discuss the D. S. al fine. Make sure all students know to return measure 5 and end at the fine in measure 36.
Assessment	I will constantly listen and critique the students throughout the rehearsal. I will correct mistakes if they occur.

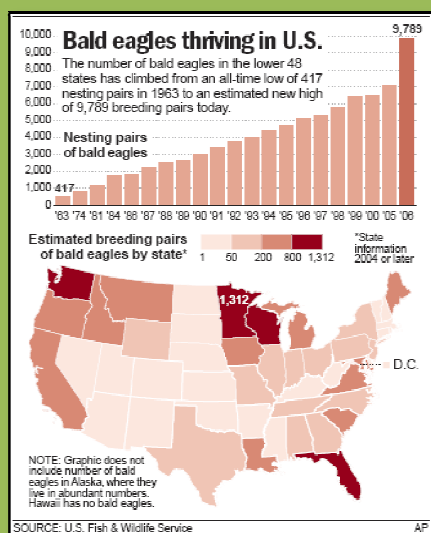
Background Information

Benjamin Franklin originally wanted our national bird to be the wild turkey. Thankfully, he was out voted and the Bald Eagle has been America's National Bird Since 1782. This regale bird of prey is also the only eagle solely native to North America.



From the Presidential Seal to our currency, the Bald Eagle is an American symbol that has found its way into all aspects of government and personal life. With an eight foot wing span and the ability to hunt a variety of prey, it is easy to see how the Bald Eagle can be viewed as a symbol of strength and power.

As much as we appreciate our national bird today, there was a time when the Bald Eagle was not so favored. Between 1917 and 1952 over 100,000 birds were killed. They were hunted for sport, or killed for

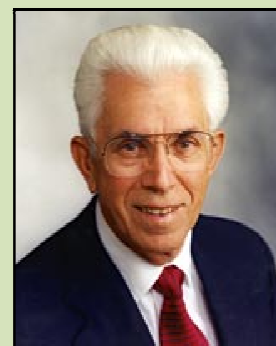


interfering with fishing traps. Bald Eagles prefer fish over small mammals or snakes. In 1940 the government's Bald Eagle Protection Act made it illegal to kill Bald Eagles in the lower forty-eight states. However, our national bird was still on the decline. In 1978 the Bald Eagle was put on the endangered species list. By 1995 it moved to the threatened list. Today our national bird is thriving once again!



About the Composer

Jack Bullock has had an all encompassing career as a performer, composer, arranger and educator. As a performer he played with the Miami Philharmonic Orchestra and the Miami Opera Company. Dr. Bullock has composed over 600 pieces for concert band and small ensembles. He has also taught instrumental music for 20 years. Additionally, Dr. Bullock taught at Ithaca College for seven years.



The Bald Eagle Exercises

Angela Johnson

Bb Major Scale

Pattern A

The musical score is arranged in a grand staff format with ten staves. The instruments and their parts are as follows:

- Flute:** Treble clef, 2/4 time. The scale is written in Bb major (two flats). The pattern consists of a series of eighth notes ascending and then descending, with a final half-note cadence.
- Clarinet in Bb:** Treble clef, 2/4 time. The scale is written in Bb major. The pattern consists of a series of eighth notes ascending and then descending, with a final half-note cadence.
- Alto Sax.:** Treble clef, 2/4 time. The scale is written in Bb major. The pattern consists of a series of eighth notes ascending and then descending, with a final half-note cadence.
- Tenor Sax.:** Treble clef, 2/4 time. The scale is written in Bb major. The pattern consists of a series of eighth notes ascending and then descending, with a final half-note cadence.
- Horn in F:** Treble clef, 2/4 time. The scale is written in Bb major. The pattern consists of a series of eighth notes ascending and then descending, with a final half-note cadence.
- Trumpet in Bb:** Treble clef, 2/4 time. The scale is written in Bb major. The pattern consists of a series of eighth notes ascending and then descending, with a final half-note cadence.
- Trombone:** Bass clef, 2/4 time. The scale is written in Bb major. The pattern consists of a series of eighth notes ascending and then descending, with a final half-note cadence.
- Tuba:** Bass clef, 2/4 time. The scale is written in Bb major. The pattern consists of a series of eighth notes ascending and then descending, with a final half-note cadence.
- Bells:** Treble clef, 2/4 time. The scale is written in Bb major. The pattern consists of a series of eighth notes ascending and then descending, with a final half-note cadence.
- Snare Drum:** Percussion clef, 2/4 time. The pattern consists of a series of eighth notes ascending and then descending, with a final half-note cadence.

The Bald Eagle Exercises

Pattern B

Melody

2
10

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

Bls.

10

S.Dr.

The musical score is arranged in three systems. The first system includes Flute (Fl.), B-flat Clarinet (B $\flat$ Cl.), Alto Saxophone (A. Sx.), and Tenor Saxophone (T. Sx.). The second system includes Horn (Hn.), B-flat Trumpet (B $\flat$ Tpt.), Trombone (Tbn.), and Tuba. The third system includes Baritone Saxophone (Bls.) and Snare Drum (S.Dr.). The score is divided into three measures by double bar lines. The first measure is marked with a '2' and a '10' above the staff. The second measure is marked with a '10' above the staff. The third measure is marked with a '10' above the staff. The instruments play a variety of notes, including eighth and sixteenth notes, and rests. The snare drum part features a series of eighth notes and rests.

Flam Taps

The Bald Eagle Exercises

Drum Break

3

18

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

18

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

18

Bls.

18

S.Dr.

The Bald Eagle Exercises

4
26

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

Bls.

26

S.Dr.

