

**ALTO SAX**



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## What to practice first...

### WINTERFEST SET LIST (Semester 1)

- 1) The Tempest
- 2) Can't Stop The Feeling
- 3) Danza Kuduro
- 4) Angels We Have Heard On High
- 5) Santa Claus Is Comin' To Town
- 6) Don't Let Me Down
- 7) Sponsor Song (What Is Love)
- INTERMISSION
- 8) Canon Remix- (Combined Band)
- 9) My Way (Small Ensemble)
- 10) 12 Bar Blues

### ARTS ALIVE SET LIST (Semester 2)

- 1) Danza Kuduro
- 2) Viva La Vida
- 3) Largo
- 4) Optional Additions
- 5) Sponsor Song (What Is Love)
- INTERMISSION (Combined Bands)
- 6) The Tempest
- 7) Can't Stop The Feeling
- 8) Crazy Jam VI
- 9) Original Student Composition
- 10) Don't Let Me Down
- 11) 12 Bar Blues

### Graduation - Pomp & Circumstance

**Optional Additions:** (a) Original Student Compositions, (b) Blue Moon (c) Blues By Five, (d) Cold Duck Time, (e) Counting Stars, (f) Don't Stop Till You Get Enough, (g) Great Gate of Kiev, (h) Happy, (i) Legend of Super Mortal Tetris, (j) Mr. P.C., (k) Over The Rainbow, (l) Take The A Train

# FINGERING CHART

## E♭ ALTO SAXOPHONE

### Instrument Care Reminders

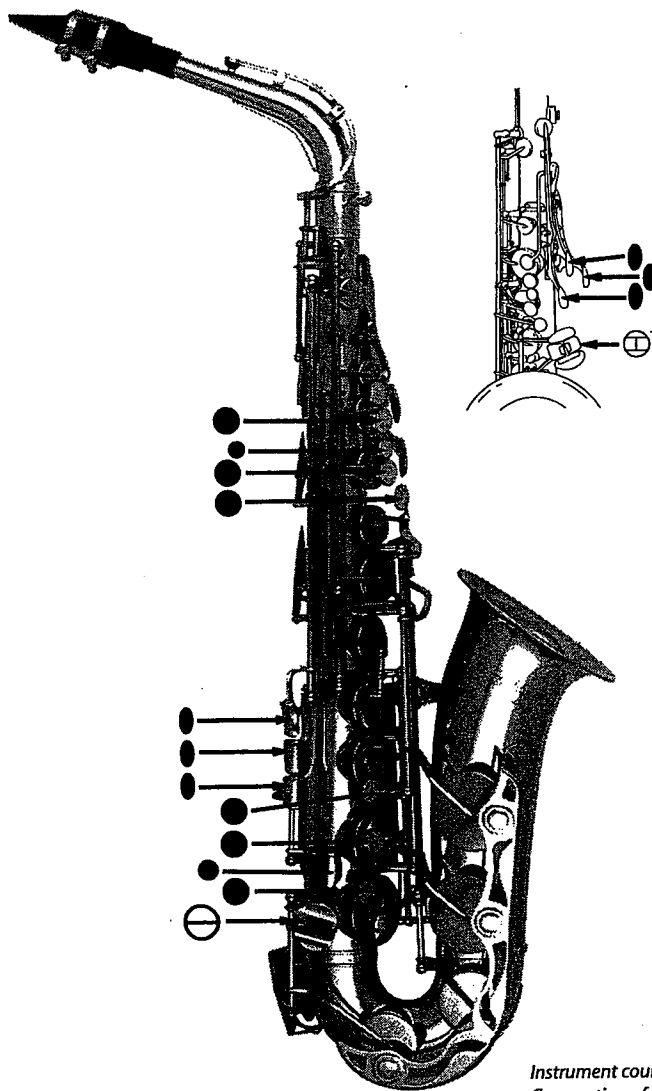
Before putting your instrument back in its case after playing, do the following:

- Remove the reed, wipe off excess moisture and return it to the reed case.
- Remove the mouthpiece and wipe the inside with a clean cloth. Once a week, wash the mouthpiece with warm tap water. Dry thoroughly.
- Loosen the neck screw and remove the neck. Shake out excess moisture and dry the neck with a neck cleaner.
- Drop the weight of a chamois or cotton swab into the bell. Pull the swab through the body several times. Return the instrument to its case.
- Your case is designed to hold only specific objects. If you try to force anything else into the case, it may damage your instrument.

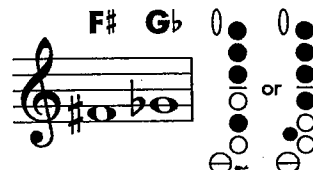
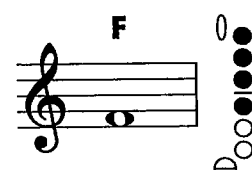
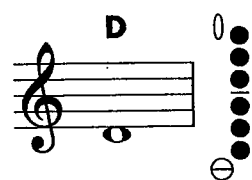
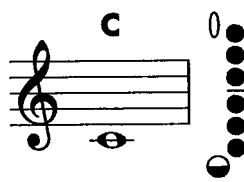
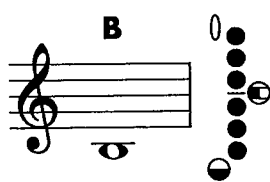
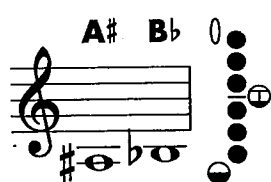
○ = Open

● = Pressed down

The most common fingering appears first when two fingerings are shown.



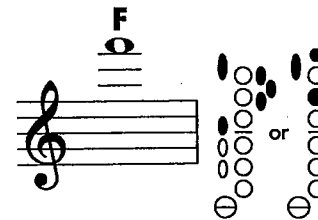
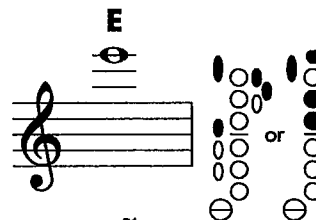
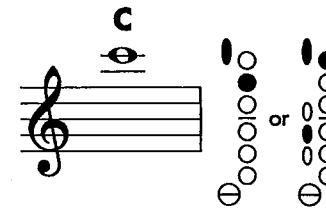
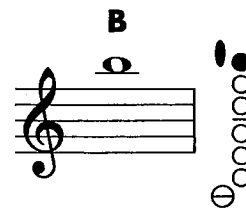
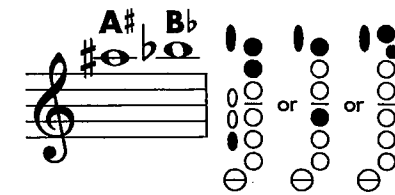
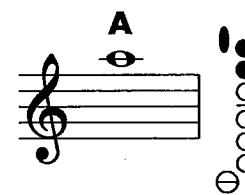
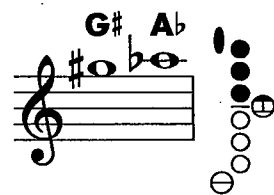
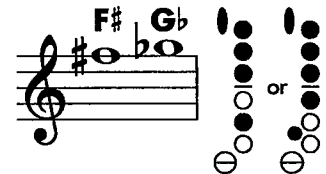
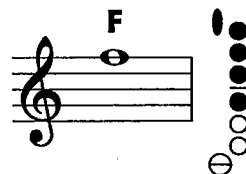
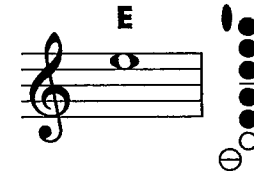
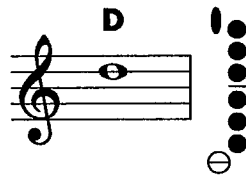
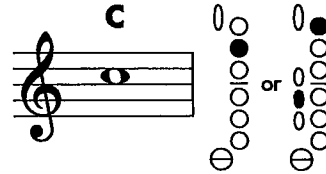
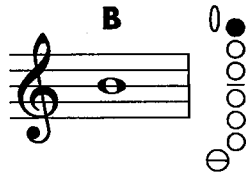
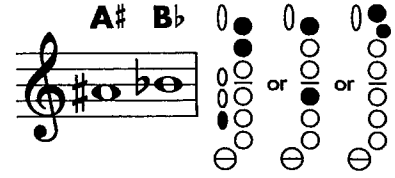
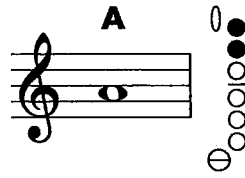
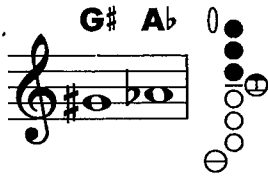
Instrument courtesy of Yamaha Corporation of America, Band and Orchestral Division





# FINGERING CHART

## E♭ ALTO SAXOPHONE





**DRAFT UPDATED 6-4-17**

**\*PERFORMANCES MAY BE ADDED & CURRENT PERFORMANCES ARE SUBJECT TO CHANGE**

TBD = To Be Determined

| ~ September 2017 ~                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |     |                                                                                                                                     |                                                                                                         |                                                                                                                                     |                                                                                                                                               | Oct 2017 ▶                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|-------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ◀ Aug 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Sun | Mon                                                                                                                                 | Tue                                                                                                     | Wed                                                                                                                                 | Thu                                                                                                                                           | Fri                                                                                                                                                                                                                                                                                     | Sat                                                                                                                                                                                                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |                                                                                                                                     |                                                                                                         |                                                                                                                                     |                                                                                                                                               | <b>1</b> Open Practice @ 2:30-3:30pm<br>-Younglife Campaigners<br>Friday Night Chillfest #1 @ The Bernice's 5:00-8:00pm<br>(60 Fairfield Street, Springfield, MA 01108)<br>ETA: 5:00pm                                                                                                  | <b>2</b>                                                                                                                                                                                             |
| <b>3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |     | <b>4</b> No School                                                                                                                  | <b>5</b> Extended Day For Teachers 2:35-3:35pm                                                          | <b>6</b> MTM Mentor Training Session #1 @ Band Room 2:30-4:00pm (Leadership Team Only)                                              | <b>7</b> Road Crew Load Truck & Reset Band Room For Friday & Monday's Rehearsal w/ Spare Equipment. 2:30-4:00pm<br><br>Pick Up Truck @ 7:00am | <b>8</b> Basketball Hall of Fame Enshrinement Ceremony Performance @ Court Square (Across From Mass Mutual Center)<br>Meet @ Court Square @ 5pm<br>Meet in the band room @ 2:30pm if you need a ride.<br>Perform 6:30-7:00pm during stroll.<br>MANDATORY for Advanced Band<br>ETA: Late | <b>9</b>                                                                                                                                                                                             |
| <b>10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     | <b>11</b> Road Crew Unload Truck & Reset Band Room 2:30-4:00pm<br><br>Return Truck After School<br>ETA: 5:00pm                      | <b>12</b> Open Practice @ 2:30-3:30pm<br><br>Instrument Inventory Check #1 @ 2:30-5:00pm<br>ETA: 5:00pm | <b>13</b> MTM Mentor Training Session #2 & Leadership Team Meeting #2 @ Band Room 2:30-4:00pm (Leadership Team Only)<br>ETA: 5:00pm | <b>14</b> Younglife Film Shoot #1 @ Band Room 2:30-4:30pm<br>ETA: 5:30pm                                                                      | <b>15</b> Open Practice @ 2:30-3:30pm<br><br>Road Crew Load Van For Band Cookout After School<br>ETA: 5:00pm                                                                                                                                                                            | <b>16</b> Band Family Cookout @ Mr. Bernice's House 1:00-4:00pm<br>*Family Members Invited!<br>*Free<br>60 Fairfield Street, Springfield, MA 01108 (Near Forest Park Middle School)<br>Raindate 9/23 |
| <b>17</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     | <b>18</b> Leadership Team Meeting #2 @ Band Room 2:30-3:30pm<br>ETA: 5:00pm                                                         | <b>19</b> Extended Day For Teachers 2:35-3:35pm<br>ETA: 5:00pm                                          | <b>20</b> MTM #1 @ Band Room 2:30-4:00pm<br>ETA: 5:00pm                                                                             | <b>21</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:30pm                                                                                          | <b>22</b> Younglife Club #1 @ Band Room 2:30-4:00pm<br>ETA: 5:00pm                                                                                                                                                                                                                      | <b>23</b>                                                                                                                                                                                            |
| <b>24</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     | <b>25</b> Open Practice @ 2:30-3:30pm<br><br>Instrument Inventory Check #2 @ 2:30-5:00pm<br>Move Unused To Back Room<br>ETA: 6:00pm | <b>26</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm                                                    | <b>27</b> MTM #2 @ Band Room 2:30-4:00pm<br>ETA: 5:00pm                                                                             | <b>28</b> Band Fun Night 1 - Band Movie Night @ Band Room 2:30-4:30pm<br>ETA: 6:00pm                                                          | <b>29</b> SciTech Football Game @ Central Field<br>Meet @ 6:00pm w/ black pants & instrument<br>Game @ 7:00pm<br>MANDATORY for Advanced Band<br>Road Crew Set Up @ 2:30pm<br>ETA: Late                                                                                                  | <b>30</b>                                                                                                                                                                                            |
| <b>Notes:</b> (1) TBD - Puerto Rican Parade Small Ensemble Performance outside Springfield Schools Central Office (1550 Main Street, Springfield, MA 01103) Meet @ 10am - Was Sat 9/11<br>(2) TBD - Classical High Open House Small Ensemble Performance @ 2:00-5:00pm Meet @ 1:00pm (Classical High Condominiums 235 State St, Springfield, MA 01103) - Was Sat 9/3<br>(3) TBD - Road Crew Load Truck For Classical High Small Ensemble Performance 2:30-3:30pm - Was Fri 9/2<br>(4) TBD - Younglife Leader Weekend @ Saranac Lake, NY |     |                                                                                                                                     |                                                                                                         |                                                                                                                                     |                                                                                                                                               |                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                      |

