

HOW THE
TRADITION OF EXCELLENCE
BAND METHOD ADDRESSES EACH OF
THE GRADE 5–8 NATIONAL STANDARDS

Contained in this booklet are just a few of the many exercises included in the *Tradition of Excellence* band method designed to help the student meet and surpass each of the grade 5–8 National Standards.



ABOUT THE AUTHORS



Bruce Pearson grew up in Bloomington, Minnesota. He has taught at the elementary, junior high, high school, and college levels for over 40 years. In December of 1998, Dr. Pearson was awarded the prestigious Midwest Clinic Medal of Honor in recognition of his outstanding contributions to music education. In 2007, he was the recipient of the Distinguished Alumni award at St. Cloud State University. Also in 2007, he was recognized as the first Patron for the Maryborough Conference in Queensland, Australia. Dr. Pearson continues to serve as a guest lecturer, clinician, and conductor in addition to his work as a composer, arranger, and author.

Dr. Pearson and his wife, Dee, presently live in Elk River, Minnesota—a part of the Minneapolis-St. Paul metropolitan area.



Ryan Nowlin, a native of Cleveland, Ohio, holds both his Bachelor of Music and Master of Music degrees from Bowling Green State University (Ohio). He has taught for ten years at the beginning, middle school, high school, and college levels, including wind ensemble, jazz ensemble, and marching band direction. Mr. Nowlin was an instructor of conducting and band scoring at BGSU and was recently recognized as one of the university's Accomplished Graduates. In 2010, Mr. Nowlin joined "The President's Own" United States Marine Band, where he currently serves as staff arranger.

This work presented by the publisher has been prepared by Ryan Nowlin in an unofficial capacity and neither "The President's Own" United States Marine Band, the U.S. Marine Corps, nor any other component of the Department of Defense or the U.S. Government has endorsed this material.

NATIONAL STANDARDS FOR ARTS EDUCATION: MUSIC

What every young American should know and be able to do in music

Grades 5 – 8

Each musicianship standard that is addressed by the exercise is identified above the exercise.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standards

- a. sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Interactive Teacher Studio Book 1, page 64

Singing is critical to the complete development of instrumental music students, and should be a part of training from the very beginning. Singing helps to develop their audiation skills—that is, for the students to be able to hear the music before they play it. A good vocal warm-up is essential at the start of any lesson that includes singing. Employ warm-ups such as the one below that relax the voice and promote good vocal health.

BASIC WARM-UP FOR SINGING

Loosen up: Have students shake out their arms and legs to release tension in their muscles.


Establish posture: Tell students to stand/sit up straight as if an invisible string attached to the top of their heads is holding them up.

Develop breathing: Have students take a breath without lifting their shoulders. Then, while keeping a steady beat, have them push out the air using a continuous “sss” or “fff” sound, telling them to make sure all of the air is exhaled by the time eight counts have passed. Repeat, varying number of counts. Rhythmic sizzling (for example, vocalizing “sss” in a series of quarter note bursts) can also be used when expelling the air. For more detailed information on breathing development, see *Teaching Band With Excellence*, pages 32-33.

Warm-up and relax the voice:

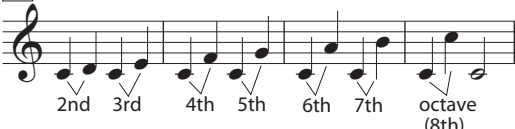
- Create an exercise using three or four notes in a stepwise pattern. Sing the exercise on “ah” or “oo” and have students echo you. Start in the middle register, then repeat the exercise a few more times, starting the exercise a half step higher or lower each time.
- Sing a note using “ah” or “oo,” slide up to a note a fifth above it, then slide back down again. Have students echo you. Move up and down by half steps. Tell students to try to feel their voice singing all of the pitches in between the beginning and ending notes.
- Have students vocalize siren-like sounds that sweep from low to high and back to low. Use the syllable “woo” and have students accompany the sweep of sound with an arm gesture that matches the pitch contour. Begin in the middle register at a low volume, increasing the range and volume as the warm-up progresses.

B♭ Clarinet Book 2, page 3



13. Excellence in Theory

A ▶ Play and sing the following intervals.



interval

2nd 3rd 4th 5th 6th 7th octave
(8th)

- b. sing with expression and technical accuracy music representing diverse genres and cultures, with expression appropriate for the work being performed

Conductor Score Book 1, page 131

Student page 11

40. San Serení — Test

131

San Serení is pronounced "sahn seh-reh-NEE."

Written assessments are also a valuable way to evaluate student progress. Assess students' understanding of concepts introduced by having them complete the *Tradition of Excellence Quiz 2* available on score page 147. Students are prepared for this quiz after completing page 13.

The quiz and answer key are also available in the *Interactive Teacher Studio*.

40. San Serení **TEST**

Puerto Rican Folk Song

The musical score for 'San Serení' is written for a large ensemble. It includes parts for Flute/Oboe, Clarinets (Bb and Bb), Saxophones (Eb Alto and Eb Baritone), Tenor Saxophone, Trumpets (Bb), Trombones (Bb and Baritone/Cornet), Tuba, Mellophone, Snare Drum (with S.D. stick), Bass Drum, and Accompaniment. The vocal line is in Spanish: "San Se - re - ní de la bue - na, bue - na vi - - da,". The score is in 2/4 time and Bb major. A key signature change to E-flat major is indicated for the accompaniment. A section labeled 'FOR HORNS ONLY' is provided at the bottom.

W61F

b. sing with expression . . . *continued from page 4*

Conductor Score Book 1, page 112

112
◀ 31. Camptown Races ▶
Student page 10

Lesson Plan <i>Interactive Teacher Studio</i>	Tradition of Excellence Quiz Score page 147	Excellence in Theory Theory Concepts pp. 000-000	Teaching Band with Excellence Topic pp. 000-000		
Musicianship Standards	1. Singing	2. Performing	3. Improvising	4. Composing & Arranging	5. Reading & Notating
	6. Listening & Analyzing	7. Evaluating	8. Interdisciplinary Relationships	9. Historical & Cultural Relationships	

Objectives for Student Learning

- ▶ Identify, define, and perform a **one-measure repeat sign**.
- ▶ Aurally identify and notate pitches and rhythms.
- ▶ Locate the United States on a world map and share information about this country.
- ▶ Share information about Stephen Foster.
- ▶ Perform with lyrics and share information about *Camptown Races*.
- ▶ Discuss the history fact and define **popular music**.