The musical score is for a piece titled "The Bald Eagle Exercises". It is written for a large ensemble of instruments. The score is divided into three systems. The first system includes Flute (Fl.), B-flat Clarinet (B $\flat$ Cl.), Alto Saxophone (A. Sx.), and Tenor Saxophone (T. Sx.). The second system includes Horn (Hn.), B-flat Trumpet (B $\flat$ Tpt.), Trombone (Tbn.), and Tuba. The third system includes Baritone (Bls.) and Snare Drum (S.Dr.). The key signature is one flat (B-flat), and the time signature is 4/4. The score begins at measure 26. The Flute, Clarinet, Saxophone, and Horn parts have a melodic line starting on a whole note in the second measure, followed by eighth and quarter notes. The B-flat Trumpet, Trombone, and Tuba parts have a similar melodic line. The Baritone part has a similar melodic line. The Snare Drum part has a rhythmic pattern of eighth notes and quarter notes.

The Bald Eagle Exercises

Angela Johnson

Bb Major Scale



Pattern A



Pattern B

Melody

Drum Break



The Bald Eagle Exercises

Angela Johnson



The Bald Eagle Exercises

Angela Johnson



The Bald Eagle Exercises

Angela Johnson



The Bald Eagle Exercises

Angela Johnson



The Bald Eagle Exercises

Angela Johnson



The Bald Eagle Exercises

Angela Johnson



The Bald Eagle Exercises

Angela Johnson



Bells

The Bald Eagle Exercises

Angela Johnson



The Bald Eagle Exercises

Angela Johnson

Snare Drum



S.Dr.

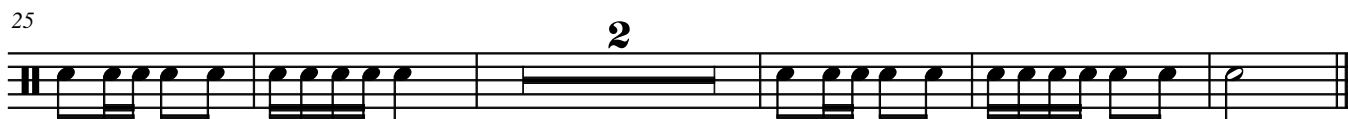


Flam Taps

S.Dr.



S.Dr.





Title: Down By The Riverside
 Composer: Michael Sweeney
 Publisher: Hal-Leonard
 Performance Time: 2:00
 Grade: 1



Basic Ranges:

Flute

Clarinet

Alto Saxophone

Trumpet

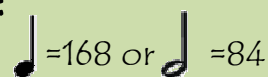
Trombone

Tuba

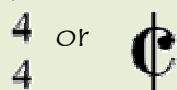
Keys:



Tempos:



Time Signatures:



Style:

African-American Spiritual

Notes:

Down by the riverside is an anti war song that was popular during the Civil War. It was also called "Study War No More". This anti war message spiritual was popular with Whites and African-Americans.

Percussion Needs:

Bass Drum, Snare Drum, Bells, Tambourine, Crash Cymbals, Cowbell

Teaching Concepts:

Down By The Riverside provides an opportunity to teach cut time. Although it is written in common time, it is felt in two and is easily taken in two. The dotted quarter eighth note rhythm is common throughout the melody. The trombones get to have some soli glissandos as well as a low brass soli section at the beginning.

Piece	Down By The Riverside
Objectives	Students will gain knowledge about African-American Spirituals, cut time, dotted quarter eighth note rhythms and the trombones will learn glissandos.
Standards	Music: 2, 5, 8, 9 Social Studies: 7.1, 7.3 Math: 6.1 English Language Arts: 6.1
Materials	Down By The Riverside Exercises student handout, Down By The Riverside sheet music, instruments, pencils
Rehearsal Schedule	- The Class will read the background information handout about the music. - Ask students if any of them have ever sung a spiritual. If so what was it and where was it sung. - Discuss what a "street beat" is - Students will have sheet music and the exercise handout for Down By the Riverside out on their stands. Ask students what key the piece is in. Answer – Eb. Play the Eb Major Scale exercises at measure one on the exercises handout. - Students will count the rhythm patterns A, B and C of the exercises handout. Make sure students understand and play the dotted quarter-eighth note rhythm of pattern C correctly. - After the rhythms are performed correctly have the students locate those specific rhythms in the band arrangement. - Go back to the Exercises and play the unison melodic passages A and B. - After the melodic exercises are performed correctly, have the students locate the melody in the band arrangement. Create a listening map on the board notating what section has the melody at each specific time. - Before students sight read the band arrangement, discuss the glissando in the trombone section. Have trombones play the glissando for the class. Sight read Down By The Riverside.
Assessment	I will constantly listen and critique the students throughout the rehearsal. I will correct mistakes if they occur.

About the Music

Down by the riverside is a spiritual. Spirituals were songs used by African-American slaves to express a variety of different things. They could be simple work songs, or a personal history of the song writer. Spirituals also provided an outlet for slaves to vent frustrations, sorrows, desires to be free, and seek peace from God.

I'm going to lay down my sword and shield
Down by the riverside
Down by the riverside
Down by the riverside
Going to lay down my sword and shield
Down by the riverside
Ain't going to study war no more

Ain't going to study war no more
Ain't going to study war no more
Ain't going to study war no more
Ain't going to study war no more
Ain't going to study war no more
Ain't going to study war no more

I'm going to put on my long white robe
Down by the riverside
Down by the riverside
Down by the riverside
I'm going to put on my long white robe
Down by the riverside
Ain't going to study war no more
I'm going to talk with the Prince of Peace...

Down By the River Side is also known as "Study War No More" Originally, spirituals like this one were passed down by an oral tradition. As one could imagine, there were several versions of each spiritual. The Lyrics to the right were written by John W. Work in 1940.

With an obvious anti-war message, this song was popular during the Civil War. As it is with so many spirituals, the influence of Down By the Riverside was as popular with White-Americans as it was with African-Americans.