\*BOLD PERFORMANCES ARE MANDATORY - PERFORMANCES MAY BE ADDED & CURRENT PERFORMANCES ARE SUBJECT TO CHANGE

TBD = To Be Determined

| ~ October 2017 ~ |     |                                                                                                                                                                |                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                        | Nov 2017 ▶ |
|------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ◀ Sep 2017       | Sun | Mon                                                                                                                                                            | Tue                                                                                                                                                                                                                                                             | Wed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Thu                                                                                                                                                                                                                                  | Fri                                                                                                                                                                                                                                                    | Sat        |
| <b>1</b>         |     | <b>2</b> Leadership Team Meeting #3 @ Band Room 2:30-3:30pm<br><br>ETA: 5:00pm                                                                                 | <b>3</b> Extended Day For Teachers 2:35-3:35pm<br><br>TBD - Full School Open House (Gym) Meet in band room @ 3:30pm; Perform 4:15-5:15pm; Road Crew set up after school @ 2:30pm & break down after show; <b>MANDATORY</b> for Advanced Band<br><br>ETA: 5:00pm | <b>4</b> MTM #3 @ Band Room 2:30-4:00pm<br><br>ETA: 5:00pm                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>5</b> Open Practice @ 2:30-3:30pm<br><br>ETA: 5:00pm                                                                                                                                                                              | <b>6</b> Younglife Campaigners Friday Night Chillfest #2 @ The Bernice's 5:00-8:00pm (60 Fairfield Street; Springfield, MA 01108)<br><br>ETA: 5:00pm                                                                                                   | <b>7</b>   |
| <b>8</b>         |     | <b>9</b> No School<br><br>ETA: 5:00pm                                                                                                                          | <b>10</b> Younglife Film Shoot #2 @ Band Room 2:30-4:30pm<br><br>ETA: 5:30pm                                                                                                                                                                                    | <b>11</b> MTM #4 @ Band Room 2:30-4:00pm (TBD)<br><br>ETA: 5:00pm                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>12</b> Trip to visit the UMass Minuteman Marching Band @ UMass 4:40-6:10 (Meet @ 2:30pm in band room) - Return to SciTech by 8:00pm<br><br>ETA: Late                                                                              | <b>13</b> Open Practice @ 2:30-3:30pm<br><br>ETA: 5:00pm                                                                                                                                                                                               | <b>14</b>  |
| <b>15</b>        |     | <b>16</b> Leadership Team Meeting #4 @ Band Room 2:30-3:30pm<br><br>Instrument Inventory Check #3 @ 2:30-5:00pm<br>Move Unused To Back Room<br><br>ETA: 6:00pm | <b>17</b> Extended Day For Teachers 2:35-3:35pm<br><br>ETA: 5:00pm                                                                                                                                                                                              | <b>18</b> MTM #5 @ Band Room 2:30-4:00pm<br><br>ETA: 5:00pm                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>19</b> Multiband Pops Concert Field Trip @ UMass 8:00am-1:30pm<br><br>Road Crew Load Truck for Northampton Performance & Reset Band Room for Friday & Monday's Rehearsal 2:30-3:30pm<br><br>Pick Up Truck @ 7:00am<br>ETA: 5:00pm | <b>20</b> Live Art Magazine #5 Performance @ Northampton 7:30pm<br>Academy of Music Theater (274 Main Street, Northampton, MA 01060)<br>Meet in band room @ 2:30pm; <b>MANDATORY</b> for Advanced Band<br>Road Crew Load Truck After Show<br>ETA: Late | <b>21</b>  |
| <b>22</b>        |     | <b>23</b> Road Crew Unload Truck & Reset Band Room After School 2:30-4:00pm<br><br>Return Truck After School<br><br>ETA: 5:00pm                                | <b>24</b> Open Practice @ 2:30-3:30pm<br><br>ETA: 5:00pm                                                                                                                                                                                                        | <b>25</b> MTM #6 @ Band Room 2:30-4:00pm<br><br>ETA: 5:00pm                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>26</b> Open Practice @ 2:30-3:30pm<br><br>ETA: 5:00pm                                                                                                                                                                             | <b>27</b> Younglife Club #2 @ Band Room 2:30-4:00pm<br><br>ETA: 6:00pm                                                                                                                                                                                 | <b>28</b>  |
| <b>29</b>        |     | <b>30</b> Leadership Team Meeting #5 @ Band Room 2:30-3:30pm<br><br>Instrument Inventory Check #4 @ 2:30-5:00pm<br>Move Unused To Back Room<br>ETA: 6:00pm     | <b>31</b> Open Practice @ 2:30-3:30pm<br><br>ETA: 5:00pm                                                                                                                                                                                                        | <b>Notes:</b> (1) TBD - SciTech Middle School Road Shows @ Chestnut, Duggan, Forest Park, Kennedy, Kiley, Van Stickle, STEM Middle, South End Middle, Conservatory, Zanetti<br>(2) TBD - SciTech Middle School Road Shows @ Chestnut, Duggan, Forest Park, Kennedy, Kiley, Van Stickle, STEM Middle, South End Middle, Conservatory, Zanetti<br>(3) TBD - SciTech Middle School Road Shows @ Chestnut, Duggan, Forest Park, Kennedy, Kiley, Van Stickle, STEM Middle, South End Middle, Conservatory, Zanetti |                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                        |            |

\*BOLD PERFORMANCES ARE MANDATORY - PERFORMANCES MAY BE ADDED & CURRENT PERFORMANCES ARE SUBJECT TO CHANGE

TBD = To Be Determined

| ◀ Oct 2017 |                                                                                                                                                                        | ~ November 2017 ~                                                                                                                                                        |                                                               |                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                     | Dec 2017 ▶ |  |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|
| Sun        | Mon                                                                                                                                                                    | Tue                                                                                                                                                                      | Wed                                                           | Thu                                                                                                                               | Fri                                                                                                                                                                                                                                                                                                                                                                                                            | Sat                                                                                                                                                                                                                                 |            |  |
|            |                                                                                                                                                                        |                                                                                                                                                                          | <b>1</b> MTM #7 @ Band Room<br>2:30-4:00pm<br><br>ETA: 5:00pm | <b>2</b> Open Practice @ 2:30-3:30pm<br><br>ETA: 5:00pm                                                                           | <b>3</b> Band Fun Night 2 - Band Movie Night @ Band Room 2:30-4:30pm<br><br>Younglife Campaigners Friday Night Chillfest #3 @ The Bernice's 6:00-9:00pm (60 Fairfield Street; Springfield, MA 01108)<br><br>ETA: 6:00pm                                                                                                                                                                                        | <b>4</b>                                                                                                                                                                                                                            |            |  |
| <b>5</b>   | <b>6</b> Younglife Film Shoot #3 @ Band Room 2:30-4:30pm<br>ETA: 5:30pm                                                                                                | <b>7</b> No School - Teacher Day                                                                                                                                         | <b>8</b> MTM #8 @ Band Room 2:30-4:00pm<br>ETA: 5:00pm        | <b>9</b> Open Practice 2:30-3:30pm<br>ETA: 5:00pm                                                                                 | <b>10</b> No School                                                                                                                                                                                                                                                                                                                                                                                            | <b>11</b>                                                                                                                                                                                                                           |            |  |
| <b>12</b>  | <b>13</b> Leadership Team Meeting #6 @ Band Room 2:30-3:30pm<br><br>ETA: 5:00pm                                                                                        | <b>14</b> Extended Day For Teachers 2:35-3:35pm<br><br>ETA: 5:00pm                                                                                                       | <b>15</b> MTM #9 @ Band Room 2:30-4:00pm<br><br>ETA: 5:00pm   | <b>16</b> Road Crew Load Truck & Reset Band Room w/ Spare Equipment 2:30-4:00pm<br><br>Pickup Truck @ 7:00am<br><br>ETA: 5:00pm   | <b>17</b> Younglife Club #3 @ Band Room 2:30-4:00pm<br><br>Potential Road Crew @ Central High School 5:00-8:00pm<br><br>ETA: 6:00pm or Late                                                                                                                                                                                                                                                                    | <b>18</b> SPS Sports Hall of Fame Induction Ceremony @ Central High School 5:00pm; Road Crew Meet @ 12:00pm; Band Arrive @ 4:30pm; Perform @ 5:15-8:30pm<br>-MANDATORY for Advanced Band<br>Road Crew Load Truck After<br>ETA: Late |            |  |
| <b>19</b>  | <b>20</b> Instrument Inventory Check #5 @ 2:30-5:00pm<br><br>ETA: 6:00pm                                                                                               | <b>21</b> Road Crew Prep Truck & Set Up For Quadrangle Lighting Ceremony After School 2:30-5:00pm @ Springfield Museum<br><br>Drop off Truck @ Museum<br><br>ETA: 6:00pm | <b>22</b> No School                                           | <b>23</b> No School                                                                                                               | <b>24</b> No School<br>Springfield Quadrangle Lighting Ceremony @ Springfield Museum/Quadrangle (21 Edwards Street, Springfield, MA 01103)<br>Band Meet @ 4:00pm<br>-MANDATORY for Advanced Band<br>-Road Crew Meet @ 2:00pm<br>-Perform @ 5:00-6:30pm<br>-Road Crew Load Truck After @ 6:30pm<br>ETA: Late                                                                                                    | <b>25</b>                                                                                                                                                                                                                           |            |  |
| <b>26</b>  | <b>27</b> Leadership Team Active Meeting #7 & Leader Road Crew Unload Truck & Reset Band Room After School 2:30-4:00pm<br>Return Truck After School<br><br>ETA: 5:30pm | <b>28</b> Open Practice @ 2:30-3:30pm<br><br>ETA: 5:00pm                                                                                                                 | <b>29</b> MTM #10 @ Band Room 2:30-4:00pm<br><br>ETA: 5:00pm  | <b>30</b> Open Practice @ 2:30-3:30pm<br><br>Younglife Executive (Exec) Team Meeting #2 @ Room 106 2:30-3:30pm<br><br>ETA: 5:00pm | <b>Notes:</b><br>(1) TBD - SciTech Middle School Road Shows @ Chestnut Duggan, Forest Park, Kennedy, Kiley, Van Sickle, STEM Middle, South End Middle, Conservatory, Zanetti<br>(2) TBD - High School Choice Night @ Location TBD - Meet in Band Room @ 2:30pm (Leadership Team) ETA: Late<br>(3) TBD - Performance with Zanetti Elementary School Chorus<br>(4) TBD - Younglife Fall Weekend (Was 17, 18, 19) |                                                                                                                                                                                                                                     |            |  |

\*BOLD PERFORMANCES ARE MANDATORY - PERFORMANCES MAY BE ADDED & CURRENT PERFORMANCES ARE SUBJECT TO CHANGE

TBD = To Be Determined

| ~ December 2017 ~                                                                                                                                                                                     |     |                                                                                                                                                                                            |                                                                                                                              |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                      | Jan 2018 ▶ |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| ◀ Nov 2017                                                                                                                                                                                            | Sun | Mon                                                                                                                                                                                        | Tue                                                                                                                          | Wed                                                                                                                                                | Thu                                                                                                                                                                                                                                                                                                                                                           | Fri                                                                                                                                                                                                                                                                                  | Sat        |
|                                                                                                                                                                                                       |     |                                                                                                                                                                                            |                                                                                                                              |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                               | <b>1</b> Pickup Truck @ 7:00am<br>Road Crew Load Truck for Classical Performance & Reset Band Room for Monday's Rehearsal 2:30-4:00pm<br><br>Younglife Campaigners Friday Night Chillfest #4 @ The Bernice's 5:00-8:00pm (60 Fairfield Street; Springfield, MA 01108)<br>ETA: 5:00pm | <b>2</b>   |
| <b>3</b> A "Classical Holiday" Concert @ Classical Condominiums, 3:00-5:00pm (235 State St; Springfield, MA 01103)<br>Leadership Road Crew Meet @ 12:00pm<br>MANDATORY for Advanced Band<br>ETA: Late |     | <b>4</b> Leadership Team Active Meeting #8 & Leader Road Crew Unload Truck & Reset Band Room After School 2:30-4:00pm<br>Return Truck After School<br><br>ETA: 5:30pm                      | <b>5</b> Extended Day For Teachers 2:35-3:35pm<br><br><br>ETA: 5:00pm                                                        | <b>6</b> MTM #11 @ Band Room 2:30-4:00pm<br><br>Zanetti MTM @ Band Room 4:15-5:30pm<br><br>ETA: 5:00pm                                             | <b>7</b> Younglife Film Shoot #4 @ Band Room 2:30-4:30pm<br><br><br>ETA: 5:30pm                                                                                                                                                                                                                                                                               | <b>8</b> Open Practice @ 2:30-3:30pm<br><br><br>ETA: 5:00pm                                                                                                                                                                                                                          | <b>9</b>   |
| <b>10</b>                                                                                                                                                                                             |     | <b>11</b> Open Practice @ 2:30-3:30pm<br><br>ETA: 5:00pm                                                                                                                                   | <b>12</b> Road Crew Load Truck For Winterfest After School @ 2:30-4:00pm<br><br>Pick Up Truck @ 7:00am<br><br>ETA: 5:00pm    | <b>13</b> Road Crew Set Up For Winterfest After School @ Chestnut Middle School 2:30-7:00pm<br><br>Extreme Road Crew 7:00-10:00pm<br><br>ETA: Late | <b>14</b> Winterfest Dress Rehearsal Field Trip @ Chestnut Middle School 7:35-12:30pm<br><b>11th Annual Winterfest Concert @ Chestnut Middle School 7:00pm (Arrive @ 6:00pm)</b><br>355 Plainfield Street; Springfield, MA 01107<br>MANDATORY FOR ALL<br>Road Crew Move All Band Equipment From Front & Back Hallway In Auditorium After Concert<br>ETA: Late | <b>15</b> Road Crew Break Down For Winterfest (Field Trip For Leaders Only) @ Chestnut 7:35-12:00pm<br><br>Instrument Inventory Check #8 During School Day<br>Play all instruments from back room & check for repairs<br>Return Truck After School<br><br>ETA: 5:00pm                | <b>16</b>  |
| <b>17</b>                                                                                                                                                                                             |     | <b>18</b> Band Auditions Prep/Video & Watch Winterfest Video<br>Westfield Professor Ed Orgill Visits the SciTech Band<br>Leadership Team Meeting #9 @ Band Room 2:30-3:30pm<br>ETA: 5:00pm | <b>19</b> Extended Day For Teachers 2:35-3:35pm<br><br>Band Auditions Prep/Video & Watch Winterfest Video<br><br>ETA: 5:00pm | <b>20</b> Band Auditions Prep/Video & Early Auditions<br><br><br>ETA: 5:00pm                                                                       | <b>21</b> Band Auditions Prep/Video & Early Auditions<br><br>Younglife Club #4 @ Band Room 2:30-4:00pm<br><br>ETA: 6:00pm                                                                                                                                                                                                                                     | <b>22</b> Half Day<br><br>Band Auditions Prep/Video<br><br>ETA: 3:00pm                                                                                                                                                                                                               | <b>23</b>  |
| <b>Notes:</b> (1) TBD - Small Ensemble Performance For Court Square Lighting Ceremony 4:30-6:00pm - Was Tues 12/8                                                                                     |     |                                                                                                                                                                                            |                                                                                                                              |                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                      |            |

\*BOLD PERFORMANCES ARE MANDATORY - PERFORMANCES MAY BE ADDED & CURRENT PERFORMANCES ARE SUBJECT TO CHANGE

TBD = To Be Determined



| ◀ Dec 2017                                                                                                                                                                                                                                     |                                                                                                                                                                                                     | ~ January 2018 ~                                                                    |                                                                                                    |                                                                                                                  |                                                                                                                                                                                                                                              | Feb 2018 ▶ |  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|--|
| Sun                                                                                                                                                                                                                                            | Mon                                                                                                                                                                                                 | Tue                                                                                 | Wed                                                                                                | Thu                                                                                                              | Fri                                                                                                                                                                                                                                          | Sat        |  |
|                                                                                                                                                                                                                                                | <b>1</b> No School                                                                                                                                                                                  | <b>2</b> Band Auditions<br>Extended Day For Teachers<br>2:35-3:35pm<br>ETA: 5:00pm  | <b>3</b> Band Auditions<br>MTM #12 @ Band Room<br>2:30-4:00pm<br>ETA: 5:00pm                       | <b>4</b> Band Auditions<br>Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm                                            | <b>5</b> Confirm all back room instruments are checked for repairs & all repairs sent out.<br><br>Younglife Campaigners<br>Friday Night Chillfest #5 @ The Bernice's 5:00-8:00pm (60 Fairfield Street, Springfield, MA 01108)<br>ETA: 5:00pm | <b>6</b>   |  |
| <b>7</b>                                                                                                                                                                                                                                       | <b>8</b> Band Auditions<br>Leadership Team Meeting #10 @ Band Room 2:30-3:30pm<br>ETA: 5:00pm                                                                                                       | <b>9</b> Band Auditions<br>Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm               | <b>10</b> Band Auditions<br>MTM #13 @ Band Room<br>2:30-4:00pm<br>ETA: 5:00pm                      | <b>11</b> Band Auditions<br>Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm                                           | <b>12</b> No School – Teacher Day<br><br>ETA: 5:00pm                                                                                                                                                                                         | <b>13</b>  |  |
| <b>14</b>                                                                                                                                                                                                                                      | <b>15</b> No School<br>Martin Luther King Day Celebration @ Mass Mutual Center 11:00am-1:00pm (1277 Main St, Springfield, MA 01103) – Stage Crew & Mentors/Leaders/Volunteers Meet @ 10:00am-1:30pm | <b>16</b> Band Auditions<br>Extended Day For Teachers<br>2:35-3:35pm<br>ETA: 5:00pm | <b>17</b> Band Auditions Final Day<br>MTM #14 @ Band Room<br>2:30-4:00pm<br>ETA: 5:00pm            | <b>18</b> Audition Results Posted<br>Band Auditions (if necessary)<br>Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm | <b>19</b> Audition Results Posted<br>Younglife Club #5 @ Band Room 2:30-4:00pm<br><br>ETA: 5:00pm                                                                                                                                            | <b>20</b>  |  |
| <b>21</b>                                                                                                                                                                                                                                      | <b>22</b> Leadership Team Meeting #11 @ Band Room 2:30-3:30pm<br>Instrument Inventory Check #7 @ 2:30-5:00pm<br>Move Unused To Back Room<br>ETA: 6:00pm                                             | <b>23</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm                                | <b>24</b> MTM #15 @ Band Room<br>2:30-4:00pm<br>ETA: 5:00pm                                        | <b>25</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm                                                             | <b>26</b> Band Fun Night 3 - Band Movie Night @ Band Room 2:30-4:30pm<br><br>ETA: 6:00pm                                                                                                                                                     | <b>27</b>  |  |
| <b>28</b>                                                                                                                                                                                                                                      | <b>29</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm                                                                                                                                                | <b>30</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm                                | <b>31</b> MTM #16 @ Band Room<br>2:30-4:00pm<br>Music Selection Party – Open To All<br>ETA: 5:00pm |                                                                                                                  |                                                                                                                                                                                                                                              |            |  |
| <b>Notes:</b> (1) TBD - The Brianna Fund Benefit Concert @ Evangelical Covenant Church (95 Plumtree Road, Springfield, MA 01118) – was Saturday, January 14 <sup>th</sup> or Sunday, January 15 <sup>th</sup><br>(2) TBD – AP Night – was 1/23 |                                                                                                                                                                                                     |                                                                                     |                                                                                                    |                                                                                                                  |                                                                                                                                                                                                                                              |            |  |