Student Text

Draw the missing notes in the ovals before you play.

History: *Stephen Foster, America's first great popular songwriter, was born on the 50th anniversary of American Independence: the Fourth of July, 1826.*

31. Camptown Races

Stephen Foster (1826–1864)
American Composer

The score is in 2/4 time with a key signature of one flat (Bb). The vocal line has lyrics: "Camp - town la - dies sing this song, Doo - dah, Doo - dah,". The instrumental parts include parts for Flute/Oboe, Clarinets (Bb and B), Saxophones (Eb Alto and Bb Tenor), Trumpets (Bb), Horns (F), Tuba, and Mellophone. The accompaniment is for Accordion with a bass line. A section labeled "FOR HORNS ONLY" is provided at the bottom.

W61F

b. sing with expression . . . *continued from page 5*

Conductor Score Book 1, page 284

Allegro *Fine*

Fl. Ob. *p*

Orchestration:
A - lou - et - te, gen-tile a - lou - et - te, A - lou - et - te, je te plu-me - rai.

B♭ Cl. B♭ B. Cl. *p*

E♭ A. Sax. E♭ B. Sax. *p*

B♭ T. Sax. *p*

Allegro *Fine*

B♭ Tpt. Bar. TC *p*

F Hn. *p*

Trb. Bar. BC Bsn. *p*

Tuba *p*

Allegro *Fine*

Mits. *p*

Allegro *Fine*

Accomp. *p* E♭ B♭7 E♭ B♭7 E♭

F/E♭ HORNS ONLY **Allegro** *Fine*

Detailed description of the conductor score: The score is for a conductor's book, page 284. It features a vocal line at the top with lyrics: "A - lou - et - te, gen-tile a - lou - et - te, A - lou - et - te, je te plu-me - rai." The tempo is marked "Allegro" and the dynamics are "p" (piano). The score includes parts for Flute/Oboe, Clarinet/Bass Clarinet, Saxophone (Alto and Baritone), Tenor Saxophone, Trumpet/Euphonium, Trombone/Bass Trombone/Bassoon, Tuba, Mellophone, and Accompaniment. The key signature is E-flat major (three flats). The time signature is 2/4. The score concludes with a "Fine" marking. There is also a section for "F/E♭ HORNS ONLY" at the bottom.

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standards

- a. perform on at least one instrument accurately and independently, alone and in small and large ensembles, with good posture, good playing position and good breath, bow or stick control

Conductor Score Book 1, page 22

22
◀ Clarinet Lesson ▶
Student pages 2-4

Lesson Plan
Interactive Teacher Studio

Teaching Band with Excellence
Topic pp.

Musicianship Standards
1. Singing
2. Performing
3. Improvising
4. Composing & Arranging
5. Reading & Notating

6. Listening & Analyzing
7. Evaluating
8. Interdisciplinary Relationships
9. Historical & Cultural Relationships

GETTING STARTED

For more detailed instruction, be sure to view the Video Lessons in your *Tradition of Excellence Interactive Practice Studio* or on the DVD. More lessons are available every time you see this icon.

Assembly

- 1) Put the thin end of the reed in your mouth to moisten it. Grease the corks if necessary.
- 2) Push and twist the ball onto the lower section.
- 3) Press down the tone hole rings to lift the bridge key on the upper section. Hold the lower section with your palm on the pad cups. Gently twist together the sections, aligning the bridge keys.
- 4) Twist the barrel onto the upper joint. Make sure the bridge keys stay aligned.
- 5) Insert the mouthpiece into the barrel. Align the open, flat side of the mouthpiece with the register key.
- 6) Put the ligature onto the mouthpiece. Loosen the ligature screws, slide it up slightly, and slip the reed behind it. Slide the ligature down.
- 7) Center the reed on the mouthpiece with a hairline of mouthpiece visible above the reed. Tighten the screws on the ligature only until snug.

Posture & Hand Position

- 1) Sit up straight at the edge of your chair with your feet flat on the floor.
- 2) Relax your body. Keep your chin parallel to the floor and your elbows away from your body.
- 3) Place your right thumb under the thumb rest. Keep your thumb straight. Place your left thumb over the thumbhole at a 45-degree angle.
- 4) Hold the clarinet directly in front of you with the bell near your knees.
- 5) Curve your fingers on both hands to form a relaxed "C," as if holding a tennis ball. Keep your wrists straight.

Forming an Embouchure & Making a Tone

- 1) Remove the mouthpiece and barrel from the clarinet.
- 2) Slip a piece of paper between the reed and the mouthpiece, sliding it down toward the barrel until it stops.
- 3) Put the tip of your thumb just under the imaginary line created by the paper. This line shows where your lower lip should be placed.
- 4) While holding your thumb in place on the reed, remove the paper. Form a good embouchure by shaping your mouth as if saying "ah" while you say "too."
- 5) Cover your bottom teeth with a small amount of your lower lip.
- 6) Place the mouthpiece in your mouth so your lower lip bumps against your thumb. Rest your top teeth directly on the mouthpiece. Close your lips like a drawstring. Your chin should be flat and pointed. Use a mirror to check your embouchure.
- 7) Take a full breath of air through your mouth and play a long, steady F4.
- 8) Complete the **Mouthpiece Workout** by watching the video lesson and playing along with the recorded accompaniment (see page 1 for details).

Daily Care & Maintenance

- 1) Remove the ligature and reed. Place the reed in a reed holder to dry. Never store it on the mouthpiece.
- 2) Remove each section and carefully wash each one. Wipe off the tenon corks and joints.
- 3) Wipe the outside of the clarinet with a soft, clean cloth.
- 4) Each time you finish caring for a part of the clarinet, return it to its proper place in the case. Latch the case.

CLARINET LESSON

Terms & Symbols

music alphabet – first seven letters of the alphabet; these note names are assigned to the lines and spaces of the staff

Time Signature = number of counts per measure = type of note (♩) that gets one count

Rhythm

- ♩ whole note = 4 counts of sound in 4
- ♭ whole rest = 4 counts of silence in 4

Notes ○ = open ● = pressed down

Counting

counting	1	2	3	4
letter counting				

To enhance practicing, use the recorded accompaniments, video lessons, and more provided in your *Tradition of Excellence Interactive Practice Studio*. See page 1 for more information.

1. The "E" Express ▶ How is your posture?
2. "D"-termination ▶ Are you using plenty of air?
3. Music in Motion ▶ Are you playing with a good embouchure?
4. "C" Spot Run ▶ How is your hand position?
5. Mr. Whole Note Takes a Walk ▶ Write the note names beneath the music before you play.