About the Arranger

Born in 1952, Michael Sweeney is a graduate of Indiana University. After studying music education and composition he taught for five years in public schools. He now works full time for the Hal Leonard Music Corporation in Milwaukee, Wisconsin. He is currently Director of Band Publications. He has over 500 publications to his name and is known for writing and arranging particularly for young bands. He also continues to teach through clinics, directing honor bands and music festivals.



Down By the Riverside Exercises

Angela Johnson

Scale Warm Up

The musical score is for a 'Scale Warm Up' exercise in 4/4 time, featuring ten instruments. The key signature has three flats (B-flat, E-flat, A-flat). The instruments and their parts are as follows:

- Flute:** Treble clef. The melody starts on G4, moves up stepwise to D5, then descends stepwise back to G4.
- Clarinet in B $\flat$:** Treble clef. The melody starts on E4, moves up stepwise to B4, then descends stepwise back to E4.
- Alto Sax.:** Treble clef. The melody starts on D4, moves up stepwise to A4, then descends stepwise back to D4.
- Tenor Sax.:** Treble clef. The melody starts on C4, moves up stepwise to G4, then descends stepwise back to C4.
- Horn in F:** Treble clef. The melody starts on C4, moves up stepwise to G4, then descends stepwise back to C4.
- Trumpet in B $\flat$:** Treble clef. The melody starts on B3, moves up stepwise to F4, then descends stepwise back to B3.
- Trombone:** Bass clef. The melody starts on B2, moves up stepwise to F3, then descends stepwise back to B2.
- Tuba:** Bass clef. The melody starts on G2, moves up stepwise to D3, then descends stepwise back to G2.
- Bells:** Treble clef. The melody starts on G4, moves up stepwise to D5, then descends stepwise back to G4.
- Snare Drum:** Drum staff. The pattern consists of a steady eighth-note pulse throughout the piece.

Down By the Riverside Exercises

Pattern A **Pattern B** **Pattern C**

2
6

Fl.

B♭ Cl.

A. Sx.

T. Sx.

Hn.

B♭ Tpt.

Tbn.

Tuba

Bls.

6

S.Dr.

Melodic Passage A

The musical score is titled "Melodic Passage A" and is part of "Down By the Riverside Exercises". It is a page 3 of a larger work. The score is written for a large ensemble, including Flute (Fl.), B♭ Clarinet (B♭ Cl.), Alto Saxophone (A. Sx.), Tenor Saxophone (T. Sx.), Horn (Hn.), B♭ Trumpet (B♭ Tpt.), Trombone (Tbn.), Tuba, Baritone (Bls.), and Snare Drum (S.Dr.). The key signature is B-flat major (two flats) and the time signature is 4/4. The score is divided into three systems, each starting with a rehearsal mark 12. The first system includes Flute, B♭ Clarinet, Alto Saxophone, and Tenor Saxophone. The second system includes Horn, B♭ Trumpet, Trombone, and Tuba. The third system includes Baritone and Snare Drum. The music features a melodic passage with various rhythmic patterns, including eighth and sixteenth notes, and rests. The Snare Drum part is written in a simplified manner, using a single line with a double bar line and a series of eighth and sixteenth notes.

Down By the Riverside Exercises

4
18

Fl.

B♭ Cl.

A. Sx.

T. Sx.

Hn.

B♭ Tpt.

Tbn.

Tuba

Bls.

18

S.Dr.

This musical score is for a band exercise titled "Down By the Riverside Exercises". It is written in 4/4 time and begins at measure 18. The score is arranged for the following instruments: Flute (Fl.), B♭ Clarinet (B♭ Cl.), Alto Saxophone (A. Sx.), Tenor Saxophone (T. Sx.), Horn (Hn.), B♭ Trumpet (B♭ Tpt.), Trombone (Tbn.), Tuba, Baritone Saxophone (Bls.), and Snare Drum (S.Dr.). The woodwinds and brass instruments play a melodic line consisting of eighth and quarter notes, with some measures containing rests. The snare drum provides a rhythmic accompaniment with a pattern of eighth and quarter notes.

Down By the Riverside Exercises

Melodic Passage B

5

24

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

24

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

24

Bls.

24

S.Dr.

Down By the Riverside Exercises

6
30

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

Bls.

30

S.Dr.

The musical score is arranged in three systems. The first system includes Flute (Fl.), B-flat Clarinet (B $\flat$ Cl.), Alto Saxophone (A. Sx.), and Tenor Saxophone (T. Sx.). The second system includes Horn (Hn.), B-flat Trumpet (B $\flat$ Tpt.), Trombone (Tbn.), and Tuba. The third system includes Baritone Saxophone (Bls.) and Snare Drum (S.Dr.). The key signature has two flats (B-flat and E-flat), and the time signature is 6/8. The score consists of five measures. The woodwinds and brass play a melodic line, while the drums provide a steady rhythmic accompaniment. Rehearsal marks 6 and 30 are indicated at the beginning of the first and third systems, respectively.

Down By the Riverside Exercises

7

35

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

35

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

35

Bls.

35

S.Dr.