## \*BOLD PERFORMANCES ARE MANDATORY

TBD = To Be Determined

\*PERFORMANCES MAY BE ADDED & CURRENT PERFORMANCES ARE SUBJECT TO CHANGE



| ~ February 2018 ~                                                                                                                                                                                                                                                  |                                                                                                                                                                |                                                                             |                                                                 |                                                                                | Mar 2018 ▶                                                                                                                                                                                          |                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|
| Sun                                                                                                                                                                                                                                                                | Mon                                                                                                                                                            | Tue                                                                         | Wed                                                             | Thu                                                                            | Fri                                                                                                                                                                                                 | Sat                                                                                                                                     |
|                                                                                                                                                                                                                                                                    |                                                                                                                                                                |                                                                             |                                                                 | <b>1</b> Open Practice @ 2:30-3:30pm<br><br>ETA: 5:00pm                        | <b>2</b> Open Practice @ 2:30-3:30pm<br><br>Younglife Campaigners<br>Friday Night Chillfest #6 @<br>The Bernice's 5:00-8:00pm<br>(80 Fairfield Street,<br>Springfield, MA 01108)<br><br>ETA: 5:00pm | <b>3</b>                                                                                                                                |
| <b>4</b>                                                                                                                                                                                                                                                           | <b>5</b> Leadership Team Meeting<br>#12 @ Band Room 2:30-3:30pm<br><br>ETA: 5:00pm                                                                             | <b>6</b> Extended Day For<br>Teachers 2:35-3:35pm<br><br>ETA: 5:00pm        | <b>7</b> MTM #17 @ Band Room<br>2:30-4:00pm<br><br>ETA: 5:00pm  | <b>8</b> Younglife Film Shoot #6 @<br>Band Room 2:30-4:30pm<br><br>ETA: 6:00pm | <b>9</b> Rehearsal For UMass<br>Honor Band @ SciTech<br>2:30-4:00pm<br>MANDATORY FOR<br>SELECTED MEMBERS<br><br>ETA: 5:00pm                                                                         | <b>10</b> UMass Honor Band @<br>UMass Fine Arts Center<br>(Meet @ SciTech 5:15am)<br>MANDATORY FOR<br>SELECTED MEMBERS<br><br>ETA: Late |
| <b>11</b>                                                                                                                                                                                                                                                          | <b>12</b> Instrument Inventory<br>Check #8 @ 2:30-5:00pm<br><br>ETA: 6:00pm                                                                                    | <b>13</b> Open Practice @ 2:30-3:30pm<br><br>ETA: 5:00pm                    | <b>14</b> MTM #18 @ Band Room<br>2:30-4:00pm<br><br>ETA: 5:00pm | <b>15</b> Younglife Club #6<br>@ Band Room 2:30-4:00pm<br><br>ETA: 6:00pm      | <b>16</b> No Practice<br><br>ETA: 5:00pm                                                                                                                                                            | <b>17</b>                                                                                                                               |
| <b>18</b>                                                                                                                                                                                                                                                          | <b>19</b> No School                                                                                                                                            | <b>20</b> No School                                                         | <b>21</b> No School                                             | <b>22</b> No School                                                            | <b>23</b> No School                                                                                                                                                                                 | <b>24</b>                                                                                                                               |
| <b>25</b>                                                                                                                                                                                                                                                          | <b>26</b> Leadership Team<br>Meeting #13 @ Band Room<br>2:30-3:30pm<br><br>New Student Outreach<br>Calling Party @ Band Room<br>3:30-6:00pm<br><br>ETA: 7:00pm | <b>27</b> TBD - Extended Day For<br>Teachers 2:35-3:35pm<br><br>ETA: 5:00pm | <b>28</b> MTM #19 @ Band Room<br>2:30-4:00pm<br><br>ETA: 5:00pm |                                                                                |                                                                                                                                                                                                     |                                                                                                                                         |
| <b>Notes:</b> (1) TBD - Small Ensemble Performance for The Pioneer Valley Project (Select Students) @ Cedars (375 Island Pond Rd, Springfield, MA 01118) Meet @ 4:00pm, Event 5-9pm, Perform Set 1: 5:00-6:10pm (Social Hour), Perform Set 2: 6:30-7:30pm (Dinner) |                                                                                                                                                                |                                                                             |                                                                 |                                                                                |                                                                                                                                                                                                     |                                                                                                                                         |

## \*BOLD PERFORMANCES ARE MANDATORY

\*PERFORMANCES MAY BE ADDED & CURRENT PERFORMANCES ARE SUBJECT TO CHANGE

TBD = To Be Determined

| ~ March 2018 ~                                                                                                                                    |                                                                                                         |                                                                |                                                                         |                                                                                                                    |                                                                                                                                                   | Apr 2018 ▶                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Sun                                                                                                                                               | Mon                                                                                                     | Tue                                                            | Wed                                                                     | Thu                                                                                                                | Fri                                                                                                                                               | Sat                                                                                |
|                                                                                                                                                   |                                                                                                         |                                                                |                                                                         | <b>1</b> SPS Youth Art Month Small Ensemble Performance @ Eastfield Mall @ 5:00-6:00pm; Meet in band room @ 2:30pm | <b>2</b> Band Fun Night 4 – Jengaship Championship @ Band Room 2:30-4:30pm                                                                        | <b>3</b> MMEA All State Conference - World Trade Center, Boston, MA (For Teachers) |
| <b>4</b>                                                                                                                                          | <b>5</b> Younglife Film Shoot #7 @ Band Room 2:30-4:30pm<br>ETA: 6:00pm                                 | <b>6</b> Extended Day For Teachers 2:35-3:35pm<br>ETA: 5:00pm  | <b>7</b> MTM #20 @ Band Room 2:30-4:00pm<br>ETA: 5:00pm                 | ETA: Late<br><b>8</b> Open Practice @ 2:30-3:30pm                                                                  | MMEA All State Conference - World Trade Center, Boston, MA (For Teachers)<br>ETA: 6:00pm                                                          | <b>10</b>                                                                          |
| <b>11</b>                                                                                                                                         | <b>12</b> Leadership Team Meeting #14 @ Band Room 2:30-3:30pm<br>ETA: 5:00pm                            | <b>13</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm           | <b>14</b> MTM #21 @ Band Room 2:30-4:00pm<br>ETA: 5:00pm                | <b>15</b> Open Practice @ 2:30-3:30pm<br>ETA: 6:00pm                                                               | <b>16</b> Younglife Club #7 @ Band Room 2:30-4:00pm<br>ETA: 6:00pm                                                                                | <b>17</b>                                                                          |
| <b>18</b>                                                                                                                                         | <b>19</b> We Want You Letters Distributed<br>Instrument Inventory Check #9 @ 2:30-5:00pm<br>ETA: 6:00pm | <b>20</b> Extended Day For Teachers 2:35-3:35pm<br>ETA: 5:00pm | <b>21</b> MTM #22 @ Band Room 2:30-4:00pm<br>ETA: 5:00pm                | <b>22</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm                                                               | <b>23</b> Younglife Campaigners Friday Night Chillfest #7 @ The Bernice's 5:00-8:00pm (60 Fairfield Street, Springfield, MA 01108)<br>ETA: 6:00pm | <b>24</b>                                                                          |
| <b>25</b>                                                                                                                                         | <b>26</b> Leadership Team Meeting #15 @ Band Room 2:30-3:30pm<br>ETA: 5:00pm                            | <b>27</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm           | <b>28</b> New Leadership Team Info Session @ 2:30-4:00pm<br>ETA: 5:00pm | <b>29</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm                                                               | <b>30</b> No School                                                                                                                               | <b>31</b>                                                                          |
| <b>Notes:</b> (1) TBD - Middle School Scheduling & Recruiting Visits<br>(2) TBD - UMASS Music Education Students Visit Jazz Band - Was Thurs. 3/2 |                                                                                                         |                                                                |                                                                         |                                                                                                                    |                                                                                                                                                   |                                                                                    |

## \*BOLD PERFORMANCES ARE MANDATORY

\*PERFORMANCES MAY BE ADDED & CURRENT PERFORMANCES ARE SUBJECT TO CHANGE

TBD = To Be Determined

| ◀ Mar 2018 |                                                                                                                                                                              | ~ April 2018 ~                                                                                                                                                                                                                                                   |                                                                                                                                                                        |                                                                          |                                                                                                                                                   |           | May 2018 ▶ |  |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------|------------|--|
| Sun        | Mon                                                                                                                                                                          | Tue                                                                                                                                                                                                                                                              | Wed                                                                                                                                                                    | Thu                                                                      | Fri                                                                                                                                               | Sat       |            |  |
| <b>1</b>   | <b>2</b> 2017-2018 Leadership Letters of Intent Distributed (Letters Due Friday, April 13, 2018)<br>ETA: 5:00pm                                                              | <b>3</b> Extended Day For Teachers 2:35-3:35pm<br>ETA: 5:00pm                                                                                                                                                                                                    | <b>4</b> Final SciTech MTM #23 @ Band Room 2:30-4:00pm<br>ETA: 5:00pm                                                                                                  | <b>5</b> Open Practice @ 2:30-3:30pm<br>ETA: 6:00pm                      | <b>6</b> Younglife Club #8 @ Band Room 2:30-4:00pm<br>ETA: 6:00pm                                                                                 | <b>7</b>  |            |  |
| <b>8</b>   | <b>9</b> Leadership Team Meeting #16 @ Band Room 2:30-3:30pm<br>TBD - Road Crew Load Truck For SciTech Band Day @ 3:30-4:30pm<br>TBD - Pick Up Truck @ 7:00am<br>ETA: 5:00pm | <b>10</b> TBD 3 <sup>rd</sup> Annual SciTech Band Day @ Basketball Hall of Fame (1000 Hall of Fame Ave, Springfield, MA 01105); 6:00-7:45pm; Meet In Band Room @ 2:25pm<br>MANDATORY FOR ALL Road Crew Take 1 <sup>st</sup> Lunch then In Band Room<br>ETA: Late | <b>11</b> TBD - Resel Band Room During Day, Organize Band Room & Return Truck After School @ 2:30-3:30pm<br>Instrument Inventory Check #10 @ During Day<br>ETA: 5:00pm | <b>12</b> Instrument Inventory #10 Finalize @ 2:30-3:30pm<br>ETA: 5:00pm | <b>13</b> Leadership Letters of Intent Due<br>ETA: 5:00pm                                                                                         | <b>14</b> |            |  |
| <b>15</b>  | <b>16</b> No School<br>ETA: 5:00pm                                                                                                                                           | <b>17</b> No School                                                                                                                                                                                                                                              | <b>18</b> No School<br>ETA: 5:00pm                                                                                                                                     | <b>19</b> No School<br>ETA: 5:00pm                                       | <b>20</b> No School<br>ETA: 5:00pm                                                                                                                | <b>21</b> |            |  |
| <b>22</b>  | <b>23</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00pm                                                                                                                         | <b>24</b> Extended Day For Teachers 2:35-3:35pm<br>ETA: 5:00pm                                                                                                                                                                                                   | <b>25</b> Outreach MTM #24 @ Gerena Elementary School 2:30-6:00pm; Meet @ 2:30 in the band room<br>ETA: 7:30pm                                                         | <b>26</b> Open Practice @ 2:30-3:30pm<br>ETA: 5:00                       | <b>27</b> Younglife Campaigners Friday Night Chillfest #8 @ The Bernice's 5:00-8:00pm (60 Fairfield Street; Springfield, MA 01108)<br>ETA: 5:00pm | <b>28</b> |            |  |
| <b>29</b>  | <b>30</b> 2018-2019 Leadership Team Interviews After School 2:30-6:00pm<br>ETA: Late                                                                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                        |                                                                          |                                                                                                                                                   |           |            |  |

**Notes:** (1) TBD - Middle School Scheduling & Recruiting Visits

(2) TBD - Young@Heart Performance: Meet @ SciTech Sports Complex @ 10:00am; Road Crew Meet @ SciTech @ 7:00am; Perform @ 3:00pm - John M. Greene Hall (60 Elm Street, Northampton, MA 01060)  
MANDATORY for Advanced Band - Was Sun, 4/24

(3) TBD - Young@Heart In-School Library Rehearsal #1 9:10-12:20 (Periods 2-3) / TBD - Young@Heart In-School Library Rehearsal #2 9:10-12:20 (Periods 2-3)

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TBD = To Be Determined

| ~ June 2018 ~                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |     |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                      | Jul 2017 ▶                                          |                                                                                                                                                                                                                                                                   |           |
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| ◀ May 2017                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Sun | Mon                                                                                             | Tue                                                                                                                                                                                                                                                                                                                                                                                | Wed                                                                                                                                                                                                                                                                  | Thu                                                 | Fri                                                                                                                                                                                                                                                               | Sat       |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |     |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                      |                                                     | <b>1</b> New Team Leadership Barbeque @ Mr. Bernice's House 3:00-6:00pm<br>MANDATORY FOR NEW LEADERS<br>60 Fairfield Street; Springfield, MA 01108 (Near Forest Park Middle School) ETA: Late                                                                     | <b>2</b>  |
| <b>3</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |     | <b>4</b> Next Year Prep 2:30-3:30pm<br>ETA: 5:00pm                                              | <b>5</b> Extended Day For Teachers 2:35-3:35pm<br>ETA: 5:00pm                                                                                                                                                                                                                                                                                                                      | <b>6</b> Next Year Prep 2:30-3:30pm<br>ETA: 5:00pm                                                                                                                                                                                                                   | <b>7</b> Next Year Prep 2:30-3:30pm<br>ETA: 5:00pm  | <b>8</b> Road Crew Set Up For Band Banquet After School 2:30-4:00pm @ SciTech Cafeteria<br>Annual Band Family Banquet @ SciTech Cafeteria 6:00pm<br>Road Crew Break Down After Band Banquet @ SciTech Cafeteria 9:00pm<br>Next Year Prep 2:30-3:30pm<br>ETA: Late | <b>9</b>  |
| <b>10</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     | <b>11</b> Pick Up Truck @ 7:00am<br>Load truck for graduation during school day.<br>ETA: 5:00pm | <b>12</b> Leadership Road Crew Field Trip For Graduation Set Up @ Symphony Hall 7:35am-12:00pm<br>Graduation @ Symphony Hall 6:00pm (Meet in Band Room @ 2:30pm or Arrive @ Symphony Hall @ 3:45pm) - 34 Court Street; Springfield, MA 01103<br>MANDATORY FOR ALL<br>Road Crew Break Down After Graduation (Put All Equipment in Loading Dock) @ Symphony Hall 8:00pm<br>ETA: Late | <b>13</b> Leadership Road Crew Field Trip For Graduation Break Down @ Symphony Hall 7:35am-12:00pm<br>Reset Band Room For 2017-2018<br>Final Instrument Inventory Check #12 During School Day & After School 2:30-4:30pm<br>Return Truck After School<br>ETA: 5:00pm | <b>14</b> Next Year Prep 2:30-3:30pm<br>ETA: 5:00pm | <b>15</b> Younglife Campaigners Friday Night Chillfest #10 @ The Bernice's 5:00-8:00pm (60 Fairfield Street; Springfield, MA 01108)<br>ETA: 5:00pm                                                                                                                | <b>16</b> |
| <b>17</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     | <b>18</b> Next Year Prep 2:30-3:30pm<br>ETA: 5:00pm                                             | <b>19</b> Extended Day For Teachers 2:35-3:35pm<br>ETA: 5:00pm                                                                                                                                                                                                                                                                                                                     | <b>20</b> Last Day of School (Half Day)<br>ETA: 3:00pm                                                                                                                                                                                                               | <b>21</b>                                           | <b>22</b>                                                                                                                                                                                                                                                         | <b>23</b> |
| <b>24</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |     | <b>25</b>                                                                                       | <b>26</b>                                                                                                                                                                                                                                                                                                                                                                          | <b>27</b>                                                                                                                                                                                                                                                            | <b>28</b>                                           | <b>29</b>                                                                                                                                                                                                                                                         | <b>30</b> |
| <b>Notes:</b> (1) TBD - Road Crew Load Truck for Forest Park Performance During School Day, Pick Up Truck @ 7:00am - Wednesday, June 6 <sup>th</sup><br>(2) TBD - Road Crew Meet @ 2:30pm in Band Room, Concert in the Park Performance Series @ Forest Park Amphitheater, Meet @ 5:30pm; Perform 6:30-7:45pm MANDATORY FOR ALL, Road Crew load truck after performance<br>(3) TBD - Road Crew Unload Truck & Reset Band Room During School Day, Return Truck After School - Friday, June 8 <sup>th</sup> |     |                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                      |                                                     |                                                                                                                                                                                                                                                                   |           |