Clarinet Checklist

- Sitting up straight?
- Clarinet in center of body with bell near knees?
- Clarinet at correct angle?
- Right and left thumbs correctly placed?
- Fingers gently curved?
- Wrists straight?
- Elbows away from body?
- Head erect?
- Mouthpiece proper distance in mouth?
- Top teeth resting directly on mouthpiece?
- Chin flat and pointed?
- Equal pressure on all sides of mouthpiece?
- Breathing correctly?
- Good tone produced?

Check tone production by using just the mouthpiece and barrel.
Correct Concert pitch:

F sharp (F#)

Clarinet video lessons feature April Leslie.

W61F
NN112B

a. perform on at least one instrument . . . *continued from page 7*

Percussion Book 1, page 26 cont. (105)

105. Ronde TEST

Tielman Susato was a Renaissance composer, trumpet player, and music publisher. He wrote mostly dance music, including Ronde.

Tielman Susato (c. 1500–c. 1562)
Flemish (Belgian) Composer

Moderato

Mits. *mf*

snare off R R L R L R L R L R L R L L R R L L R L R L L R L

S.D. *mf*

B.D. *f*

Oboe Book 1, page 36

SOLO

Rigaudon is a French dance in duple meter that was popular during the 17th and 18th centuries. Unlike many composers of his time, Telemann did not come from a musical family.

Rigaudon

Georg Philipp Telemann (1681–1767)
German Composer
Arr. Bruce Pearson and Ryan Nowlin

Solo with Piano Accompaniment

Moderato

Oboe

Piano *f*

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a. perform on at least one instrument . . . *continued from page 8*

Percussion Book 1, page 33

ENSEMBLE

The term "military band" was historically used to designate an instrumental ensemble made up of woodwinds, brass, and percussion, much like today's concert band. *Eccossaise for Military Band* was originally written by Beethoven in 1810 for this type of ensemble. The work is a **contradance**, a lively dance-inspired composition in $\frac{2}{4}$. In a contradance, couples faced each other in two lines. It was a Classical Period predecessor to more modern forms such as square dancing.

Solo: Mlts. A **Duet:** Mlts. A + B **Trio:** Mlts. A + B + C

Percussion Ensemble or Full Band: All Percussion Parts (cont. next page)

Eccossaise for Military Band

▶ 1st x = first time through. 2nd x = second time through.

Ludwig van Beethoven (1770–1827)

German Composer

arr. Bruce Pearson

Introduction
Moderato

Mlts. A. 1 2 3 4 5 6 7 8 9

Mlts. B. 1 2 3 4 5 6 7 8 9

Mlts. C. 1 2 3 4 5 6 7 8 9

1st x *mf*
2nd x *mp*

10 11 12 13 14 15 16 17 18 19

Mlts. A. 10 11 12 13 14 15 16 17 18 19

Mlts. B. 10 11 12 13 14 15 16 17 18 19

Mlts. C. 10 11 12 13 14 15 16 17 18 19

1st x *mf*
2nd x *mp*

20 21 22 23 24 25 26 27 28

Mlts. A. 20 21 22 23 24 25 26 27 28

Mlts. B. 20 21 22 23 24 25 26 27 28

Mlts. C. 20 21 22 23 24 25 26 27 28

mf

a. perform on at least one instrument . . . *continued from page 9*

Conductor Score 1, page 210

210 ◀Procession from "Water Music"▶ Student page 20

Student Text
History: *Water Music* was written for a royal boat part on England's Thames River. The orchestra played from one barge while King George I and friends listened from another vessel close by.
All except percussion: In 2/4, 3/4, and other time signatures, «insert whole rest» indicates a full measure of rest.

Procession from "Water Music"

George Frideric Handel (1685–1759)
English Composer
arr. Ryan Nowlin

Introduction
Moderato

Moderato 5 *1st Theme*

Moderato 5

Moderato 5

Moderato 5

W61F

- b. perform with expression and technical accuracy varied repertoire of instrumental literature with a difficulty of 3, on a scale 1 to 6, including some solos performed from memory

B \flat Clarinet Book 2, page 20

SOLO

Concert Etiquette

- Enter the stage or performance area confidently. Make eye contact with the audience and smile.
- Stand or sit tall. Be positive and energetic. It's fun to share your music with others!

Hunting Song

Solo with Piano Accompaniment

Ryan Nowlin (b. 1978)
American Composer

B \flat Clarinet

Andante ($\text{♩} = 66$)

Piano

Andante ($\text{♩} = 66$)

mf

5

6

7

8

9

10

To Coda ♩ 1.

11

12

13

14

To Coda ♩ 1.

15

16

17

18

19

f

mf

f

f

mf

mp

p

p

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b. perform with expression . . . continued from page 11

B \flat Clarinet Book 2, page 37

Bossa Caribe

Bruce Pearson (b. 1942)
American Composer
arr. Ryan Nowlin

Moderato
div.

1 *mf* 2 3 4 5

6 *f* 7^A 8 *p* 9 10

11 12 13 14 15

16 17 *mp* 18 19

20 21 22 23 24 *f*

25 *mp* 26 27 28 29 30 *unis.*

31 *div.* 32^A 33-37 5 38 *f* 39 *ff* 40

41^A 42-46 5 47-47 2 49 *mp* 50 51

52 *div.* 53^A 54 *f* 55 *ff* 56 *fp*

57 *ff* 58 *fp* 59 *ff* 60 61

b. perform with expression . . . continued from page 12

Conductor Score Book 2, first score page *Rain Dance*

Rain Dance

Dean Sorenson (b. 1963)
American Composer

The score is written for a full orchestra and includes the following parts:

- Flute
- Oboe
- B♭ Cl.
- E♭ A. Cl.
- B♭ B. Cl.
- Bsn.
- E♭ A. Sax.
- B♭ T. Sax.
- E♭ B. Sax.
- B♭ Tpt./Cor.
- F Hn.
- Tbn.
- Bar./Euph. BC
- BB♭ Tuba
- E. Bass
- Bells
- Snare Drum
- Bass Drum
- Crash Cymbals, Suspended Cymbal, Maracas
- Drum Set (optional)
- Piano Reduction

Key performance markings include *div.* (divisi) for woodwinds and strings, and dynamic markings *f* (forte), *p* (piano), and *mf* (mezzo-forte). Specific percussion instructions include *C.C.* (Crash Cymbal), *sus. cym. w/ stick* (suspended cymbal with stick), *Cr. Cym.* (Crash Cymbal), and *Ride Cymbal*. A *mf shaker* is also indicated. Rehearsal marks 5 and 6 are present throughout the score.