Down By the Riverside Exercises

Angela Johnson

Scale Warm Up



Pattern A

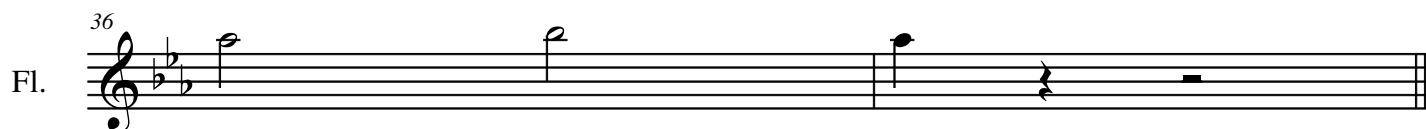
Pattern B



Pattern C

Melodic Passage A

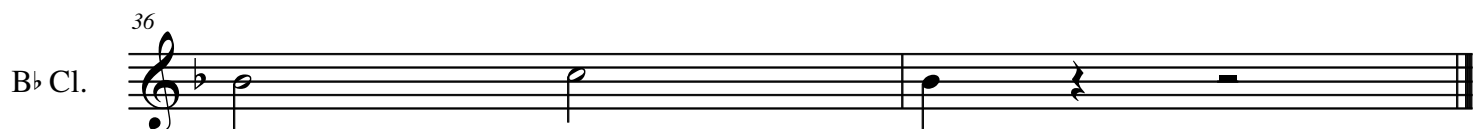




Down By the Riverside Exercises

Angela Johnson

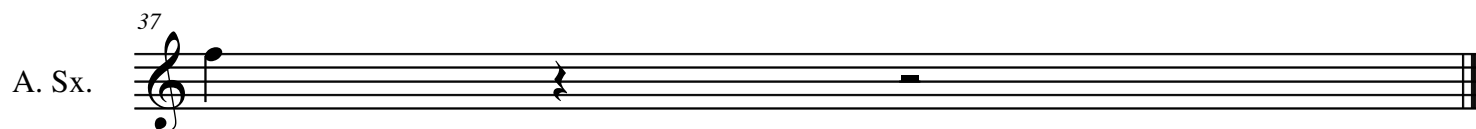




Down By the Riverside Exercises

Angela Johnson





Down By the Riverside Exercises

Angela Johnson

Tenor Sax.



T. Sx.

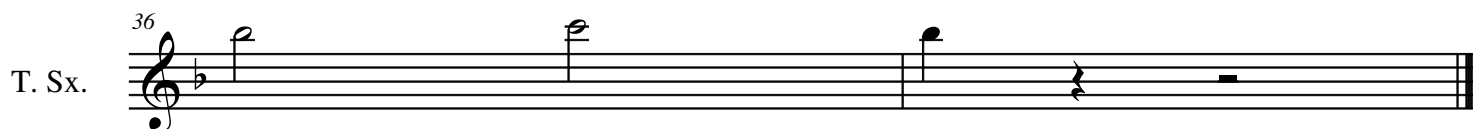


T. Sx.



T. Sx.





Down By the Riverside Exercises

Angela Johnson



21

B $\flat$ Tpt.

Measures 21-24 of the B $\flat$ Trumpet part. The key signature has one flat (B $\flat$). The melody consists of eighth and quarter notes, with a repeat sign at the beginning of measure 22.

26

B $\flat$ Tpt.

Measures 26-31 of the B-flat Trumpet part. Measure 26: Quarter note B $\flat$ 4, quarter note A4. Measure 27: Quarter note G4, quarter rest. Measure 28: Quarter rest, quarter note F4. Measure 29: Quarter note E4, quarter note D4. Measure 30: Quarter note C4, quarter note B $\flat$ 3. Measure 31: Quarter note A3, quarter note G3.

31

B $\flat$ Tpt.

Measures 31-35 of the B-flat Trumpet part. The key signature has one flat (B-flat). The melody consists of quarter notes in measures 31-34, followed by a half note in measure 35. The notes are: 31: B-flat, C, D, E; 32: F, G, A, B-flat; 33: C, D, E, F; 34: G, A, B-flat, C; 35: D, E, F, G, A, B-flat.

36

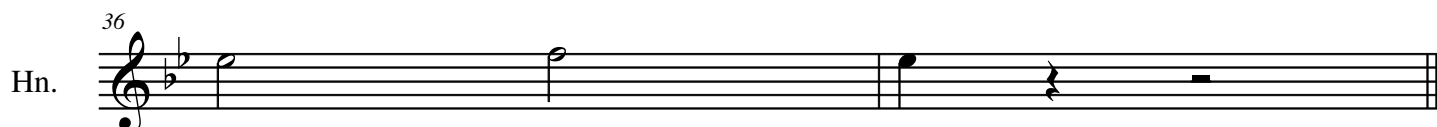
B $\flat$ Tpt.

Measures 36-39 of the B $\flat$ Trumpet part. Measure 36: Quarter note B $\flat$ 4. Measure 37: Quarter note B $\flat$ 4. Measure 38: Quarter note B $\flat$ 4, followed by a quarter rest. Measure 39: Quarter note B $\flat$ 4, followed by a quarter rest. The staff ends with a double bar line.

Down By the Riverside Exercises

Angela Johnson

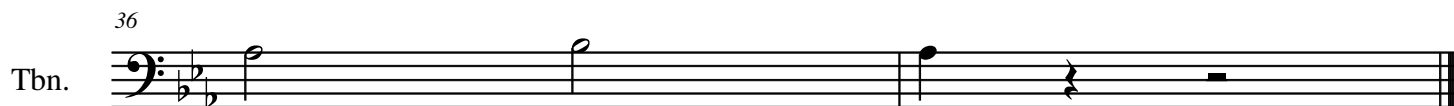




Down By the Riverside Exercises

Angela Johnson





Down By the Riverside Exercises

Angela Johnson



21

Tuba



26

Tuba



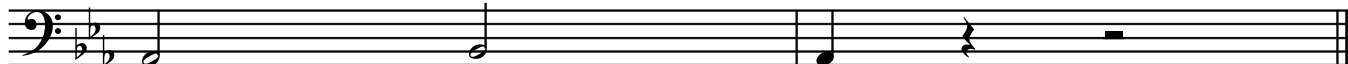
31

Tuba



36

Tuba



Bells

Angela Johnson



Down By the Riverside Exercises

Angela Johnson

Snare Drum



6

S.Dr.



12

S.Dr.



17

S.Dr.