\***BOLD PERFORMANCES ARE MANDATORY - PERFORMANCES MAY BE ADDED & CURRENT PERFORMANCES ARE SUBJECT TO CHANGE** TBD = To Be Determined

# SCI-TECH BAND / MTM MASTER PRACTICE CHECKLIST

## FIRST 5 NOTES

☐ Do ☐ Re ☐ Mi ☐ Fa ☐ So ☐ La ☐ Ti ☐ Do

## MAJOR SCALES

☐ Bb ☐ B ☐ C ☐ C#/Db ☐ D ☐ Eb ☐ E ☐ F ☐ F#/Gb ☐ G ☐ Ab ☐ A

## NATURAL MINOR SCALES

☐ Bb ☐ B ☐ C ☐ C#/Db ☐ D ☐ Eb ☐ E ☐ F ☐ F#/Gb ☐ G ☐ Ab ☐ A

## HARMONIC MINOR SCALES

☐ Bb ☐ B ☐ C ☐ C#/Db ☐ D ☐ Eb ☐ E ☐ F ☐ F#/Gb ☐ G ☐ Ab ☐ A

## BLUES SCALES

☐ Bb ☐ B ☐ C ☐ C#/Db ☐ D ☐ Eb ☐ E ☐ F ☐ F#/Gb ☐ G ☐ Ab ☐ A

## CHROMATIC SCALES

☐ 1 Octave Chromatic Scale (Concert Bb) ☐ 2 Octave Chromatic Scale (Concert Bb)

## SUETA RHYTHM CHARTS

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18  
☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐ 33 ☐ 34  
☐ 35 ☐ 36 ☐ 37 ☐ 38 ☐ 39 ☐ 40 ☐ 41 ☐ 42 ☐ 43 ☐ 44 ☐ 45 ☐ 46 ☐ 47 ☐ 48 ☐ 49 ☐ 50  
☐ 51 ☐ 52 ☐ 53 ☐ 54 ☐ 55 ☐ 56 ☐ 57 ☐ 58 ☐ 59 ☐ 60 ☐ 61 ☐ 62 ☐ 63 ☐ 64 ☐ 65

## RHYTHM CHARTS (in Band Handbook)

☐ Unit I Rhythm Exercise ☐ Beginning Rhythms ☐ Rhythm Sheet I  
☐ Quarters, Eighths, & Rests ☐ Offbeats 1 ☐ Offbeats 2 ☐ Rhythm Grid

## FUNDAMENTAL RHYTHMS

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18  
☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐ 33 ☐ 34  
☐ 35 ☐ 36 ☐ 37 ☐ 38 ☐ 39 ☐ 40 ☐ 41 ☐ 42 ☐ 43 ☐ 44 ☐ 45 ☐ 46 ☐ 47 ☐ 48 ☐ 49 ☐ 50  
☐ 51 ☐ 52 ☐ 53 ☐ 54 ☐ 55 ☐ 56 ☐ 57 ☐ 58 ☐ 59 ☐ 60 ☐ 61 ☐ 62 ☐ 63 ☐ 64 ☐ 65 ☐ 66  
☐ 67 ☐ 68 ☐ 69 ☐ 70 ☐ 71 ☐ 72 ☐ 73 ☐ 74 ☐ 75 ☐ 76 ☐ 77 ☐ 78 ☐ 79 ☐ 80 ☐ 81 ☐ 82  
☐ 83 ☐ 84 ☐ 85 ☐ 86 ☐ 87 ☐ 88 ☐ 89 ☐ 90 ☐ 91 ☐ 92 ☐ 93 ☐ 94 ☐ 95 ☐ 96 ☐ 97 ☐ 98  
☐ 99 ☐ 100 ☐ 101 ☐ 102 ☐ 103 ☐ 104 ☐ 105 ☐ 106 ☐ 107 ☐ 108 ☐ 109 ☐ 110 ☐ 111  
☐ 112 ☐ 113 ☐ 114 ☐ 115 ☐ 116 ☐ 117 ☐ 118 ☐ 119 ☐ 120 ☐ 121 ☐ 122 ☐ 123 ☐ 124  
☐ 125 ☐ 126 ☐ 127 ☐ 128 ☐ 129 ☐ 130 ☐ 131 ☐ 132 ☐ 133 ☐ 134 ☐ 135 ☐ 136 ☐ 137  
☐ 138 ☐ 129 ☐ 140 ☐ 141 ☐ 142 ☐ 143 ☐ 144 ☐ 145 ☐ 146 ☐ 147 ☐ 148 ☐ 149 ☐ 150  
☐ 151 ☐ 152 ☐ 153 ☐ 154 ☐ 155 ☐ 156 ☐ 157 ☐ 158 ☐ 159 ☐ 160 ☐ 161 ☐ 162 ☐ 163  
☐ 164 ☐ 165 ☐ 166 ☐ 167 ☐ 168 ☐ 169 ☐ 170 ☐ 171 ☐ 172 ☐ 173 ☐ 174 ☐ 175 ☐ 176  
☐ 177 ☐ 178 ☐ 179 ☐ 180 ☐ 181 ☐ 182 ☐ 183 ☐ 184 ☐ 185 ☐ 186 ☐ 187 ☐ 188 ☐ 189  
☐ 190 ☐ 191 ☐ 192 ☐ 193 ☐ 194 ☐ 195

## ALFRED'S DRUM METHOD, BOOK 1 (for Percussion)

Lesson: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐  
☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐  
☐ 33 ☐ 34 ☐ 35 ☐ 36 ☐ 37 ☐ 38 ☐ 39

## ALFRED'S DRUM METHOD, BOOK 2 (for Percussion)

Lesson: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐  
☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐  
☐ 33

## A FRESH APPROACH TO THE SNARE DRUM, APPENDIX (for Percussion)

Lesson: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐  
☐ 17 ☐ 18 ☐ 19 ☐ 20

Exercises p. 77: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐  
☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23

Essential Rudiments p. 82: ☐ Single Stroke Rudiments ☐ Roll Rudiments

☐ Paradiddle Rudiments ☐ Flam Rudiments ☐ Drag Rudiments



## ESSENTIAL ELEMENTS, BOOK 1

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18  
☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐ 33 ☐ 34  
☐ 35 ☐ 36 ☐ 37 ☐ 38 ☐ 39 ☐ 40 ☐ 41 ☐ 42 ☐ 43 ☐ 44 ☐ 45 ☐ 46 ☐ 47 ☐ 48 ☐ 49 ☐ 50  
☐ 51 ☐ 52 ☐ 53 ☐ 54 ☐ 55 ☐ 56 ☐ 57 ☐ 58 ☐ 59 ☐ 60 ☐ 61 ☐ 62 ☐ 63 ☐ 64 ☐ 65 ☐ 66  
☐ 67 ☐ 68 ☐ 69 ☐ 70 ☐ 71 ☐ 72 ☐ 73 ☐ 74 ☐ 75 ☐ 76 ☐ 77 ☐ 78 ☐ 79 ☐ 80 ☐ 81 ☐ 82  
☐ 83 ☐ 84 ☐ 85 ☐ 86 ☐ 87 ☐ 88 ☐ 89 ☐ 90 ☐ 91 ☐ 92 ☐ 93 ☐ 94 ☐ 95 ☐ 96 ☐ 97 ☐ 98  
☐ 99 ☐ 100 ☐ 101 ☐ 102 ☐ 103 ☐ 104 ☐ 105 ☐ 106 ☐ 107 ☐ 108 ☐ 109 ☐ 110 ☐ 111  
☐ 112 ☐ 113 ☐ 114 ☐ 115 ☐ 116 ☐ 117 ☐ 118 ☐ 119 ☐ 120 ☐ 121 ☐ 122 ☐ 123 ☐ 124  
☐ 125 ☐ 126 ☐ 127 ☐ 128 ☐ 129 ☐ 130 ☐ 131 ☐ 132 ☐ 133 ☐ 134 ☐ 135 ☐ 136 ☐ 137  
☐ 138 ☐ 129 ☐ 140 ☐ 141 ☐ 142 ☐ 143 ☐ 144 ☐ 145 ☐ 146 ☐ 147 ☐ 148 ☐ 149 ☐ 150  
☐ 151 ☐ 152 ☐ 153 ☐ 154 ☐ 155 ☐ 156 ☐ 157 ☐ 158 ☐ 159 ☐ 160 ☐ 161 ☐ 162 ☐ 163  
☐ 164 ☐ 165 ☐ 166 ☐ 167 ☐ 168 ☐ 169 ☐ 170 ☐ 171 ☐ 172 ☐ 173 ☐ 174 ☐ 175 ☐ 176  
☐ 177 ☐ 178 ☐ 179 ☐ 180 ☐ 181 ☐ 182 ☐ 183 ☐ 184 ☐ 185 ☐ 186 ☐ 187

Pg. 40 – Key of Concert Bb ☐ #1 ☐ #2 ☐ #3 ☐ #4; Concert Eb ☐ #1 ☐ #2 ☐ #3 ☐ #4

Concert F ☐ #1 ☐ #2 ☐ #3 ☐ #4; Concert Ab ☐ #1 ☐ #2 ☐ #3 ☐ #4

☐ Pg. 42-43 – Rhythm Studies

## ESSENTIAL ELEMENTS, BOOK 2

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18  
☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐ 33 ☐ 34  
☐ 35 ☐ 36 ☐ 37 ☐ 38 ☐ 39 ☐ 40 ☐ 41 ☐ 42 ☐ 43 ☐ 44 ☐ 45 ☐ 46 ☐ 47 ☐ 48 ☐ 49 ☐ 50  
☐ 51 ☐ 52 ☐ 53 ☐ 54 ☐ 55 ☐ 56 ☐ 57 ☐ 58 ☐ 59 ☐ 60 ☐ 61 ☐ 62 ☐ 63 ☐ 64 ☐ 65 ☐ 66  
☐ 67 ☐ 68 ☐ 69 ☐ 70 ☐ 71 ☐ 72 ☐ 73 ☐ 74 ☐ 75 ☐ 76 ☐ 77 ☐ 78 ☐ 79 ☐ 80 ☐ 81 ☐ 82  
☐ 83 ☐ 84 ☐ 85 ☐ 86 ☐ 87 ☐ 88 ☐ 89 ☐ 90 ☐ 91 ☐ 92 ☐ 93 ☐ 94 ☐ 95 ☐ 96 ☐ 97 ☐ 98  
☐ 99 ☐ 100 ☐ 101 ☐ 102 ☐ 103 ☐ 104 ☐ 105 ☐ 106 ☐ 107 ☐ 108 ☐ 109 ☐ 110 ☐ 111  
☐ 112 ☐ 113 ☐ 114 ☐ 115 ☐ 116 ☐ 117 ☐ 118 ☐ 119 ☐ 120 ☐ 121 ☐ 122 ☐ 123 ☐ 124  
☐ 125 ☐ 126 ☐ 127 ☐ 128 ☐ 129 ☐ 130 ☐ 131 ☐ 132 ☐ 133 ☐ 134 ☐ 135 ☐ 136 ☐ 137  
☐ 138 ☐ 129 ☐ 140 ☐ 141 ☐ 142 ☐ 143 ☐ 144 ☐ 145 ☐ 146 ☐ 147 ☐ 148 ☐ 149 ☐ 150  
☐ 151 ☐ 152 ☐ 153 ☐ 154 ☐ 155 ☐ 156 ☐ 157 ☐ 158 ☐ 159 ☐ 160 ☐ 161 ☐ 162 ☐ 163  
☐ 164 ☐ 165 ☐ 166 ☐ 167 ☐ 168 ☐ 169 ☐ 170 ☐ 171 ☐ 172 ☐ 173 ☐ 174 ☐ 175 ☐ 176  
☐ 177 ☐ 178 ☐ 179 ☐ 180 ☐ 181 ☐ 182 ☐ 183 ☐ 184 ☐ 185 ☐ 186 ☐ 187 ☐ 188 ☐ 189  
☐ 190 ☐ 191 ☐ 192 ☐ 193 ☐ 194 ☐ 195 ☐ 196 ☐ 197 ☐ 198 ☐ 199

☐ Pg. 42-43 – Rhythm Studies

## ESSENTIAL ELEMENTS, BOOK 3

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18  
☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31 ☐ 32 ☐ 33 ☐ 34  
☐ 35 ☐ 36 ☐ 37 ☐ 38 ☐ 39 ☐ 40 ☐ 41 ☐ 42 ☐ 43 ☐ 44 ☐ 45 ☐ 46 ☐ 47 ☐ 48 ☐ 49 ☐ 50  
☐ 51 ☐ 52 ☐ 53 ☐ 54 ☐ 55 ☐ 56 ☐ 57 ☐ 58 ☐ 59 ☐ 60 ☐ 61 ☐ 62 ☐ 63 ☐ 64 ☐ 65 ☐ 66  
☐ 67 ☐ 68 ☐ 69 ☐ 70 ☐ 71 ☐ 72 ☐ 73 ☐ 74 ☐ 75 ☐ 76 ☐ 77 ☐ 78 ☐ 79 ☐ 80 ☐ 81 ☐ 82  
☐ 83 ☐ 84 ☐ 85 ☐ 86 ☐ 87 ☐ 88 ☐ 89 ☐ 90 ☐ 91 ☐ 92 ☐ 93 ☐ 94 ☐ 95 ☐ 96 ☐ 97 ☐ 98  
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☐ 112 ☐ 113 ☐ 114 ☐ 115 ☐ 116 ☐ 117 ☐ 118 ☐ 119 ☐ 120 ☐ 121 ☐ 122 ☐ 123 ☐ 124  
☐ 125 ☐ 126 ☐ 127 ☐ 128 ☐ 129 ☐ 130 ☐ 131 ☐ 132 ☐ 133 ☐ 134 ☐ 135 ☐ 136 ☐ 137  
☐ 138 ☐ 129 ☐ 140 ☐ 141 ☐ 142 ☐ 143 ☐ 144 ☐ 145 ☐ 146 ☐ 147 ☐ 148 ☐ 149 ☐ 150  
☐ 151 ☐ 152 ☐ 153 ☐ 154 ☐ 155 ☐ 156 ☐ 157 ☐ 158 ☐ 159 ☐ 160 ☐ 161 ☐ 162 ☐ 163  
☐ 164 ☐ 165 ☐ 166 ☐ 167 ☐ 168 ☐ 169 ☐ 170 ☐ 171 ☐ 172 ☐ 173 ☐ 174 ☐ 175 ☐ 176  
☐ 177 ☐ 178 ☐ 179 ☐ 180 ☐ 181 ☐ 182 ☐ 183 ☐ 184 ☐ 185 ☐ 186 ☐ 187 ☐ 188 ☐ 189  
☐ 190 ☐ 191 ☐ 192 ☐ 193 ☐ 194 ☐ 195