- c. perform music representing diverse genres and cultures, with expression appropriate for the work being performed

B \flat Clarinet Book 1, page 30

ritardando

127. Theme from "The Sleeping Beauty"

- ▶ Circle the notes changed by the key signature.
- ▶ R.H. down = keep right hand fingers down.

In 1891, Tchaikovsky traveled to America for the opening of Carnegie Hall in New York City.

Peter Ilyich Tchaikovsky
(1840–1893)
Russian Composer

Allegro

The musical score is written for B \flat Clarinet in 3/4 time. It begins with a mezzo-forte (*mf*) dynamic and a tempo marking of **Allegro**. The first staff contains the main melody, which ends with a fermata. The second staff shows a first ending (1.) and a second ending (2.) with a *rit.* (ritardando) marking. The piece concludes with a mezzo-piano (*mp*) dynamic. A dashed line above the first staff indicates the 'R.H. down' instruction.

Oboe Book 1, page 31

133. Sleeping Princess

- ▶ Which fingering should you use when playing F on this song?

Swedish Folk Song

Moderato

The musical score is written for Oboe in 2/4 time. It starts with a mezzo-forte (*mf*) dynamic and a tempo marking of **Moderato**. The melody features several accents. The piece concludes with a first ending (1.) and a second ending (2.) with a forte (*f*) dynamic.

Percussion Book 1, page 31 cont.

134. Skill Builder: Samba-lêlê

✓ **TEST**

Brazilian Folk Song

Moderato

The musical score is for percussion in 4/4 time, marked **Moderato** and mezzo-forte (*mf*). It features three parts: Mts. (Melody) in a treble clef, Mcas. Cwbl. (Congas) in a double bar line, and S.D. B.D. (Snare Drum) in a double bar line. The melody consists of eighth and quarter notes, while the percussion parts provide a rhythmic accompaniment.

B \flat Clarinet Book 2, page 17

81. The Galway Piper

Irish Reel

Moderato

The musical score is written for B \flat Clarinet in 2/4 time. It begins with a mezzo-forte (*mf*) dynamic and a tempo marking of **Moderato**. The piece is an Irish Reel, characterized by its rhythmic pattern of eighth and sixteenth notes.

d. play by ear simple melodies on a melodic instrument

B \flat Trumpet Book 1, page 10

31. Camptown Races ▶ Draw the missing notes in the ovals before you play.

Stephen Foster, America's first great popular songwriter, was born on the 50th anniversary of American Independence: the Fourth of July, 1826. Stephen Foster (1826–1864) American Composer

Musical staff in treble clef, common time (C). The melody consists of 12 measures. Measures 1-4 are marked 'Solo/Soli' and measures 5-8 are marked 'Tutti'. There are ovals around notes in measures 2, 3, 4, 6, 7, and 8, indicating missing notes to be drawn. A double bar line with repeat dots is at the end of measure 8.

B \flat Trumpet Book 2, page 5

24. Excellence in Ear Training

• Write the melody of "My Country, 'Tis of Thee" / "God Save the King" in the staff provided. Several notes are written to help you.

Musical staff in treble clef, 3/4 time. The staff contains several pre-written notes: a quarter note G4 in measure 1, a quarter note E4 in measure 2, a quarter note D4 in measure 3, a quarter note C4 in measure 4, a quarter note B3 in measure 5, a quarter note A3 in measure 6, a quarter note G3 in measure 7, and a quarter note F3 in measure 8.

Trombone Book 1, page 29

123. Excellence in Ear Training

▶ Practice with the recorded accompaniment. Listen in measures 1, 3, 5, and 7. In measures 2, 4, 6, and 8, echo what you heard. Your starting notes are shown.

Musical staff in bass clef, common time (C). The staff is divided into 8 measures. Above the staff, measures 1, 3, 5, and 7 are labeled 'Listen' and measures 2, 4, 6, and 8 are labeled 'Play'. Each measure contains a single starting note: G2 in measure 1, F2 in measure 2, E2 in measure 3, D2 in measure 4, C2 in measure 5, B1 in measure 6, A1 in measure 7, and G1 in measure 8.

Clarinet Book 2, page 13

Blues Scale

61. Excellence in Ear Training

▶ Play the Blues Scale at the top of the page. Practice with the recorded accompaniment. Listen in measures 1, 3, 5, and 7. In measures 2, 4, 6, and 8, echo what you heard. Your starting notes are shown. Only the notes of the blues scale will be used.

Musical staff in treble clef, 4/4 time. The staff is divided into 8 measures. Above the staff, measures 1, 3, 5, and 7 are labeled 'Listen' and measures 2, 4, 6, and 8 are labeled 'Play'. Each measure contains a single starting note: G4 in measure 1, F4 in measure 2, E4 in measure 3, D4 in measure 4, C4 in measure 5, B3 in measure 6, A3 in measure 7, and G3 in measure 8.

- e. perform in groups, blending instrumental timbres, matching dynamic levels and responding to the cues of the conductor
- f. perform independent instrumental parts while other students play contrasting parts

Conductors Score Book 2, 1st page of page 22 *Gregorian Chant & Ritual*

Gregorian Chant and Dance

Ryan Nowlin (b.1978)
American Composer

Chant-like ♩ = 60

Flute

Oboe

B[♭] Cl.

E[♭] A. Cl.

B[♭] B. Cl.

Bsn.

E[♭] A. Sax.

B[♭] T. Sax.

E[♭] B. Sax.

B[♭] Tpt./Cor.

F Hn.

Trb.

Bar./Euph. BC

BB[♭] Tuba

E. Bass

Timpani
6, D
w/ soft mts.

Bells
w/ hand rubber mts.

Snare Drum
Bass Drum
B.D. w/ lg. wool mt.
strike in center of drum,
do not dampen

Shaker, stir (opt. rainstick)

Suspended Cymbal,
Triangle, Tambourine,
Crash Cymbals

Piano Reduction

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standards

- a. improvise simple harmonic accompaniments
- b. improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies in major keys
- c. improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality

Trombone Book 1, page 16

59. Bingo Variations ✓ TEST ▶ 1) Play the black notes, which make up the theme. American Folk Song
2) Add the gray notes, which make up the variation.