22



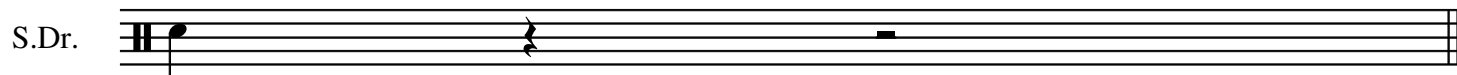
27

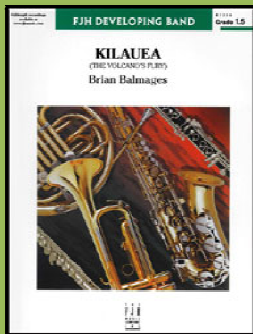


32



37





Title: Kilauea (The Volcano's Fury)

Composer: Brian Balmages

Publisher: FJH Music Company

Performance Time: 2: 40

Grade: 1.5



Basic Ranges:

Flute

Clarinet

Alto Saxophone

Trumpet

Trombone

Tuba

Keys:



Tempos:

$\text{♩} = 76-80$ $\text{♩} = 144$

Time Signatures:

$\frac{4}{4}$
 $\frac{4}{4}$

Style: Programmatic,
Foreboding and Menacing

Notes: Kilauea is inspired by the big island of Hawaii, home of Kilauea. Kilauea is widely considered one of the most active volcanoes in the world. This work attempts to capture some of the emotion behind such a powerful force of nature. The opening section reflects the peace and quiet preceding the eruption. Then, performers are asked to play random notes and rhythms. Eventually, a cacophony of sounds leads to the explosive eruption.

Percussion Needs:

Bass Drum, Snare Drum, Triangle (available in easy and advanced)

Optional Percussion:

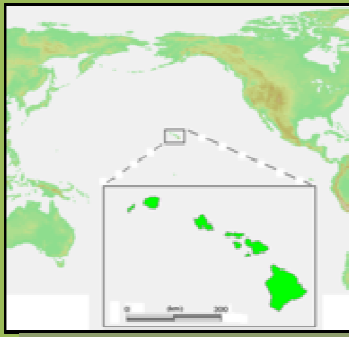
Tam-tam, Rain stick, Suspended Cymbal, Crash Cymbals, Tambourine

Teaching Concepts:

This is a great piece to teach the dotted quarter - eighth note rhythm. It also helps reinforce quarter and half rests at the beginning of measures. With a few aleatoric sections, this piece can also be used to introduce improvisation.

Piece	Kilauea (The Volcano's Fury)
Objectives	Students will learn the dotted quarter – eighth note rhythm, the definition of aleatoric and geographical information about the Hawaiian Volcano, Kilauea.
Standards	Music: 2, 5, 8, 9 Social Studies: 6.1, 6.2, Math: 6.1 English Language Arts: 6.1 Science: 8.3
Materials	Kilauea Exercises student handout, Kilauea sheet music, instruments, pencils
Rehearsal Schedule	- The Class will read the background information handout about the music. - Ask students if any of them have ever seen a volcano. If so where and when. - Students will have sheet music and the exercise handout for Kilauea out on their stands. Ask Students what key the piece is in. Answer – Bb. Play the Bb Major and g minor scale exercises on the exercise handout. - Students will count the rhythm patterns A, B and C of the exercise handout. Make sure students understand and play the eighth note eighth rest rhythm of pattern C correctly. - After the rhythms are performed correctly have the students locate those specific rhythms in the band arrangement. - Go back to the exercises and play the unison melodic passages A and B. - After the melody exercises are performed correctly, have the students locate the melody in the band arrangement. Create a listening map on the board notating what section has the melody and counter at each specific time. - Before students will sight read the band arrangement, discuss the aleatoric section at measure 26. Students must understand that the random notes and rhythms must start soft and build like a volcanic eruption. Refer to the diagram of Kilauea on the information handout. Sight read Kilauea.
Assessment	I will constantly listen and critique the students throughout the rehearsal. I will correct mistakes if they occur.

About the Music



Kilauea is the world's largest active volcano located on the big island of Hawaii. The Hawaiian Islands are almost 2,000 miles southwest of the North American mainland. Hawaii is over 4,000 square miles and continues to grow each year as Kilauea pours lava into the ocean. The Polynesians are believed to be the first people to settle on the island of Hawaii in 400

AD. There was a second wave of settlers some four to five hundred years later. Europeans made first contact with the Hawaiian people in 1778 and began to trade and use the island as an outpost for whaling ships. Hawaii became our fiftieth state on August 21, 1959.

Kilauea has continuously issued lava since 1983 through its many vents on the island and in the ocean. The most recent major eruption was on March 19, 2008 generating a 3.7 earthquake and scattering rock debris across a 75 acre area. Kilauea is the legendary home of Pele, the Hawaiian fire goddess. Several different lava formations are named after this ancient deity. Small droplets of lava that cool in the air are called Pele's tears and thin brittle strands of volcanic glass are called Pele's hair.