☐ Pg. 38-39 – Rhythm Studies

## OTHER

☐ Band Repertoire ☐ Solo Repertoire ☐ Chamber Ensemble Repertoire ☐ Improvisation

# SCALE CHECKLIST

| KEY          | MAJOR | MINOR | HARMONIC<br>MINOR | BLUES | CHROMATIC<br>(1 Octave) | CHROMATIC<br>(2 Octaves) |
|--------------|-------|-------|-------------------|-------|-------------------------|--------------------------|
| <b>Bb</b>    |       |       |                   |       |                         |                          |
| <b>B</b>     |       |       |                   |       |                         |                          |
| <b>C</b>     |       |       |                   |       |                         |                          |
| <b>C#/Db</b> |       |       |                   |       |                         |                          |
| <b>D</b>     |       |       |                   |       |                         |                          |
| <b>D#/Eb</b> |       |       |                   |       |                         |                          |
| <b>E</b>     |       |       |                   |       |                         |                          |
| <b>F</b>     |       |       |                   |       |                         |                          |
| <b>F#/Gb</b> |       |       |                   |       |                         |                          |
| <b>G</b>     |       |       |                   |       |                         |                          |
| <b>G#/Ab</b> |       |       |                   |       |                         |                          |
| <b>A</b>     |       |       |                   |       |                         |                          |

# SCALE ASSIGNMENTS

## CONCERT & JAZZ BAND

### QUARTER 1

Bb Blues  
Bb Major  
Bb Minor  
C Major  
C Minor  
C Harmonic Minor  
Bb Chromatic (1 Octave)

### QUARTER 2

Eb Major  
D#/Eb Minor  
F Major  
F Minor  
Ab Major  
G# Minor  
G Major  
G Minor

### QUARTER 3

D Major  
D Minor  
C#/Db Major  
C# Minor  
E Major  
E Minor  
F Blues

### QUARTER 4

F#/Gb Major  
F# Minor  
A Major  
A Minor  
B Major  
B Minor

## SYMPHONIC BAND

### QUARTER 1

First Note – Concert Bb (Do)  
First 5 Notes – Do-Re-Mi-Fa-So  
Bb Major – Do-Re-Mi-Fa-So-La-Ti-Do

### QUARTER 2

Bb Blues

### QUARTER 3

Bb Chromatic (1 Octave)  
C Major

### QUARTER 4

C Minor

\*Scale assignments subject to change



# SCITECH BAND GROOVE CHART

## -CHORD PROGRESSIONS FOR IMPROV-

| Scale  | C | D   | E   | F  | G | A  | B   |
|--------|---|-----|-----|----|---|----|-----|
| Number | 1 | 2   | 3   | 4  | 5 | 6  | 7   |
| Major  | I | ii  | iii | IV | V | vi | vi° |
| Minor  | i | ii° | III | iv | v | VI | VII |

-Uppercase roman numerals = Major Chords (ex. III)

-Lowercase roman numerals = Minor Chords (ex. iii)

| Number | Groove                 | Example in C Major/C Minor/Bb Blues | Scale | Write In New Key |
|--------|------------------------|-------------------------------------|-------|------------------|
| 1      | i-III-VII-iv           | Cm-Eb-Bb-Fm                         | Minor |                  |
| 2      | i-iv-ii°-V             | Cm-Fm-Ddim-G                        | Minor |                  |
| 3      | i-iv-VI-V <sup>7</sup> | Cm-Fm-Ab-G <sup>7</sup>             | Minor |                  |
| 4      | i-v-v-i                | Cm-Gm-Gm-Cm                         | Minor |                  |
| 5      | i-V-V-i                | Cm-G-G-Cm                           | Minor |                  |
| 6      | i-v-vii-iv             | Cm-Gm-Bbm-Fm                        | Minor |                  |
| 7      | i-V-vii-iv             | Cm-G-Bbm-Fm                         | Minor |                  |
| 8      | i-VI-III-VII           | Cm-Ab-Eb-Bb                         | Minor |                  |
| 9      | i-VI-iv-V              | Cm-Ab-Fm-G                          | Minor |                  |
| 10     | i-VI-iv-v              | Cm-Ab-Fm-Gm                         | Minor |                  |
| 11     | i-VI-VII-i             | Cm-Ab-Bb-Cm                         | Minor |                  |
| 12     | i-VI-VII-iv            | Cm-Ab-Bb-Fm                         | Minor |                  |
| 13     | i-VI-VII-V             | Cm-Ab-Bb-G                          | Minor |                  |
| 14     | i-VI-VII-v             | Cm-Ab-Bb-Gm                         | Minor |                  |
| 15     | i-VII-v-VI             | Cm-Bb-Gm-Ab                         | Minor |                  |
| 16     | I-ii-IV-V              | C-Dm-F-G                            | Major |                  |
| 17     | I-iii-ii-V             | C-Em-Dm-G                           | Major |                  |
| 18     | I-iii-vi-IV            | C-Em-Am-F                           | Major |                  |
| 19     | I-IV-I-V               | C-F-C-G                             | Major |                  |
| 20     | I-V-vi-IV              | C-G-Am-F                            | Major |                  |
| 21     | I-vi-ii-V              | C-Am-Dm-G                           | Major |                  |
| 22     | I-vi-IV-V              | C-Am-F-G                            | Major |                  |
| 23     | ii-vi-vii°-I           | Dm-Am-Bdim-C                        | Major |                  |
| 24     | ii-V-I-I               | Cm-F-Bb-Bb                          | Blues |                  |
| 25     | ii-v-i-i               | Cm-Fm-Bbm-Bbm                       | Blues |                  |

-Chord progressions can be used in any key

# SMART MUSIC

## HOW TO LOGIN TO SMART MUSIC

- 1) Open Smart Music
- 2) Click "Create Login"
- 3) Complete Login Information & Click Next
- 4) Complete Contact Information & Click Next
- 5) Click "Student"
- 6) Click "Add School"
  - Choose "Springfield Science & Tech Hs"
  - If the school does not appear, expand the mile range
- 7) Select how many years you have been performing & your instrument
- 8) Under "Classes", click "Enroll in a class..."
- 9) Concert Band & Jazz Band Students Choose "Concert & Jazz Band"  
Symphonic Band Students Choose "Symphonic Band"
- 10) You are ready to use Smart Music

## HOW TO USE SMART MUSIC

- 1) Login & make sure the microphone is connected
- 2) Click on your class to access specific playing assignments (or)
- 3) Click the playlist(s) to access all class music
  - Repertoire playlists contain music recordings that you can listen to and/or play along with
  - Smart Music playlists include specific recordings that allow you to access the sheet music as well (make sure you choose your instrument at the top)
  - You can click "My Part" if you want to play along with your part and/or adjust the tempo if you wish
  - For certain Smart Files, make sure you click off "Follow Me" off before playing along
- 4) Click "Find Music" to find thousands of other solos, exercises, method books, jazz improvisation exercises, sight-reading exercises, and band selections.
- 5) Have fun & practice hard!

## HOW TO COMPLETE ASSIGNMENTS

- 1) Click on your assignment
- 2) You can click "My Part" if you want to play along with your part and/or adjust the tempo if you wish
- 3) Click "Start Take" and record
- 4) When complete, click "Submit"

# **Holiday Solos – Duets – Trios – Quartets**

## **SOLOS (1+people)**

Up On The Housetop  
The Hanukkah Song  
A Holly Jolly Christmas  
Frosty The Snow Man  
Rockin' Around The Christmas Tree  
Jingle Bell Rock  
Rudolph The Red-Nosed Reindeer  
Let It Snow! Let It Snow! Let It Snow!  
The Christmas Song (Chestnuts Roasting)

## **DUETS**

Angels We Have Heard On High  
Away In A Manger  
Deck The Halls  
The First Noel  
God Rest Ye Merry Gentlemen  
Hark! The Herald Angels Sing  
It Came Upon A Midnight Clear  
Jolly Old St. Nicholas  
Joy To The World  
O Holy Night  
O Little Town Of Bethlehem  
Silent Night  
We Wish You A Merry Christmas

## **SOLOS, DUETS, TRIOS, QUARTETS**

Angels We Have Heard On High  
Away In A Manger  
O Little Town of Bethlehem  
God Rest Ye Merry Gentlemen  
It Came Upon A Midnight Clear  
O Come, All Ye Faithful  
O Come, O Come, Emmanuel  
Silent Night  
We Three Kings of Orient Are  
Good king Wenceslas  
Hark! The Herald Angels Sing  
The First Noel  
We Wish You A Merry Christmas

## **CIRCLE YOUR CHOICE ABOVE**

**Names:** \_\_\_\_\_

**Instruments:** \_\_\_\_\_

# 12 BAR BLUES

## Blues Scale

|                | 1  | b3 | 4  | b5 | 5 | b7 | 8  |
|----------------|----|----|----|----|---|----|----|
| C Instruments  | Bb | Db | Eb | E  | F | Ab | Bb |
| Bb Instruments | C  | Eb | F  | Gb | G | Bb | C  |
| Eb Instruments | G  | Bb | C  | Db | D | F  | G  |

## 12 Bar Blues Progression

Chords: I I IV I V IV I  
Measures: 2 2 2 2 1 1 2

## 12 Bar Blues Licks

1) 1-1-4-1-5-4-1

2) 4-b3-1

3) 1-b3-4

4) 4-b5-4-b5-4-b3-1

5) Descending Blues Scale 8-b7-5-b5-4-b3-1

6) 1-b3-4-b5-5

### Solos

1) 1-1-4-1-5-4-1

2) 4-b3-1

1') 1-1-4-1-5-4-1 (with improv)

Ending) 8-8-8-b7-5-b5-4-b3-1

### **Walking Bass Line - C Instruments**

- (I) B $\flat$  D F G A $\flat$  G F D
- (I) B $\flat$  D F G A $\flat$  G F D
- (IV) E $\flat$  G B $\flat$  C D $\flat$  C B $\flat$  G
- (I) B $\flat$  D F G A $\flat$  G F D
- (V) F A C D
- (IV') E $\flat$  G B $\flat$  C
- (I) B $\flat$  D F G A $\flat$  G F D

### **Walking Bass Line - B $\flat$ Instruments**

- (I) C E G A B $\flat$  A G E
- (I) C E G A B $\flat$  A G E
- (IV) F A C D E $\flat$  D C A
- (I) C E G A B $\flat$  A G E
- (V) G B D E
- (IV') F A C D
- (I) C E G A B $\flat$  A G E

### **Walking Bass Line - E $\flat$ Instruments**

- (I) G B D E F E D B
- (I) G B D E F E D B
- (IV) C E G A B $\flat$  A G E
- (I) G B D E F E D B
- (V) D F $\sharp$  A B
- (IV') C E G A
- (I) G B D E F E D B

## **ADVANCED MUSIC**

1. Fantaisie for Flute and Piano, Gabriel Faure
2. Concerto in G for Flute, Wolfgang Amadeus Mozart
3. Sonate for Clarinet and Piano, Camille Saint-Saens
4. Sonata in G Minor for Alto Saxophone, Henri Eccles
5. Rapsodie for Orchestra and Tenor Saxophone, Claude Debussy
6. Trumpet Concerto for Bb Trumpet and Piano, Johann Nepomuk Hummel
7. Trumpet Concerto in Eb, Franz Joseph Haydn
8. Concerto for Trombone and Piano, Rimsky-Korsakov
9. Concerto for Bass Tuba, Ralph Vaughan Williams

# Sonata

## G minor

Henri Eccles (1670-1742)

Salmon/Crowell

### Grave

Musical score for the Grave movement, G minor, 3/4 time. The score consists of four staves of music. The first staff begins with a treble clef, a key signature of one sharp (F#), and a common time signature (C). The tempo is marked *mp* (mezzo-piano). The first staff contains measures 1 through 3, ending with a repeat sign. The second staff contains measures 4 through 7, with a first ending bracket over measures 6 and 7, and a second ending bracket over measures 8 and 9. The third staff contains measures 10 through 13, with a first ending bracket over measures 12 and 13, and a second ending bracket over measures 14 and 15. The fourth staff contains measures 16 through 19, with a first ending bracket over measures 18 and 19, and a second ending bracket over measures 20 and 21. The score includes various musical notations such as notes, rests, accidentals, and dynamic markings (*mp*, *cresc.*, *mf*, *p*, *f*). Trills are indicated by the symbol *tr.* over notes in measures 6, 7, 12, 13, 18, and 19. A triplet of eighth notes is marked with a '3' in measure 13. The piece concludes with a double bar line in measure 21.

### Courante

Musical score for the Courante movement, G minor, 3/4 time. The score consists of four staves of music. The first staff begins with a treble clef, a key signature of one sharp (F#), and a common time signature (C). The tempo is marked *f* (forte). The first staff contains measures 1 through 4, ending with a repeat sign. The second staff contains measures 5 through 9, with a first ending bracket over measures 8 and 9, and a second ending bracket over measures 10 and 11. The third staff contains measures 12 through 15, with a first ending bracket over measures 14 and 15, and a second ending bracket over measures 16 and 17. The fourth staff contains measures 18 through 21, with a first ending bracket over measures 19 and 20, and a second ending bracket over measures 21 and 22. The score includes various musical notations such as notes, rests, accidentals, and dynamic markings (*f*, *p*, *f*). Trills are indicated by the symbol *tr.* over notes in measures 18 and 19. An octave sign (*8va*) is placed above the staff in measure 20. The piece concludes with a double bar line in measure 22.



18 *f*

23 *f*

27 *tr*

32

36 *mf*

40

1. 2.

Detailed description: This block contains the first system of a musical score, measures 18 through 40. The music is in G major (one sharp) and 2/4 time. Measures 18-19 show a first and second ending bracket. Measure 18 starts with a treble clef, a key signature of one sharp, and a 2/4 time signature. It begins with a half rest followed by a quarter note G. Measure 19 continues with a half rest followed by a quarter note A. Measure 20 starts with a forte (*f*) dynamic and a half note G. Measure 21 continues with a half note A. Measure 22 starts with a half note B. Measure 23 continues with a half note C. Measure 24 starts with a half note D. Measure 25 continues with a half note E. Measure 26 starts with a half note F#. Measure 27 continues with a half note G and a trill (*tr*) over it. Measure 28 starts with a half note A. Measure 29 continues with a half note B. Measure 30 starts with a half note C. Measure 31 continues with a half note D. Measure 32 starts with a half note E. Measure 33 continues with a half note F#. Measure 34 starts with a half note G. Measure 35 continues with a half note A. Measure 36 starts with a half note B and a mezzo-forte (*mf*) dynamic. Measure 37 continues with a half note C. Measure 38 starts with a half note D. Measure 39 continues with a half note E. Measure 40 starts with a half note F# and a first and second ending bracket. The first ending leads back to measure 18, and the second ending leads to measure 41.

## Adagio

*mp*

6 *tr* *p* *f*

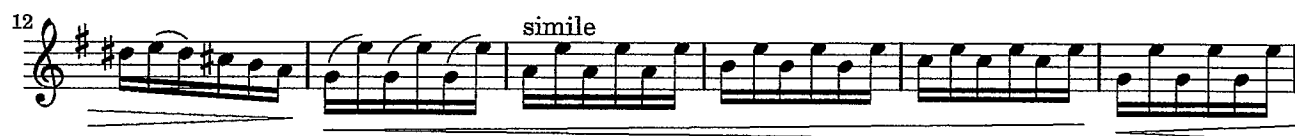
11 *mf* *f* *tr*

16 *f*

Detailed description: This block contains the second system of a musical score, measures 1 through 16. The music is in G major (one sharp) and 3/4 time. Measure 1 starts with a treble clef, a key signature of one sharp, and a 3/4 time signature. It begins with a half rest followed by a quarter note G. Measure 2 continues with a half rest followed by a quarter note A. Measure 3 starts with a half note B. Measure 4 continues with a half note C. Measure 5 starts with a half note D. Measure 6 continues with a half note E and a trill (*tr*) over it. Measure 7 starts with a half note F# and a piano (*p*) dynamic. Measure 8 continues with a half note G. Measure 9 starts with a half note A. Measure 10 continues with a half note B. Measure 11 starts with a half note C and a mezzo-forte (*mf*) dynamic. Measure 12 continues with a half note D. Measure 13 starts with a half note E. Measure 14 continues with a half note F#. Measure 15 starts with a half note G and a forte (*f*) dynamic. Measure 16 continues with a half note A and a trill (*tr*) over it.