B♭ Clarinet Book 2, page 15

73. Excellence in Improvisation ▶ Using the notes from the blues scale, improvise a musical response to the musical call on the recorded accompaniment.

A Call and Response

B (play three times)
Call Response Call Response

B♭ Trumpet Book 2, page 25

110. Excellence in Improvisation ▶ In the bars notated with slashes, improvise your own solo based on the C blues (Concert B♭) scale. Use new ideas or the licks you know.

A Practice the following licks.
riffs & licks Lick 1 Lick 2 Lick 3

B (play three times)

B♭ Clarinet Book 2, page 31

144. Excellence In Improvisation ▶ Using pitches from the Blues scale, improvise a melody.

A


B (play three times)

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standards

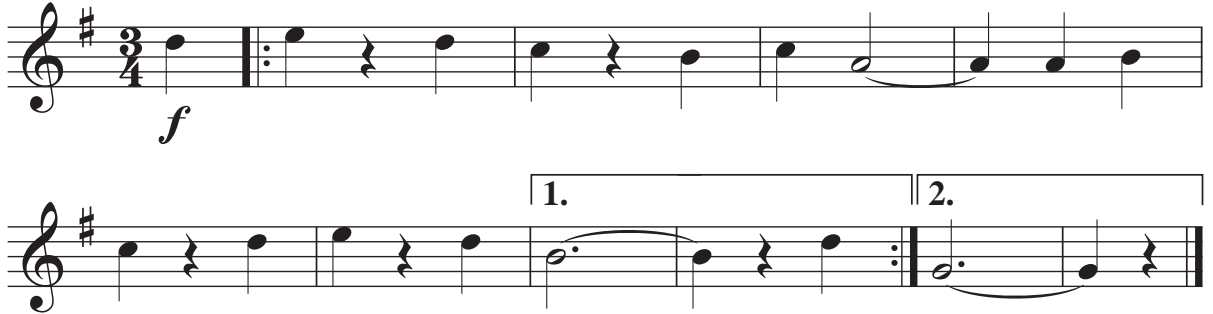
Compose short pieces within specified guidelines, demonstrating how the elements of music are used to achieve unity and variety, tension and release, and balance.

E♭ Alto Saxophone Book 1, page 17




66. Excellence in Composition: Carnival of Venice Italian Folk Song

▶ 1) Play the theme. 2) Add eighth notes after some of the quarter notes to compose a variation as in 59. **Bingo Variations.** **Bonus:** Improvise a variation!




The musical notation consists of two staves. The first staff is in treble clef, key of D major (one sharp), and 3/4 time. It begins with a forte (*f*) dynamic. The melody starts with a quarter note on G4, followed by a quarter rest, then quarter notes on A4, B4, and C5. A repeat sign follows. The second staff continues the melody with quarter notes on B4, A4, and G4, then a half note on F#4. A first ending bracket labeled '1.' covers the next two measures (quarter notes on G4 and A4). A second ending bracket labeled '2.' covers the final two measures (quarter notes on B4 and A4), ending with a double bar line.

Trombone Book 1, page 9



28. Excellence in Composition ▶ 1) Draw a bass clef. 2) Complete and play your composition.

Title _____ Composer _____



The musical notation shows a single staff in 4/4 time. The first two measures contain quarter notes on G2, A2, and B2, followed by quarter rests. The rest of the staff is blank for the student to complete the composition.

B♭ Clarinet Book 2, page 17




86. Excellence in Composition ▶ 1) Add a tempo, dynamics, and slurs. 2) Complete and play your composition. Don't forget to add the final barline!




The musical notation shows a single staff in treble clef, key of B♭ major (two flats), and 3/4 time. The first four measures contain quarter notes on G4, A4, B4, and C5, followed by quarter rests. The rest of the staff is blank for the student to complete the composition.

B♭ Clarinet Book 2, page 29



133. Excellence in Composition ▶ In the key of D minor (Concert C minor), write an original four-bar melody. You may use the natural, harmonic, or melodic minor scales. Be sure to include your clef, key signature, tempo, slurs, and dynamics. Two notes have been suggested. Give your composition a title and play it.

Title _____



The musical notation shows a single staff in 4/4 time. The first measure contains a quarter note on G2, followed by a quarter rest. The rest of the staff is blank for the student to complete the composition.

5. Content Standard: Reading and notating music

Achievement Standards

- a. read whole, half, quarter, sixteenth, and dotted notes and rests, in $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$, $\frac{3}{8}$, and alla breve meter signatures
- b. identify and define standard notation symbols for pitch rhythm, dynamics, tempo, articulation and expression

E♭ Alto Saxophone Book 1, page 14

Rhythm



eighth note = 1/2 count of sound
in $\frac{2}{4}$, $\frac{4}{4}$, or C

a single eighth note has a **flag**

a group of eighth notes is connected by a **beam**

COUNTING & CONDUCTING



counting	1 &	2 &	3 &	4 &
other counting				

42. Warm-up: Breath Support Challenge ▶ Take a deep breath and play with your best tone while holding the pitch for as long as you can. On which beat did you finish?



43. Epic Eighth Notes ▶ The bottom line provides the basic pulse.



44. Michael Finnegan ▶ Count, clap, sing, and play! Irish Folk Song



45. Eighth Note Escapade



46. Skill Builder: Processional Dance ▶ Count, clap, sing, and play! Renaissance Dance Music



47. Baja Breeze TEST



48. Alto Saxophone Private Lesson ▶ 1) Write the note names. 2) Fill in the fingering chart for each note.



*... continued from page 19*B \flat Tenor Saxophone Book 1, page 11tie, $\frac{2}{4}$ **36. Rhythm Time** ▶ 1) Write the counting and clap the rhythm before you play. 2) Play on the note D (Concert C).