About the Composer

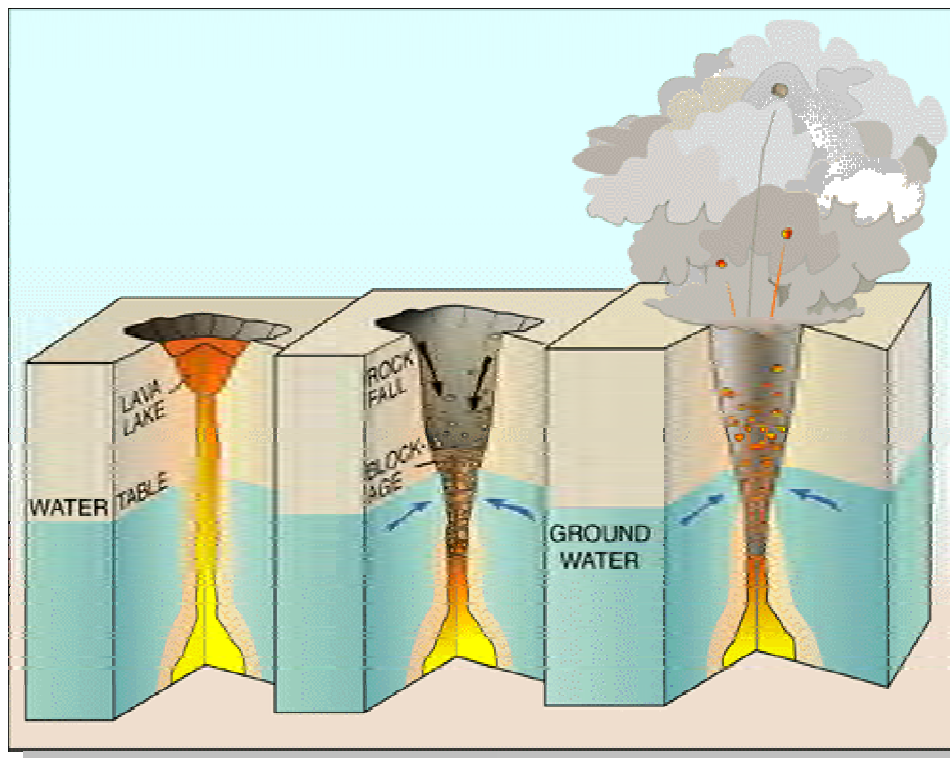
Brian Balmages is an active composer, conductor and performer. He began his musical career on trumpet at James Madison University and the University of Miami in Florida.



He has performed with the Miami Symphony Orchestra, the Florida Chamber Orchestra, Skyline Brass and The Henry Mancini Institute Orchestra. Mr. Balmages is currently the director of instrumental publications at the FJH Music company Inc. He is also an adjunct faculty member at Towson University in Baltimore, Maryland.



Diagram of a Kilauea



Kilauea Exercises

Angela Johnson

Bb Major Scale

The musical score is for a Bb Major Scale exercise in 4/4 time, spanning four measures. The instruments and their parts are as follows:

- Flute:** Treble clef, Bb key signature. Notes: G4 (half), A4-B4 (quarter), C5 (half), D5-E5 (quarter), F5 (half), G5 (half).
- Clarinet in Bb:** Treble clef, Bb key signature. Notes: G4 (half), A4-B4 (quarter), C5 (half), D5-E5 (quarter), F5 (half), G5 (half).
- Alto Sax.:** Treble clef, B key signature. Notes: G4 (half), A4-B4 (quarter), C5 (half), D5-E5 (quarter), F5 (half), G5 (half).
- Tenor Sax.:** Treble clef, Bb key signature. Notes: G4 (half), A4-B4 (quarter), C5 (half), D5-E5 (quarter), F5 (half), G5 (half).
- Horn in F:** Treble clef, Bb key signature. Notes: G4 (half), A4-B4 (quarter), C5 (half), D5-E5 (quarter), F5 (half), G5 (half).
- Trumpet in Bb:** Treble clef, Bb key signature. Notes: G4 (half), A4-B4 (quarter), C5 (half), D5-E5 (quarter), F5 (half), G5 (half).
- Trombone:** Bass clef, Bb key signature. Notes: G3 (half), A3-B3 (quarter), C4 (half), D4-E4 (quarter), F4 (half), G4 (half).
- Tuba:** Bass clef, Bb key signature. Notes: G3 (half), A3-B3 (quarter), C4 (half), D4-E4 (quarter), F4 (half), G4 (half).
- Bells:** Treble clef, Bb key signature. Notes: G4 (half), A4-B4 (quarter), C5 (half), D5-E5 (quarter), F5 (half), G5 (half).
- Snare Drum:** Drum staff. Pattern: Four measures of eighth-note pairs (1-2, 3-4, 5-6, 7-8).

Kilauea Exercises

G Natural Minor Scale

2
5

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

Bls.

S.Dr.

The musical score is arranged in three systems of staves. The first system contains Flute (Fl.), B-flat Clarinet (B $\flat$ Cl.), Alto Saxophone (A. Sx.), and Tenor Saxophone (T. Sx.). The second system contains Horn (Hn.), B-flat Trumpet (B $\flat$ Tpt.), Trombone (Tbn.), and Tuba. The third system contains Baritone (Bls.) and Snare Drum (S.Dr.). The key signature is G natural minor (two flats: B $\flat$ and E $\flat$). The time signature is 2/5. The score is divided into four measures by vertical bar lines. The first measure begins with a double bar line and a key signature change. The second measure contains a repeat sign. The third and fourth measures continue the scale. The Snare Drum part features a rhythmic pattern of eighth notes.

Kilauea Exercises
Pattern A
Quarter = 72

Pattern B

3

The musical score is arranged in two systems of staves. The first system includes Flute (Fl.), B♭ Clarinet (B♭ Cl.), Alto Saxophone (A. Sx.), and Tenor Saxophone (T. Sx.). The second system includes Horn (Hn.), B♭ Trumpet (B♭ Tpt.), Trombone (Tbn.), Tuba, Baritone (Bls.), and Snare Drum (S.Dr.). The key signature is B-flat major (two flats). The time signature is 3/4, indicated by 'Quarter = 72'. The score is divided into two main sections: 'Pattern A' and 'Pattern B'. 'Pattern A' spans measures 9 and 10, while 'Pattern B' spans measures 10 and 11. Each staff begins with a measure number '9' at the start of the first measure. The notation includes various musical symbols such as notes, rests, beams, and slurs. The Snare Drum part uses a single line with vertical strokes and beams to represent the drum pattern.

4 Pattern C

Kilauea Exercises

Melodic Passage A

Quarter = 144

Quarter = 72

15

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

15

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

15

Bls.

15

S.Dr.

No Snare Part for lyrical

Kilauea Exercises

5

20

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

20

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

20

Bls.

20

S.Dr.

Kilauea Exercises
Counter Melody A

6
26

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

26

Bls.

26

S.Dr.