Vivace



51

58

*f*

The image shows a musical score for two staves. The top staff begins at measure 51 and the bottom staff at measure 58. Both staves are in treble clef with a key signature of one sharp (F#). The top staff contains a series of eighth and sixteenth notes, mostly beamed together, with some slurs. The bottom staff features a more complex texture with many beamed sixteenth notes, some slurs, and a few rests. A double bar line is present between measures 57 and 58. A dynamic marking of *f* (forte) is placed below the bottom staff at measure 58. The notation is in black ink on a white background.

I prepared this score in 2005 from J. Salmon's 1914 arrangement for violin and piano. I hereby dedicate

# Amazing Grace

John Newton

Traditional

arr. R. Rodriguez &amp; Bernice

(C) C G7 Am F C G7

Soprano

Alto

Tenor

Bass

7 C G C C F C Am C

S

A

T

B

14 C G7 C Csus4/F C

S

A

T

B

# ***SciTech Band Audition***

## **SYMPHONIC BAND AUDITION REQUIREMENTS**

- 1) Concert B<sup>b</sup> Major Scale (One Octave, Memorized) – See p. 43 in Band Handbook
- 2) B<sup>b</sup> Blues Scale (Memorized) – See p. 46 in Band Handbook
- 3) Concert B<sup>b</sup> Chromatic Scale (One Octave, Memorized) – See Fingering Chart
- 4) Prepared Piece (Variations on Auld Lang Syne for Wind Players)\*  
(Solo 11 for Percussionists)
- 5) Sight-Reading
- 6) Interview

### **Additional Instructions**

- Symphonic Band play prepared solo for “Symphonic Band”
- Extra points for playing “Concert Band/Jazz Band” solo
- Extra points for playing a prepared solo from Essential Elements book 1, 2, 3, or a new song from the binder

## **CONCERT BAND & JAZZ BAND AUDITION REQUIREMENTS**

- 1) One scale selected randomly; district style - See p. 43/44 in Band Handbook  
(Bb Major, C Major, or C Minor)
- 2) B<sup>b</sup> Blues Scale (Memorized) – See p. 46 in Band Handbook
- 3) Concert B<sup>b</sup> Chromatic Scale (One Octave, Memorized) – See Fingering Chart
- 4) Prepared Piece (Variations on Auld Lang Syne for Wind Players)\*  
(Solo 11 and/or Solo 12 for Percussionists)
- 5) Sight-Reading
- 6) Interview

### **Additional Instructions**

- Concert Band/Jazz Band play prepared solo for “Concert Band/Jazz Band”
- Extra points for playing a prepared solo from Essential Elements book 1, 2, 3, or a new song from the binder



# SYMPHONIC BAND AUDITION SCALE LIST

## **Instrument Key**

C Instruments: Flute, Trombone, Baritone, Tuba, Piano, Mallets

Bb Instruments: Clarinet Trumpet, Tenor Sax

Eb Instruments: Alto Sax, Baritone Sax

## **Concert Bb Major Scale**

C Instruments: Bb C D Eb F G A Bb

Bb Instruments: C D E F G A B C

Eb Instruments: G A B C D E F# G

## **Concert Bb Blues Scale**

C Instruments: Bb Db Eb E F Ab Bb

Bb Instruments: C Eb F Gb G Bb C

Eb Instruments: G Bb C Db D F G

## **Concert Bb Chromatic Scale**

C Instruments: Bb B C C# D D# E F F# G G# A Bb

Bb Instruments: C C# D D# E F F# G G# A Bb B C

Eb Instruments: G G# A Bb B C C# D D# E F F# G



# AUDITION SCORE SHEET

(or Test Score Sheet)

Name: \_\_\_\_\_

I am auditioning for ☐ Concert Band ☐ Jazz Band

☐ Stomp Percussion Ensemble ☐ Other \_\_\_\_\_

Please check all that apply.

| CATEGORY                                                                | MASTERY<br>4                                                                                                                                                                                                                        | PROFICIENT<br>3                                                                                                                                                                                        | DEVELOPING<br>2                                                                                                                                                           | EMERGING<br>1                                                                                                                                                               |
|-------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DESCRIPTION OF LEVELS</b>                                            | <ul style="list-style-type: none"> <li>Indicates a mastery level, exceeding expectations.</li> <li>Student rarely needs assistance with demanding tasks, is self-motivated, and produces consistently high-quality work.</li> </ul> | <ul style="list-style-type: none"> <li>Reaches expected (or proficient) level for this task.</li> <li>Student produces quality work and occasionally needs assistance with demanding tasks.</li> </ul> | <ul style="list-style-type: none"> <li>Indicates a developing level for this task.</li> <li>Student produces required work with teacher direction and support.</li> </ul> | <ul style="list-style-type: none"> <li>Indicates an emerging level for this task.</li> <li>Student requires constant teacher direction, support, and assistance.</li> </ul> |
| <b>GRADING</b><br>(if applicable)                                       | A (100-90)                                                                                                                                                                                                                          | B (89-80)                                                                                                                                                                                              | C (79-70)                                                                                                                                                                 | D (69-60)                                                                                                                                                                   |
| <b>TONE QUALITY</b><br>(4 Points)                                       |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |
| <b>RHYTHMIC ACCURACY</b><br>(4 Points)                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |
| <b>NOTE ACCURACY</b><br>(4 Points)                                      |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |
| <b>DYNAMICS</b><br>(4 Points)                                           |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |
| <b>ARTICULATION</b><br>(4 Points)                                       |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |
| <b>INTONATION</b><br>(4 Points)                                         |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |
| <b>EXPRESSION</b><br>(4 Points)                                         |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |
| <b>SIGHT-READING</b><br>(4 Points)                                      |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |
| <b>PERCUSSION TECHNIQUE</b><br>-Posture for Wind Players-<br>(4 Points) |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |
| <b>TOTAL POINTS</b><br>36 Points Possible                               | <b>COMMENTS</b> _____<br>_____<br>_____<br>_____                                                                                                                                                                                    |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |

# Audition Prepared Solo - Symphonic Band

Alto Sax. & Baritone Sax

Variations on Auld Lang Syne

arr. Bernice

Moderato

The musical score is written for Alto Saxophone and Baritone Saxophone in 4/4 time, key of D major (one sharp). It consists of three staves of music. The first staff begins with a whole rest followed by a half note D4, then a series of eighth and quarter notes ascending and then descending, ending with a half note D4. A slur covers the first six measures, and a crescendo hairpin is under the last two. The second staff continues the melody with a slur over the first six measures, followed by a half note D4, then a series of eighth and quarter notes ascending and then descending, ending with a half note D4. A slur covers the first six measures, and a decrescendo hairpin is under the last two. The third staff begins with a half note D4, then a series of eighth and quarter notes ascending and then descending, ending with a half note D4. A slur covers the first six measures, and a decrescendo hairpin is under the last two. The piece concludes with a double bar line.

*mf*

*p*

*f*



# Audition Prepared Solo - ADVANCED BAND

Alto Sax &  
Baritone Sax.

Variations on Auld Lang Syne

arr. Bernice

Moderato

The musical score is written for Alto Sax and Baritone Sax in 4/4 time. It consists of four staves of music. The first staff begins with a *mf* dynamic and a *Moderato* tempo marking. The second staff features a *p* dynamic and a *Swing!* tempo change, with a triplet notation  $\text{♪} = \text{♪}^3 \text{♪}$ . The third staff starts with a *f* dynamic. The fourth staff concludes the piece with a final cadence. The score includes various musical notations such as slurs, ties, and articulation marks.

## ANGELS WE HAVE HEARD ON HIGH

Soprano

**Alto Sax**

Traditional French Carol

1 2 3 4 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20 21

**\*Intro**

Alto

1 2 3 4 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20 21

**\*Intro**

Tenor

1 2 3 4 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20 21

**\*Intro**

Bass

1 2 3 4 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20 21

**\*Intro**



E♭

31.

# BLUE MOON

Handwritten musical score for the song "Blue Moon". The key signature is E-flat major (indicated by "E♭" at the top left). The score consists of 31 measures, numbered "31." at the top right. The notation is written on a single staff with a treble clef and a common time signature (C). The melody is composed of eighth and sixteenth notes, often beamed together in groups. Chords are indicated by letters above the staff, with some chords having a superscript "7" indicating a dominant seventh. The chords are: C, A minor (Am), D minor (Dm), G7, F, and E♭. The score is divided into two systems. The first system contains measures 1 through 24. The second system contains measures 25 through 31. The final measure (31) is a double bar line, indicating the end of the piece. The notation is handwritten and appears to be a personal or working draft.

Chords indicated in the score:

- C
- A minor (Am)
- D minor (Dm)
- G7
- F
- E♭

**EB**

# Blues By Five

Red Garland

Chord progression: G<sup>7</sup>, C<sup>7</sup>, G<sup>7</sup>, D<sup>7</sup>, G<sup>7</sup>, D<sup>7</sup>.

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Blues By Five is a 12-bar blues where sections of the motivic melody are transposed to match the chord changes. This was originally played with a medium-swing feel.

**For your use**

### Sample Piano Voicings

Basic 3-note voicings

Rootless voicings

G<sup>7</sup> C<sup>7</sup> D<sup>7</sup> G<sup>7</sup> C<sup>7</sup> D<sup>7</sup>

3    ♭7    ♭7    9    13    5  
 ♭7    3    3    ♭7    3    3  
 1    1    1    3    ♭7    ♭7

### Useful Scales

G Blues Scale

1    ♭3    4    ♭5    5    ♭7    1

### Sample Bass Line

G<sup>7</sup>

1    3    4    ♯4    5    4    3    2    1    5    6    ♭7    1    3    6    5

C<sup>7</sup>    G<sup>7</sup>

1    3    5    3    3    1    ♭7    6    ♭6    1    2    3    2    1    ♭7    6    ♭6

D<sup>7</sup>    G<sup>7</sup>    D<sup>7</sup>

1    3    5    1    ♭7    6    5    ♭5    1    3    4    ♯4    1    ♭7    6    5

Melody Eb

# Can't Stop The Feeling

As Recorded by  
Justin Timberlake

arr. Bernice

With Feeling ♩ = 116-118

A



B



C



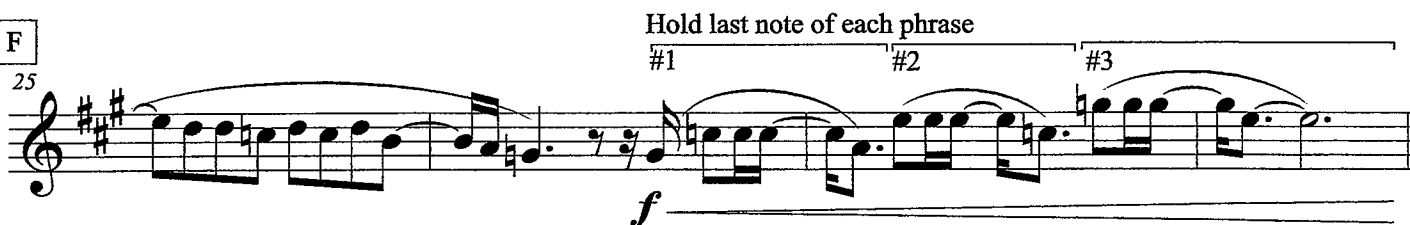
D



E



F



G



H



## Can't Stop The Feeling

Melody Eb, p. 2  
 Can't Stop The Feeling

35  
 39  
 44  
 52  
 56  
 59  
 62  
 66  
 71

I  
 J  
 K  
 L  
 M  
 N  
 O  
 P  
 Q

1.  
 2. optional 8va  
 3  
 optional 8va  
 optional 8va  
 optional 8va  
 Repeat 3X

mp  
 f  
 mf  
 ff



As Recorded by  
Justin Timberlake  
*arr. Bernice*

**With Feeling** ♩ = 116-118 A

With Feeling ♩ = 116-118 A B C D

21 E F G H I optional 8va  
*f*

39 1.

42 2. J K *f*

51 L optional 8va M optional 8va *ff*

59 optional 8va N optional 8va O

65 Repeat 3X P optional 8va *mf* *ff* optional 8va

70 optional 8va Q optional 8va

Horn Part Eb *Can't Stop The Feeling*

*arr. Bernice*

**With Feeling** ♩ = 116-118

**With Feeling** ♩ = 116-118

A B C D

4 3 4 4 4

21 E F G H I play 2nd time only  
optional 8vb

E F G H I I play 2nd time only  
optional 8vb

44

Key signature: three sharps (F#, C#, G#). The score consists of two staves. The first staff contains a treble clef, a key signature of three sharps, and a series of eighth and sixteenth notes. The second staff contains a bass clef, a key signature of three sharps, and a series of eighth and sixteenth notes. The score ends with a double bar line.

M optional 8vb N

56

ff f

[illegible]

67 P

*ff* *f*

Q  
72

Q  
72

# Alto Sax.

## Canon Remix

Pachelbel / Arr. Bernice

4 5 8 13

*mf*

17 21

24 29

31 37

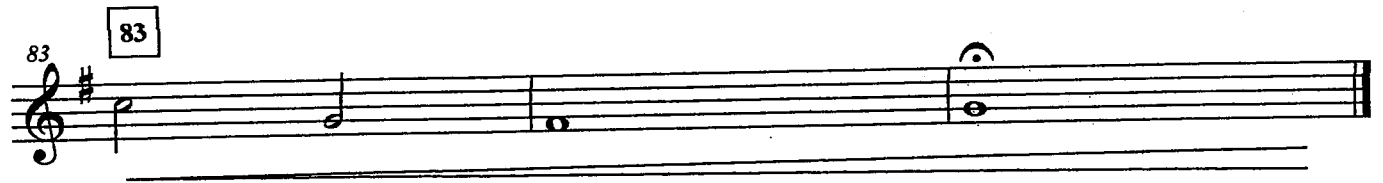
38 45

*f*

50 53 61 69

*f*

70 77



# Careless Whisper – Melody

**Melody C – Flute**



**Melody Bb – Trumpet, Clarinet, Tenor Sax**



**Melody Eb – Alto Sax, Bari Sax**



**Melody Bass Clef – Trombone, Baritone**



**Piano – Chords**

**Dm, Gm, Bb, Am**

*Lyrics*

You really gotta sponsor us,  
All of the SciTech Band.  
We really need your money now,  
Just lend us a hand

# Careless Whisper – Horn Lick

## Horn Lick C – Flute



D F G F E D D F G F E D

## Horn Lick Bb (Low) – Clarinet, Trumpet, Tenor Sax



E G A G F# E E G A G F# E

## Horn Lick Bb (High) – Clarinet, Trumpet, Tenor Sax



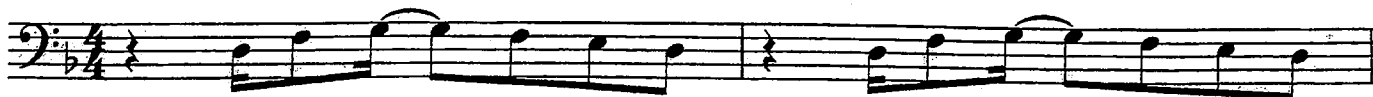
E G A G F# E E G A G F# E

## Horn Lick Eb – Alto Sax, Bari Sax



B D E D C# B B D E D C# B

## Horn Lick Bass Clef – Trombone, Baritone



D F G F E D D F G F E D

# Carol of The Bells

Melody - Eb  
-Alto Sax  
-Baritone Sax

Quartet Version

arr. Turgeon & Bernice

*Soli*

*mp*

*rit.*

**A**

*a tempo - Repeat 4x*

*f*

**B**

**C**

*mf*

**D**

*Repeat 3x*

*f*

**E**

*rit.*

# Carol of The Bells

Bass Line - Eb  
-Alto Sax  
-Baritone Sax

Quartet Version

arr. Turgeon & Bernice

*mp*

*rit.*

**A** *a tempo - Repeat 4x*

*f*

**B**

**C**

**D** *Repeat 3x*

*mf*

*f*

**E** *rit.*



(MED. FUNK)

# CHAMELEON

- HERBIE HANCOCK /  
PAUL JACKSON /  
HARVEY MASON / BENNIE MAUPIN

INTRO

## Eb Part

(BASS) N.C.