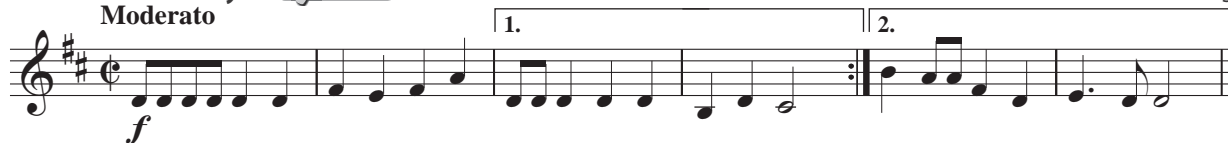
RHYTHM STUDIES: p. 44, #18-20; p. 46, #41-43

key signature

37. Two Step▶ The C major (Concert B \flat major) key signature, highlighted in purple, indicates no sharps or flats.B \flat Trumpet Book 2, page 25**109. Dance Josity**
Moderato

✓ TEST

American Folk Song

B \flat Clarinet Book 2, page 26**112. Anvil Chorus from "Il Trovatore"***This is one of the most famous choruses in all of the operatic repertoire of the Romantic Period.*Giuseppe Verdi (1813–1901)
Italian Composer

Maestoso

B \flat Clarinet Book 2, page 28 $\frac{6}{8}$ **123. Rhythm Time** ▶ 1) Write in the counting and clap the rhythm before you play. 2) Play on the note F (Concert E \flat).

Allegro

▶ Play 123. Rhythm Time several times. Increase the tempo each time until you feel two beats per measure.



RHYTHM STUDIES: p. 46, #41-48

124. I'se the B'y that Builds the Boat▶ Play several times. Increase the tempo each time until you feel two beats per measure in $\frac{6}{8}$. Canadian Folk SongAllegro (2 primary beats per measure in $\frac{6}{8}$)

c. read at sight simple melodies

Trombone Book 1, page 11

38. Sight-Reading Challenge: Shoo Fly

American Folk Song

Oboe Book 1, page 17

*f***64. Sight-Reading Challenge:
Theme from "Cambridge Overture"**

Anne McGinty is one of the most prolific female composers of band music and has over 225 pieces published for band, orchestra, and flute.

Anne McGinty (b. 1945)
American Composer

f From *Cambridge Overture* (Q881077), ©1991 Edmondson & McGinty. All rights assigned Queenwood/Kjos 2002. Used with permission.

B♭ Clarinet Book 2, page 19

93. Sight Reading Challenge: Procession of the Nobles

Nicolai Rimsky-Korsakov (1844–1908)

Russian Composer

B♭ Trumpet Book 2, page 25

107. Sight Reading Challenge: Suliram — Duet

▶ Circle the notes changed by the key signature.

Indonesian Folk Song

Tradition of Excellence Quiz 3
Student Pages 14–17

Name _____ Score _____

- 1) Composer Anne McGinty is from .
 - a. Ireland
 - b. Germany
 - c. England
 - d. The United States of America

- 2) **True or False** (Circle the correct answer): Spirituals are a new musical form created in the early part of the 20th century.

- 3) Define **pick-up** or **anacrusis** in your own words.

- 4) Define **improvisation** in your own words.

- 5) Define **theme and variation** in your own words.

- 6) Complete the following sentence by selecting the correct answer. A **half step** is the interval used in Western music; on a keyboard, it is the distance from one key to the very next key—white or black.
 - a. highest
 - b. lowest
 - c. smallest
 - d. largest

- 7) Circle the two-measure rhythm performed by your teacher.

a. b. c. d.

«add engravings from student book page 45: #23, 25, 28, and 33. If you would like Ryan to engrave them please let me know.»

EXTRA CREDIT

- 8) Using the information provided by your teacher, give one fact about each of the two countries below.
 - a. Australia
 - b. Italy

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d. use standard notation to record their musical ideas and the ideas of others

B \flat Clarinet Book 2, page 17

86. Excellence in Composition

► 1) Add a tempo, dynamics, and slurs. 2) Complete and play your composition. Don't forget to add the final barline!



Conductor Score, Book 1, page 107

3) Write the two-measure rhythms performed by your teacher in the staves below.

a.



b.



Conductor Score, Book 1, page 147

6) Write the following two-measure rhythms performed by your teacher on the staves below.

a.

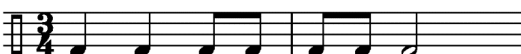


b.



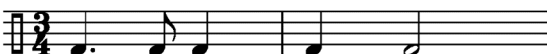
Ear Training: Dictation

Pass out a piece of manuscript paper. Clap, sing or perform the following rhythms on an instrument of your choice. Provide the students with the time signature of the example before you begin. Perform each two-measure excerpt three times with a pause in between. Have the students correctly notate the two-measure rhythm on the staff paper.



Ear Training: Dictation with Syncopation

Pass out a piece of manuscript paper. Clap, sing or perform the following rhythms on an instrument of your choice. Provide the students with the time signature of the example before you begin. Perform each two-measure excerpt three times with a pause in between. Have the students correctly notate the two-measure rhythm on the staff paper.



6. Content Standard: Listening to, analyzing, and describing music

Achievement Standards

- a. identify simple music forms when presented aurally. Describe specific music events in a given aural example, using appropriate terminology

B \flat Clarinet Book 1, page 34

BAND PIECES

Theory & Composition

ternary form – music with three sections: Section A, followed by a contrasting Section B, then Section A again

trio – third theme in a march, typically a contrasting section

Concert Etiquette

Dress nicely for every performance. If no specific guidelines are given by your director, be sure to ask what is appropriate. When you look your best, the audience will more fully appreciate your playing or singing.

See, the Conquering Hero Comes
from "Judas Maccabaeus"

Judas Maccabaeus, composed in 1746, is one of Handel's most famous oratorios. This piece majestically commemorates the title character's victorious return from battle.

George Frideric Handel (1685–1759)
English Composer
arr. Ryan Nowlin

ternary form

Introduction
Maestoso

Measures 1-4: **f**, **mf**

Measures 5-12: **Section A**, **unis.**

Measures 13-18: **f**, **div.**, **unis.**

Measures 19-24: **Section B**, **p**

Measures 25-30: **Section A**, **div.**, **f**



Measures 31-36: **unis.**, **div.**, **unis.**, **div.**



Measures 37-41: **unis.**

Measures 42-48: **div.**, **unis.**, **Closing**, **div.**, **mp**, **f**

a. describe specific music events . . . *continued from page 24*

Interactive Practice Studio: Flute Book 1

72. Theme from "The Nutcracker"  


Listen  

Andante

mp *mf*

*T*chaikovsky first studied to be a lawyer but eventually became a full-time composer thanks to the support of a wealthy patron.

Peter Ilyich Tchaikovsky (1840–1893)
Russian Composer



Interactive Practice Studio: E♭ Alto Saxophone Book 1

ritardando **127. Theme from "The Sleeping Beauty"** 

Listen  

Allegro

mp *f*

In 1891, Tchaikovsky traveled to America for the opening of Carnegie Hall in New York City.