The musical score for 'Counter Melody A' spans measures 26 to 31. The instrumentation includes Flute (Fl.), B-flat Clarinet (B $\flat$ Cl.), Alto Saxophone (A. Sx.), Tenor Saxophone (T. Sx.), Horn (Hn.), B-flat Trumpet (B $\flat$ Tpt.), Trombone (Tbn.), Tuba, Baritone (Bls.), and Snare Drum (S.Dr.). The key signature is two flats (B-flat and E-flat), and the time signature is 6/8. The woodwinds (Fl., B $\flat$ Cl., A. Sx., T. Sx.) and brass (Hn., B $\flat$ Tpt., Tbn., Tuba) parts feature a counter melody. The Snare Drum (S.Dr.) part consists of a steady eighth-note pattern. The score is divided into measures 26, 27, 28, 29, 30, and 31. The first measure (26) starts with a key signature change to two flats. The second measure (27) contains a double bar line. The third measure (28) contains a key signature change to one flat. The fourth measure (29) contains a key signature change to no flats. The fifth measure (30) contains a key signature change to one flat. The sixth measure (31) contains a key signature change to two flats.

Melodic Passage B

Quarter = 144

33

Fl.

B $\flat$ Cl.

A. Sx.

T. Sx.

Hn.

B $\flat$ Tpt.

Tbn.

Tuba

Bls.

33

S.Dr.

33

Detailed description: This is a musical score for a band, specifically for measures 33 through 38 of a piece titled 'Melodic Passage B'. The score is written for nine instruments: Flute (Fl.), B-flat Clarinet (B $\flat$ Cl.), Alto Saxophone (A. Sx.), Tenor Saxophone (T. Sx.), Horn (Hn.), B-flat Trumpet (B $\flat$ Tpt.), Trombone (Tbn.), Tuba, and Baritone Saxophone (Bls.). The drum part (S.Dr.) is also included. The key signature is one flat (B-flat), and the time signature is 4/4. The tempo is marked as 'Quarter = 144'. The score begins at measure 33, indicated by a double bar line and the number 33. Each instrument part has a corresponding staff. The Flute, Alto Saxophone, Tenor Saxophone, Horn, B-flat Trumpet, Trombone, and Baritone Saxophone parts all feature a melodic line with eighth and sixteenth notes, often with slurs and accents. The B-flat Clarinet and Tuba parts provide harmonic support with sustained notes and occasional melodic fragments. The drum part consists of a steady eighth-note pattern. The score ends at measure 38 with a final double bar line.

38

Fl.

B♭ Cl.

A. Sx.

T. Sx.

Hn.

B♭ Tpt.

Tbn.

Tuba

Bls.

38

S.Dr.