A

G-7

C7

G-7

C7



BASS CONT. SIM.

G-7

C7

G-7

C7



B

G-7

C7

G-7

C7



(PLAY 3x)

G-7

C7

N.C.



# Chameleon Bass Line

Score

The musical score for "Chameleon Bass Line" consists of five staves, each with a unique clef and key signature. The key signature for all staves is three flats (Bb, Eb, Fb). The time signature is 4/4. The notation includes eighth and sixteenth notes, rests, and repeat signs. The staves are labeled as follows:

- C**: Treble clef, starting on C4.
- Bb**: Treble clef, starting on Bb3.
- Eb**: Treble clef, starting on Eb3.
- Bass Clef High**: Bass clef, starting on Fb2.
- Bass Clef Low**: Bass clef, starting on C2.

The music is written in a style that suggests a chameleon's ability to change colors, with the bass line adapting to different clefs and key signatures. The notation is clear and easy to read, with a focus on the rhythmic and melodic elements of the bass line.



# Alto Sax.

## Cheer # 1

arr. Bernice

*Watch Conductor*  
*Slow-Fast*

5

**E♭**

# Cold Duck Time

Eddie Harris

Chords indicated in the score: D<sup>7</sup>, G<sup>7</sup>, D<sup>7</sup>, G<sup>7</sup>, D<sup>7</sup>, G<sup>7</sup>, D<sup>7</sup>, G<sup>7</sup>, D<sup>7</sup>, B<sup>b</sup>MA<sup>7</sup>, CMA<sup>7</sup>, D<sup>7</sup>.

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Cold Duck Time has a 12-bar form, but it does not use the typical 12-bar blues chord progression. It was originally played with a straight-eighth feel.

For your use

## Sample Piano Voicings

Basic 3-note voicings

Rootless voicings

D<sup>7</sup> G<sup>7</sup> B<sup>b</sup>MA<sup>7</sup> C<sup>MA</sup><sup>7</sup> D<sup>7</sup> G<sup>7</sup> B<sup>b</sup>MA<sup>7</sup> C<sup>MA</sup><sup>7</sup>

b7 3 3 3 5 9 7 7  
 3 b7 7 7 3 b7 5 5  
 1 1 1 1 b7 3 3 3

## Useful Scales

D Blues Scale B<sup>b</sup> Major (B<sup>b</sup>MA<sup>7</sup>) C Major (C<sup>MA</sup><sup>7</sup>)

1 b3 4 b5 5 b7 1 1 2 3 4 5 6 7 1 1 2 3 4 5 6 7 1

## Sample Bass Line

D<sup>7</sup> G<sup>7</sup> D<sup>7</sup> G<sup>7</sup>

1 5 1 5 b7 1 1 1 b7 1 5 1 5 b7 1 1 1 b7

B<sup>b</sup>MA<sup>7</sup> C<sup>MA</sup><sup>7</sup> D<sup>7</sup>

1 1 1 1 1 1 1 1 1 1 1 5 b7 1

Recorded by OneRepublic  
**COUNTING STARS**

ALTO SAX I

Words and Music by RYAN TEDDER  
Arranged by JOHN BERRY

(UNISON PATTERNS)

(A) (MEDIUM DANCE GROOVE)



(B)



(MEDIUM DANCE GROOVE)

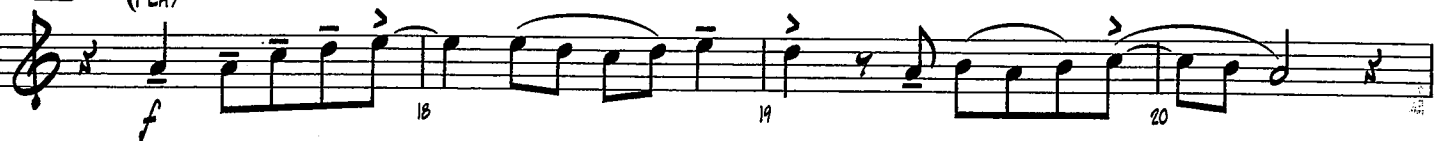


(9) (PNO.)



(17)

(PLAY)



(25)



# ALTO SAX I

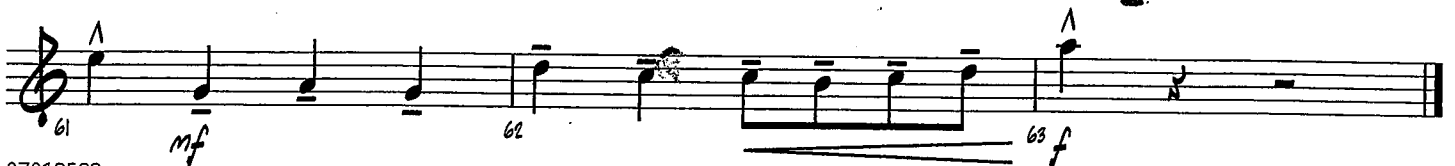
(29) ✂



(37)



✂ CODA





Recorded by OneRepublic  
**COUNTING STARS**

ALTO SAX 2

Words and Music by RYAN TEDDER  
Arranged by JOHN BERRY

(UNISON PATTERNS)

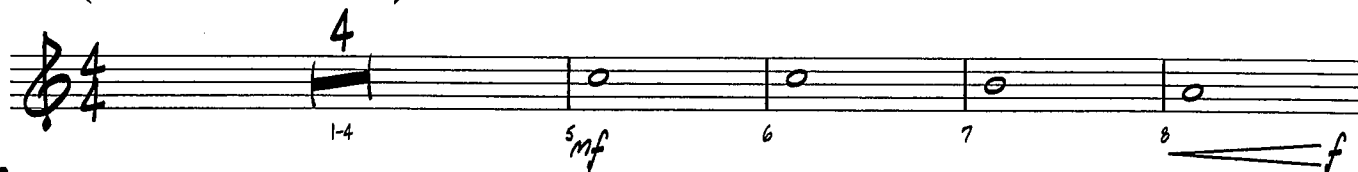
**A** (MEDIUM DANCE GROOVE)



**B**



(MEDIUM DANCE GROOVE)



**9** (PNO.)



**17**

(PLAY)



**25**



29 ✕

7

33-34

37

TO CODA ⊕

49 50 51 52

Handwritten musical score for the first system of "The Wind". The music is written on a single staff in treble clef. It begins with a treble clef and a key signature of one flat (B-flat). The tempo is marked "Allegretto". The score consists of measures 53 through 57. Measure 53 starts with a treble clef and a key signature of one flat. The melody is written in a simple, folk-like style. Measure 54 continues the melody. Measure 55 has a fermata over the final note. Measure 56-57 is a double bar line. The score is handwritten and includes a "D.S. AL CODA" marking at the end.

 CODA

The first system of the musical score for 'The Rose Tree' is written on a single five-line staff. It begins with a treble clef and a key signature of one flat (B-flat). The tempo is marked 'Allegretto' and the time signature is '3/4'. The first measure is marked with a measure number of 58 and a dynamic marking of 'mf' (mezzo-forte). The second measure is marked with a measure number of 59 and a dynamic marking of 'f' (forte). The third measure is marked with a measure number of 60 and a dynamic marking of 'f' (forte). The melody consists of eighth and sixteenth notes, with some measures containing beamed sixteenth notes. The system ends with a double bar line.

The first system of the musical score is written on a single five-line staff. It begins with a treble clef and a key signature of one flat (B-flat). The melody starts with a quarter note G4 (labeled 61), followed by a quarter note A4, a quarter note B-flat4, and a quarter note G4. This is followed by a half note F4 (labeled 62), a half note E4, and a quarter note D4. The system concludes with a quarter note C4 (labeled 63) and a final double bar line. Dynamics include a forte (f) marking under the first G4 and a mezzo-forte (mf) marking under the first F4. There are also accents (^) over the first G4 and the final C4.

Melody Eb

# Danza Kuduro

As Recorded by  
Don Omar & Lucenzo  
arr. Bernice

Slow ♩ = 63

play 2nd time only

Duet



A Double Time ♩ = 126

B

C



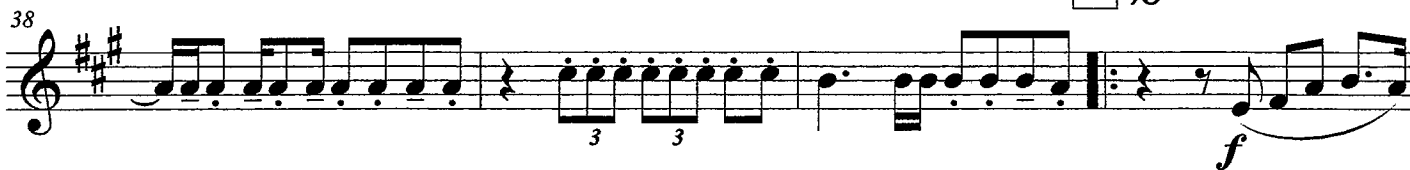
D



E



F %



Danza Kuduro

Melody Eb, p. 2

42

Musical staff 42-45: Treble clef, key of E major (three sharps). Measures 42-45 show a melodic line with eighth and quarter notes, some beamed together, and some measures with rests.

46

Musical staff 46-49: Continuation of the melodic line. Measure 48 has a box labeled 'G' above it. Measure 49 has the text 'solo/soli optional 8va' to its right.

50

Musical staff 50-53: Continuation of the melodic line with eighth and quarter notes.

54

Musical staff 54-57: Continuation of the melodic line. Measure 57 has a box labeled 'H' above it. The text 'tutti' appears above measure 56. Below measures 56-57, the text 'Top Notes Melody' and 'Bottom Harmony' is written.

58

Musical staff 58-62: Continuation of the melodic line. Measures 58-59 have 'optional solo/soli' above them. Measure 60 has 'tutti' above it. Measures 61-62 have 'optional solo/soli' above them.

63

Musical staff 63-66: Continuation of the melodic line. Measure 63 has 'tutti' above it. Above measure 64 is the text 'To Coda' with a circle containing a cross symbol. Above measure 65 is a box labeled 'I' and the text 'Solo Section -Drum Feature On Cue'. Above measure 66 is the number '6'. To the right of measure 66 is the text 'D.S.% al Coda'. Below measure 65 is the text '1st time only'.

J Coda

73

Musical staff 73-76: Continuation of the melodic line. Measure 73 has a box labeled 'K' above it. Measure 74 has a '7' above it. Measure 75 has 'ff' below it.

84

Musical staff 84-87: Continuation of the melodic line. Measures 86-87 have first and second endings marked '1.' and '2.' above them. The staff ends with a double bar line and a fermata.

Counter melody Eb

# Danza Kuduro

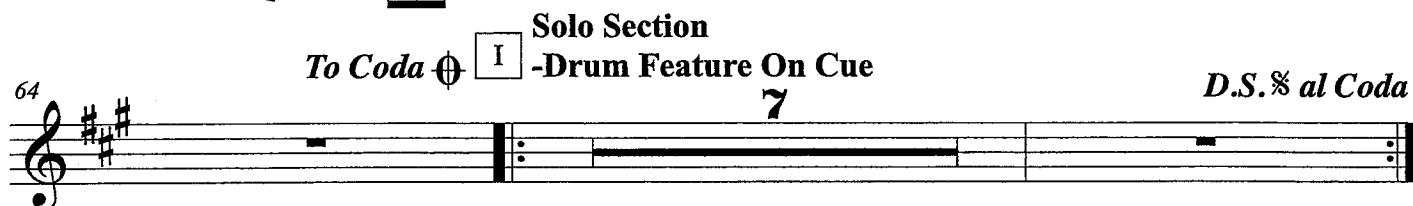
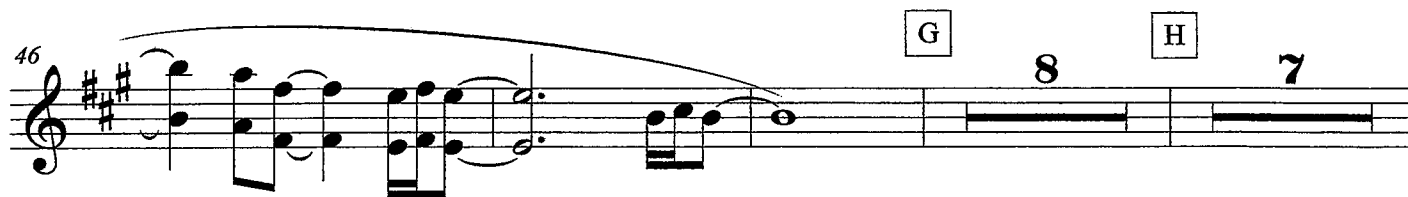
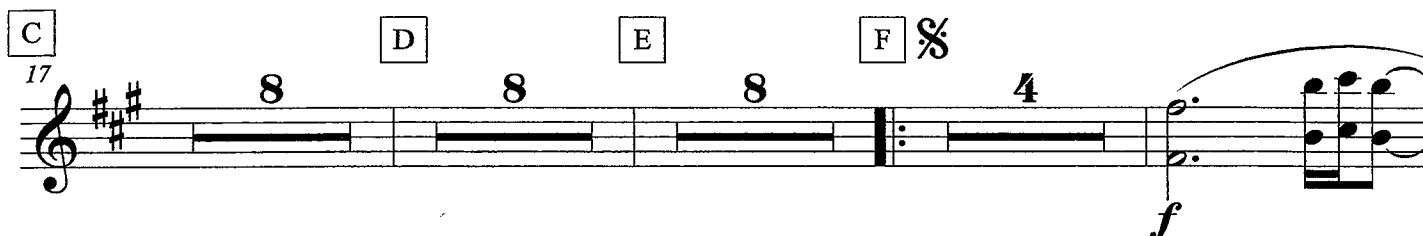
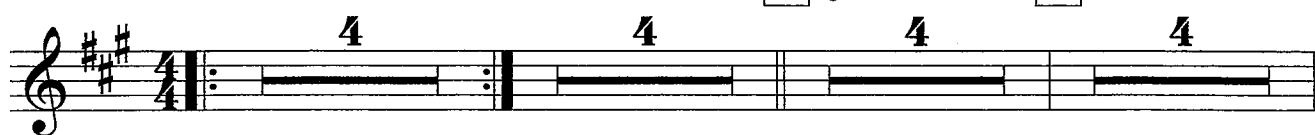
As Recorded by  
Don Omar & Lucenzo  
*arr. Bernice*