Peter Ilyich Tchaikovsky (1840–1893)
Russian Composer

► Circle every F♯.

1. 2.

rit. *mp*



Interactive Practice Studio: Clarinet Book 2

75. Overture to "The Barber of Seville" Gioacchino Rossini (1792–1868)
Italian Composer

Listen  

Allegro

f



Interactive Practice Studio: B♭ Trumpet Book 2

143. Triumphal March from "Aida"  

Listen  

Maestoso

f

Giuseppe Verdi's name in English translates to "Joe Green."

Giuseppe Verdi (1813–1901)
Italian Composer



a. identify simple music forms . . . *continued from page 25*

E♭ Alto Saxophone Book 1, page 35

Riverside March

Ryan Nowlin (b. 1978)
American Composer

▶ Notice the key signature changes at [27] and [47].

trio

Introduction
Moderato

Section A
1st Theme

Section B
Trio

Section A
1st Theme

Closing

1. *f*

2. *mf*

3. *mf*

4.

5.

6.

7.

8.

9.

10.

11. *p*

12.

13.

14.

15. *mp*

16.

17.

18.

19. *f*

20.

21.

22.

23.

24.

25.

26.

27. *p*

28-33. **6**

34. *p*

35.

36.

37.

38.

39.

40.

41.

42.

43-46. **4**

47. *f*

48. *f*

49.

50.

51.

52.

53.

54. *mf*

55.

56.

57.

58.

59.

60. *p*

61-62. **2**

63.

64. *f*

65.

7. Content Standard: Evaluating music and music performances

Achievement Standards

- a. develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing
- b. evaluate the quality and effectiveness of their own and others' performances, compositions, and arrangements by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement

Conductor Score Book 1 reflection form for page 19 *The Good Life*

Name _____	Date _____
------------	------------

TEST

Reflection: **The Good Life — Solo**

Check the most appropriate response for each section.

Tone today was:

better than usual
 about the same as usual
 not as good as usual

The notes and rhythms (including rests) played today were:

always accurate
 accurate most of the time
 not very accurate

The tempo (speed of the music) today was:

steady
 steady most of the time
 not steady

The slurs played today were:

always accurate
 accurate most of the time
 not very accurate

An appropriate overall score for my performance today would be:

10 9 8 7 6 5 4 3 2 1
 highest lowest

Complete the following sentences.

When I listened to my *Interactive Practice Studio* recording I was pleased by

The next time I play this song, I need to remember to

I was surprised that

I am proud because

Comments:

Save or Print this reflection for future review or sharing.

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Flute Book 1, page 31

131. Classical Dance

Mozart was a child prodigy, and he traveled throughout Europe with his father to display his talents on keyboard and violin. He composed his first symphony at age 8 and his first opera at age 12.

Wolfgang Amadeus Mozart
(1756–1791)
Austrian Composer

► Use the alternate or thumb B \flat for this entire exercise.

Allegro

Interactive Practice Studio

AUSTRIA
Name _____
Date _____

People and Culture

A sprawling, mountainous country, Austria has long been a major power in central Europe. The name "Austria," meaning "eastern realm," was first coined in 996 CE to refer to German-speaking territories. By the 14th century, the Austrian Habsburg dynasty began to accumulate lands throughout Europe, and eventually controlled Spain, Portugal, Hungary, Bohemia, Croatia, the Netherlands, and parts of Italy. This powerful nation included many different ethnic and linguistic groups, and by the late 19th century these groups began to desire independent nationhood. In 1914, a Serbian nationalist sparked World War I by assassinating the archduke of the Austrian empire. After the war was over, the empire was dismantled to create the Republic of Austria known today.

Art and Music

Vienna, the capital of Austria, has been a center of music and art since the rise of the Habsburgs, who were great patrons. Many famous classical composers of the 18th and 19th centuries were born or lived there, including Mozart, Beethoven, and Haydn. Vienna became an established location of great symphonies, ballet companies, and operas. Austrian folk music filtered into classical music, particularly in the form of the waltz, a ballroom dance in $\frac{3}{4}$ time. Originating in rural villages in Austria in the 18th century, the dance was originally considered to be indecent. By the 19th century, composer Johann Strauss II, known as "The Waltz King," popularized the waltz throughout Europe. His waltzes increased the speed and lightness of the music, so that dancers were twirling at lightning speed around the dance floor.

Language Lesson

German is the official language in Austria. A popular children's song in German-speaking lands is *Mein Hut, der hat drei Ecken* ("My Hat Has Three Corners"). The melody for the song is *Carnival of Venice* on page 17 of *Tradition of Excellence, Book 1*. Learn the words to the song in German and English and practice singing to the melody.

Mein Hut, der hat drei Ecken, *My hat has three corners,*
[mayn hoot dayr hat dry EK-n]

Drei Ecken hat mein Hut, *Three corners has my hat,*
[dry EK-n hat mayn hoot]

Und hätt er nicht drei Ecken, *Had it not three corners,*
[oond het ayr nicht dry EK-en]

So wär es nicht mein Hut. *It wouldn't be my hat.*
[zo vayr es nicht mayn hoot]

Quick Facts

Capital:	Vienna	
Location:	Central Europe	
Area:	32,000 sq. mi.	
Climate:	Temperate and Alpine	
Population:	8 million	
Language:	German	
Currency:	Euro	
Government:	Federal Parliamentary Republic	

Trivia

- The Alps mountain range makes up more than half of the total area of the nation of Austria, so skiing and mountaineering are popular sports in Austria.
- The cuisine of Austria reflects its diverse ethnic heritage. A popular dish to order in Vienna is Hungarian goulash, a stew made of beef, onions, vegetables, and spices.
- Actor and governor of California, Arnold Schwarzenegger, comes from Austria, as does chef and restaurateur Wolfgang Puck.

Apply Your Knowledge!

Write your answers on the back or on a separate sheet of paper.

- 1) What does "Austria" mean?
- 2) Name three composers who were born or lived in Austria.
- 3) What is a waltz and why did it become popular?
- 4) Imagine you had the opportunity to travel to Austria. What would you like to see and do?

Play music by Austrian composer Wolfgang Amadeus Mozart on page 31 of *Tradition of Excellence, Book 1*.