38

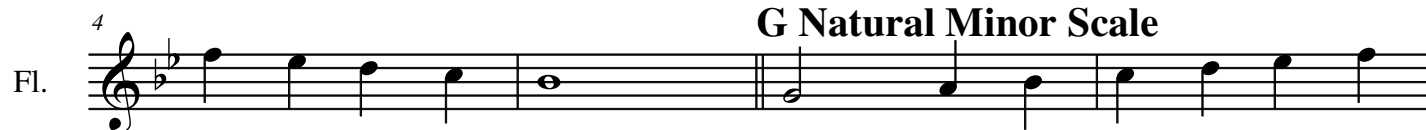
Kilauea Exercises

Angela Johnson

Bb Major Scale



G Natural Minor Scale

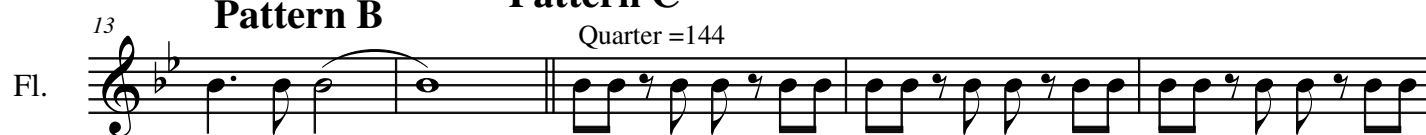


Pattern A



Pattern B

Pattern C



Melodic Passage A

Fl. 18

Quarter = 72

Counter Melody A

Fl. 24

Melodic Passage B

Fl. 30

Quarter = 144

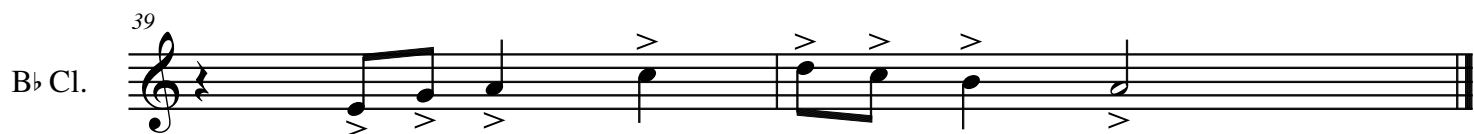
Fl. 35

Fl. 39

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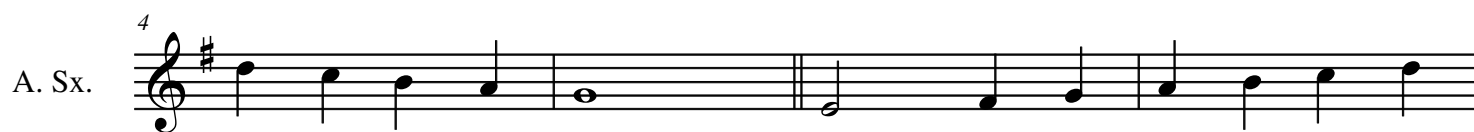
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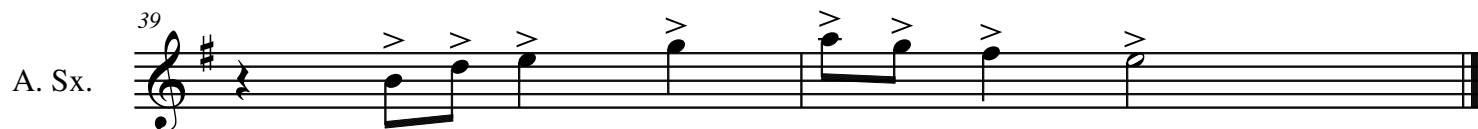
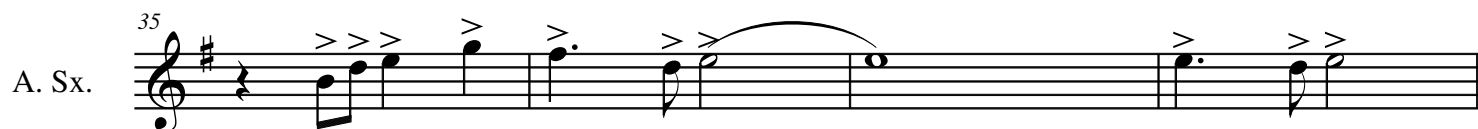




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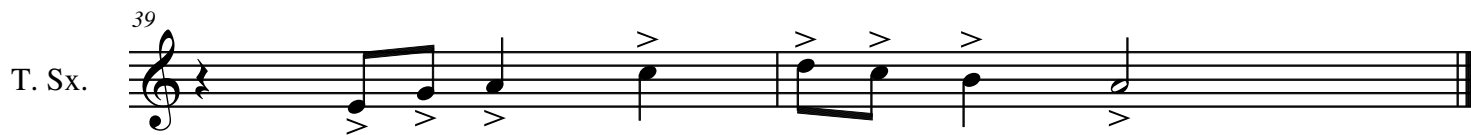




Kilauea Exercises

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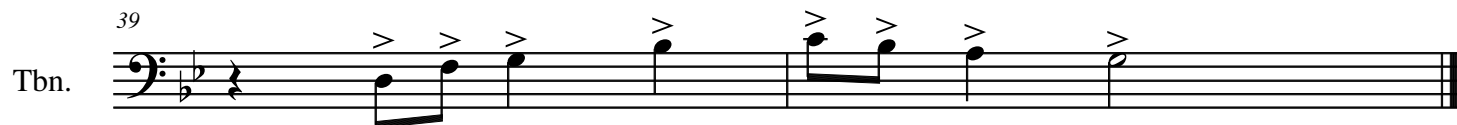
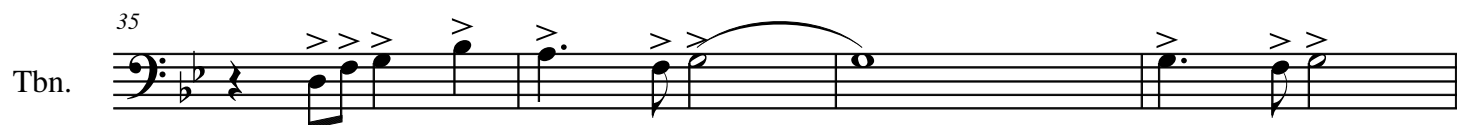




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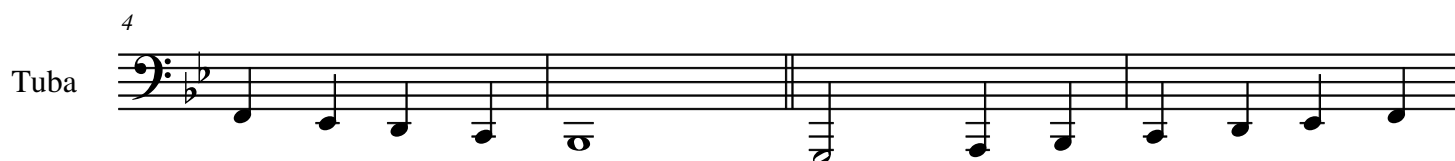
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18

Tuba



24

Tuba



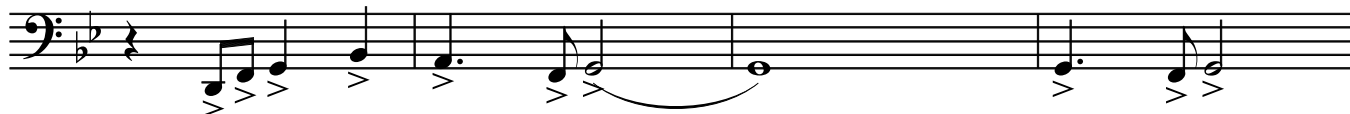
30

Tuba



35

Tuba



39

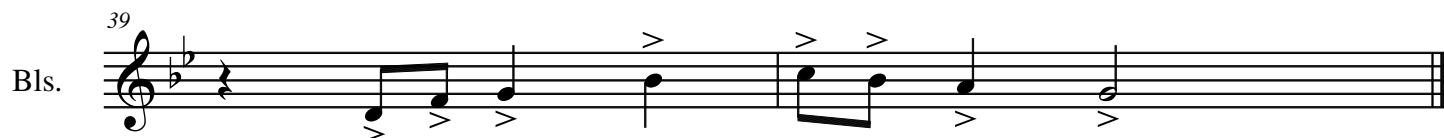
Tuba



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Snare Drum



S.Dr.

4



S.Dr.

8



S.Dr.

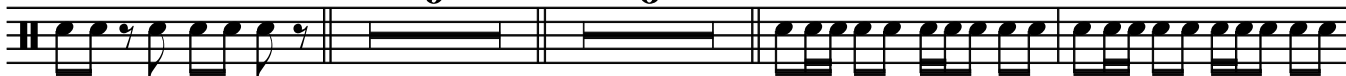
13



18

S.Dr.

9 6



No Snare Part for lyrical passages see the mallet part

36

S.Dr.



40

S.Dr.