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B♭ Clarinet Book 2, page 29


131. Skill Builder: Habanera from "Carmen"
Moderato▶ Use the alternate fingering
on notes with *.Georges Bizet (1838–1875)
French Composer

Interactive Practice Studio

FRANCE
Name _____
Date _____

People and Culture

France is located on the western coast of Europe, with the Atlantic Ocean to the west and the Mediterranean Sea to the south. France is known for its rolling river valleys, the majestic Alps mountain range to the southeast, and its glamorous sandy beaches on the south coast. The French boast a history of rich and powerful kings who built lavish palaces, like Versailles outside Paris, but this reign of monarchs ended with the bloody beheading of King Louis XVI after the French Revolution in 1789. However, the elegant French taste for refinement and beauty – in their art, music, fashion, and cuisine – continues to influence Western culture today.



Art and Music


The French tradition of the *chanson* [shan-SOHN], or song, dates back to the Middle Ages. These lyrical songs were long poems performed by traveling minstrels, telling stories of legendary heroes or unrequited love. The passion for the solo song or three- or four-part harmony continues today in contemporary French folk music. French classical music began to blossom in 17th century, when composers began writing light, comedic operas to entertain the wealthy nobility of France. Jacques Offenbach, in the 19th century, continued this French tradition of vocal music in his operettas, in which he wrote sharp political and social satires (see page 23 of *Tradition of Excellence, Book 1*).

Language Lesson

French is the official language of France. Socializing in sidewalk cafés is very popular among young people in France. Practice these common phrases.

Bonjour!	<i>Hello!</i>
[bohn-ZHOOR!]	
Comment ça va?	<i>How are you?</i>
[KOH-moh sa va?]	
Je voudrais du café et un croissant.	<i>I would like coffee and a croissant.</i>
[zhuh voo-DREH dew kah-FAY eh uhn kroah-SAN]	
Merci!	<i>Thank you!</i>
[mehr-SEE]	

Quick Facts

Capital:	Paris	
Location:	Western Europe	
Area:	211,000 sq. mi.	
Climate:	Temperate/Mediterranean	
Population:	65 million	
Language:	French	
Currency:	Euro	
Government:	Republic	

Apply Your Knowledge!

Write your answers on the back or on a separate sheet of paper.

- 1) When was the French Revolution?
- 2) What is a chanson?
- 3) Describe the kind of operas written by French composers.
- 4) If you visited France, what would you like to see and do?

Play music from France on pages 22 and 23 of *Tradition of Excellence, Book 1*.

Trivia

- ▶ The children's song 75. *Fais Dodo*, meaning "go to sleep," is a popular lullaby sung by parents to their children. Play this melody on page 22 of *Tradition of Excellence, Book 1*.
- ▶ The Tour de France, a yearly bicycle race across France, was first held in 1903. American cyclist Lance Armstrong has won the race a record seven times.
- ▶ The French love cheese; there are over 1,000 different kinds of cheese available in France.

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B \flat Clarinet Book 2, page 26

114. Water Come a Me Eye — *Duet*

Jamaican music was heavily influenced by the music of other Caribbean countries, such as the Calypso music of Trinidad and Tobago.

Jamaican Folk Song

Moderato
div.


mf

Interactive Practice Studio

JAMAICA
Name _____
Date _____

People and Culture

This tropical, sandy isle in the Caribbean Sea has given birth to some of the most influential music and dance styles in the world. Originally peopled by Arawak Indians, Jamaica was discovered by Christopher Columbus in 1494, who claimed it for Spain. In 1655, the English seized the island from Spain and began a 200-year rule. During this time, Jamaica became one of the world's leading sugar exporters and was dependent on slave labor from Africa to do this. Today, the majority of Jamaicans have African ancestry, although there are small numbers of immigrants from Europe, the United States, and Asia. Jamaica is now an independent nation that is part of the British Commonwealth.




Art and Music

The Jamaican folk song **Banana Boat Song** on page 21 of *Tradition of Excellence, Book 1*, is an example of *mento*, a style of folk music specific to Jamaica. Unlike other islands of the Caribbean, which had Spanish influences, Jamaica was under English rule and developed its own unique musical styles in combination with African influences. Mento is an informal, rural style of music performed with acoustic instruments, including the banjo, acoustic guitar, hand drum, and the *rhumba box*, a kind of xylophone that you can sit on while playing. The lyrics of the songs comment on poverty and the trials of everyday life. **Banana Boat Song**, particularly, is sung from the point of view of dock workers loading bananas onto boats during the night shift.

Feature

The syncopated melody of mento is the precursor to popular forms of music today, such as ska and reggae, which are also native to Jamaica. *Ska* is a type of music from the 1950s that combined Jamaican mento with US American blues and jazz. The music is distinctive because the accents are on the upbeat, creating lively, rhythmic music to dance to. *Reggae* developed out of ska in the 1960s and has a very distinctive sound. Reggae also features accents on the upbeat, but the music is much slower paced and, most important, the bass drum is dropped on the first beat, creating a delayed, off-beat effect. The most prominent reggae musician from Jamaica was Bob Marley (1945–1981). Ska and reggae went on to influence US American punk and rap music.

Quick Facts

Capital:	Kingston	
Location:	Caribbean Sea	
Area:	4,000 sq. mi.	
Climate:	Tropical	
Population:	2.8 million	
Language:	English	
Currency:	Jamaican dollar	
Government: Parliamentary Democracy and Constitutional Monarchy		

Apply Your Knowledge!

Write your answers on the back or on a separate sheet of paper.

- 1) What does the name “Jamaica” mean?
- 2) What style of folk song is **Banana Boat Song**?
- 3) Describe two unique characteristics of reggae music.
- 4) Name three facts you learned about Jamaica after reading this page.

Trivia

- ▶ Jamaica means “islands of springs” and many picturesque streams and waterfalls can be found in Jamaica.
- ▶ The author of the James Bond novels, Ian Fleming, resided in Jamaica and used the location as a setting for some of his books, including *Live and Let Die*, *Doctor No*, and *The Man with the Golden Gun*.
- ▶ Jamaican sprinter Usain Bolt is a three-time Olympic gold medalist and world-record holder for the 100 meters, 200 meters, and 4x100 meters relay.

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9. Content Standard: Understanding music in relation to history and culture

Achievement Standards

Identify by genre or style aural examples of music from various historical periods and cultures.

Conductor Score Book 1, page 374

See, the Conquering Hero Comes

from "Judas Maccabaeus"

George Frideric Handel (1685–1759)
English Composer
arr. Ryan Nowlin

Introduction
Maestoso (♩ = 112)

Section A

Maestoso (♩ = 112)

Maestoso (♩ = 112)

Maestoso (♩ = 112)