Slow ♩ = 63

Double Time

A ♩ = 126

B



To Coda ⊕ Solo Section  
-Drum Feature On Cue

*D.S. al Coda*



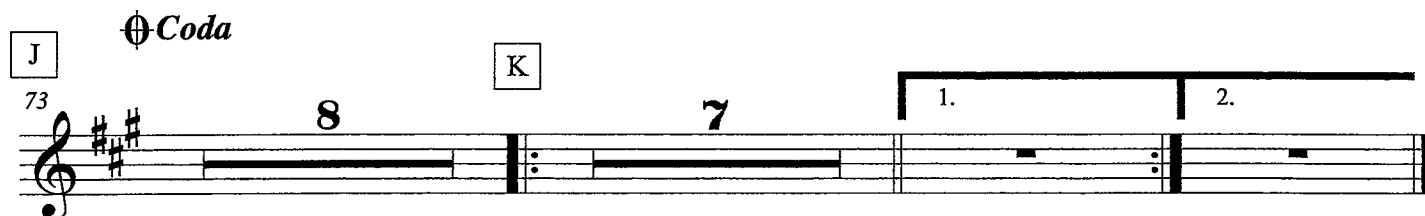
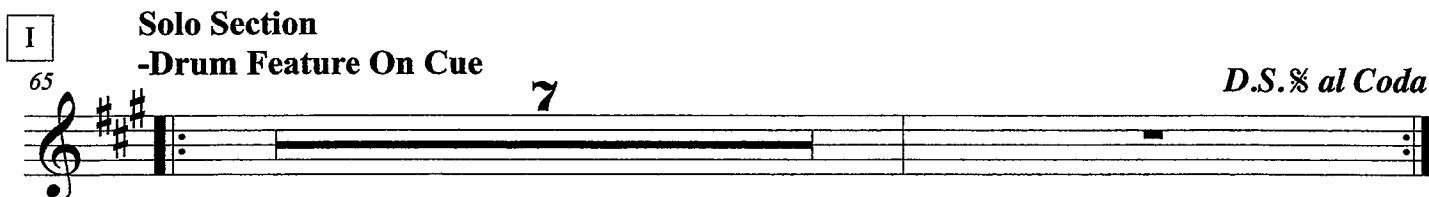
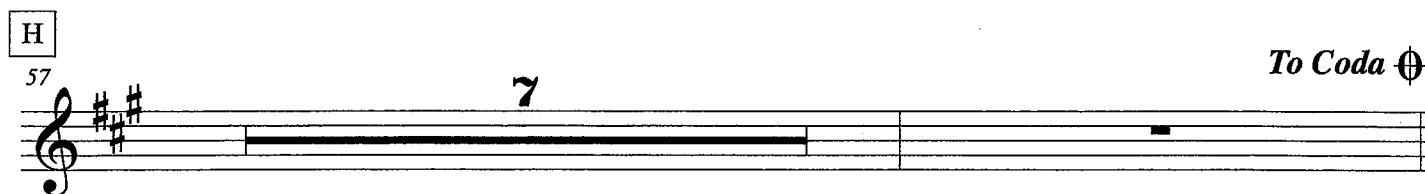
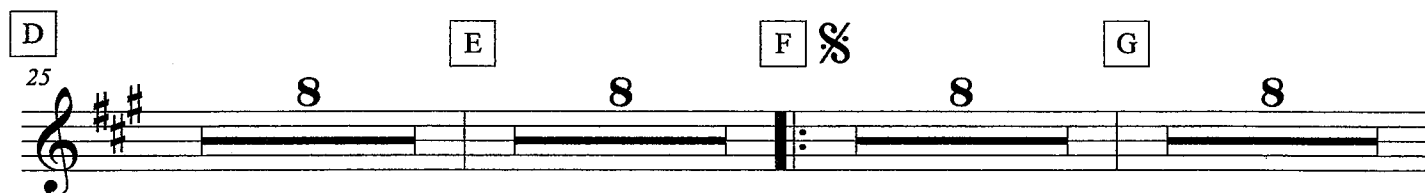
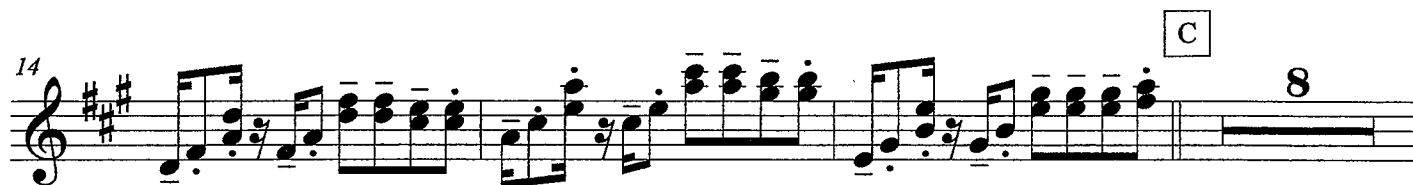
Accordian  
Horn Lick Eb  
OPTIONAL

# Danza Kuduro

As Recorded by  
Don Omar & Lucenzo  
*arr. Bernice*

Slow ♩ = 63

**A** Double Time ♩ = 126



Melody Eb  
(LOW)

# Don't Let Me Down

As Recorded by  
The Chainsmokers  
arr. Bernice

Expressive ♩ = 160

4

A

B

mp

12

C

D

mp

18

E

23

F

G

mf

28

H

I

Top Notes Melody  
Bottom Harmony

cresc.

38

J

f

44

K

1.

49

2.

L

2

M

# Don't Let Me Down

Melody Eb (LOW), p. 2

56 N O

62 P

67 Q solo/soli *mp* *f*

72 R S tutti *mf cresc.*

77 T Top Notes Melody  
Bottom Harmony *f*

82 U optional 8va *ff* optional 8va

87 V

92 W X

97 Y solo/soli *mp*

103 Z Root = Bottom Note *mp*

*rit.* Fade



Melody Eb  
(HIGH)

# Don't Let Me Down

As Recorded by  
The Chainsmokers  
arr. Bernice

Expressive ♩ = 160

4 A B

12 C D mp

18 E

23 F

28 G mf 3 3 3

33 H I Top Notes Melody Bottom Harmony cresc. 3 3 3 3 3

38 I f 3 3 3 3

44 K 1. 3 3

49 2. L M 2 3 3

# Don't Let Me Down

Melody Eb (HIGH), p. 2

56 N O *f*

62 P

67 Q solo/soli *mp* *mf cresc.* S tutti

72 R T Top Notes Melody  
Bottom Harmony *f*

77 U *ff*

82 V

87 W X

92 Y solo/soli *mp*

97 Z *mp* *rit.* *Fade*

103 *mp*

Root = Bottom Note

# Don't Let Me Down

As Recorded by  
The Chainsmokers  
arr. Bernice

## Counter melody Eb

**Expressive** ♩ = 160

**A** **B** **C** **D**

**E** **F** **G** **H** **I**

**J**

**K** optional 8vb (4 measures)

**L**

**M** optional 8vb (4 measures)

**N** **O**

# Counter melody Eb, p. 2

## Don't Let Me Down

61 P

*f*

65 Q

R S T U solo/soli *ff*

86 V

91 W X

97 Y *mp dim.*

102 Z *rit.* *mp* Root = Bottom Note



Block Chords Eb  
-optional

# Don't Let Me Down

As Recorded by  
The Chainsmokers  
arr. Bernice

Expressive ♩ = 160  
optional 8va Guitar Riff  
(Don't Play)

The musical score is written in treble clef with a key signature of one sharp (F#) and a 4/4 time signature. It consists of several systems of music, each containing a guitar riff and a series of block chords.

- System 1:** Starts with a guitar riff marked *mf*. Below it are five measures of block chords labeled A, B, C, D, and E. Each measure contains a whole note chord with a '4' above it, indicating a four-measure hold.
- System 2:** Continues with six measures of block chords labeled F, G, H, I, J, and K. Measures F through J have a '4' above them, while measure K has a whole note chord.
- System 3:** Measure 46 begins a first ending (1.) with a three-measure rest, followed by a three-measure phrase.
- System 4:** Measure 49 begins a second ending (2.) with a three-measure rest, followed by measures L, M, N, O, and a final four-measure phrase.
- System 5:** Measures 64 through 84 contain block chords P, Q, R, S, T, and U. Measures P through T have a '4' above them. Measure U has an eighth note chord, followed by a *ff* (fortissimo) dynamic marking.
- System 6:** Measures 85 through 92 contain block chords V, W, X, and Y. Measures 85 through 92 have eighth note chords with a slur over them.
- System 7:** Measures 93 through 100 contain block chords Z and a final measure. Measures 93 through 100 have eighth note chords with a slur over them. The final measure is marked *mp dim.* (mezzo-piano, diminuendo).
- System 8:** Measures 101 through 108 contain block chords. Measures 101 through 108 have eighth note chords with a slur over them. The final measure is marked *rit.* (ritardando) and *mp* (mezzo-piano). A note above the final measure indicates 'Root = Bottom Note'.

Featured in the Twentieth Century Fox Television Series GLEE

# DON'T STOP BELIEVIN'

ALTO SAX 1

Words and Music by STEVE PERRY,  
NEAL SCHON and JONATHAN CAIN  
*Arranged by PAUL MURTHA*

(Rock)

8

1-8

(9)

(Solo)

9

10

11

12

13

14

15

16

(17)

17

18

19

20

21

22

23

24

(25)

25

26

27

28

29

30

31

32

(33)

33

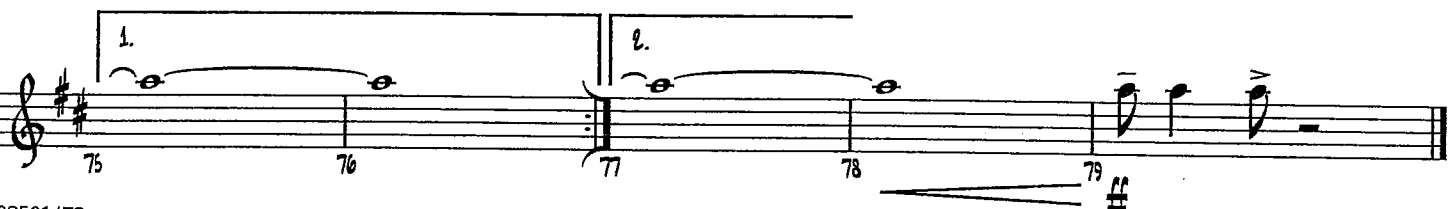
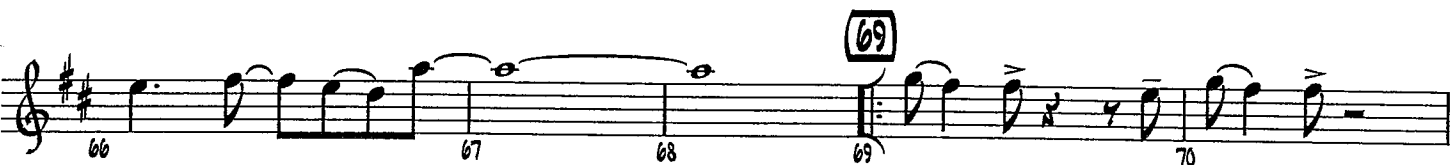
34

35

36

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# ALTO SAX 1





Featured in the Twentieth Century Fox Television Series GLEE

# DON'T STOP BELIEVIN'

ALTO SAX 2

Words and Music by STEVE PERRY,  
NEAL SCHON and JONATHAN CAIN  
*Arranged by PAUL MURTHA*

(Rock)

The musical score is written for Alto Sax 2 in treble clef, key of D major (two sharps), and 4/4 time. It consists of seven staves of music. The first staff begins with a key signature change to D major and a 4/4 time signature, followed by a measure rest labeled '1-8'. The second staff starts at measure 9, marked with a circled '9' and a '7' above the staff, and includes measure rests for measures 16 and 17. The third staff continues from measure 20, marked with a circled '17' and a '2' above the staff, and includes measure rests for measures 18-19 and 24. The fourth staff starts at measure 25, marked with a circled '25'. The fifth staff continues from measure 29, marked with a circled '25'. The sixth staff starts at measure 33, marked with a circled '33'. The seventh staff continues from measure 37, marked with a circled '41', and includes a measure rest for measures 41-44. The score includes various musical notations such as eighth notes, quarter notes, half notes, and rests, as well as dynamic markings like *mp* and *f*, and articulation marks like accents and slurs.

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# ALTO SAX 2

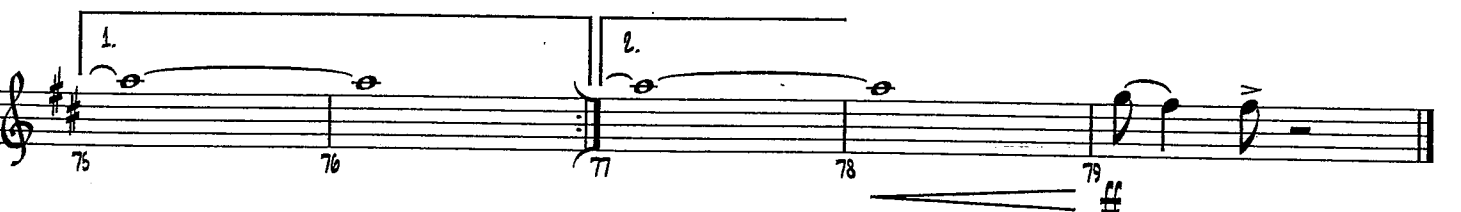
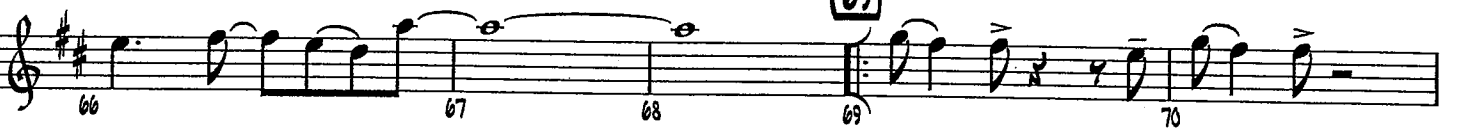
45



53



69



# DON'T STOP 'TIL YOU GET ENOUGH

2 8/8/ROCK ♯112

4

5

6

9

12

13

8

21

7

28

29

31

34

37

41

*p* *mf* *p*

*p* *mf* *p*

45

## DON'T STOP 'TIL YOU GET ENOUGH - ALTO SAX 1 - PG. 2



49



53



57



61



64



69



70



73



# DON'T STOP 'TIL YOU GET ENOUGH - ALTO SAX 1 - PG. 3

77

76 KEEP ON, WITH THE FORCE DON'T DON'T STOP 'TIL YOU GET E-NOUGH KEEP ON,

79 WITH THE FORCE DON'T DON'T STOP 'TIL YOU GET E-NOUGH KEEP ON, WITH THE FORCE DON'T

82 DON'T STOP 'TIL YOU GET E-NOUGH KEEP ON, WITH THE FORCE DON'T

85

*mf*

89 *mf*

93

*mf*

96 *mf*

99 *p*

# DON'T STOP 'TIL YOU GET ENOUGH

REB/ROCK 112

# DON'T STOP 'TIL YOU GET ENOUGH - ALTO SAX 2 - PG. 2

45



49



53



57



61



64



69



67



70



73

# DON'T STOP 'TIL YOU GET ENOUGH - ALTO SAX 2 - PG. 3

77

76 **f** KEEP ON, WITH THE FORCE DON'T DON'T STOP 'TIL YOU GET E-NOUGH KEEP ON

79 WITH THE FORCE DON'T DON'T STOP 'TIL YOU GET E-NOUGH KEEP ON, WITH THE FORCE DON'T

82 DON'T STOP 'TIL YOU GET E-NOUGH KEEP ON, WITH THE FORCE DON'T **f**

85

85

88

91 **9/8** **m2**

94

97

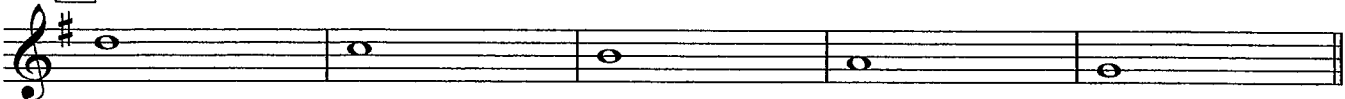
100 **ppp**



A



6 B



11 C

D



# Forever Young

Baritone Saxophone

Measure 1 guitar only

The musical score is written on two staves. The first staff contains measures 1 through 8. Measure 1 is marked 'Measure 1 guitar only' and contains a treble clef, a 4/4 time signature, and a key signature of one sharp (F#). The melody begins with a quarter rest, followed by a quarter note G4, an eighth note A4, and a quarter note B4. Measures 2 through 8 continue the melody with various note values and rests. The second staff contains measures 9 through 19. Measure 9 begins with a treble clef and a key signature of one sharp. The melody continues with various note values and rests, ending with a double bar line at measure 19.

# THE GREAT GATE OF KIEV

MODEST MOUSSORGSKY  
Arranged by DALE W. EYMANN

1st E♭ Alto Saxophone

*Maestoso con grandezza*

*f*

**A**

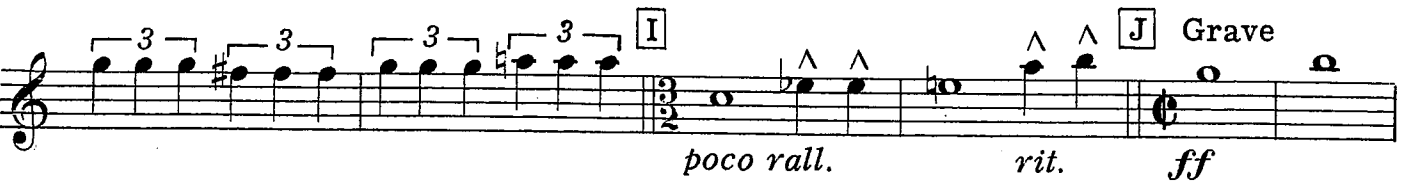
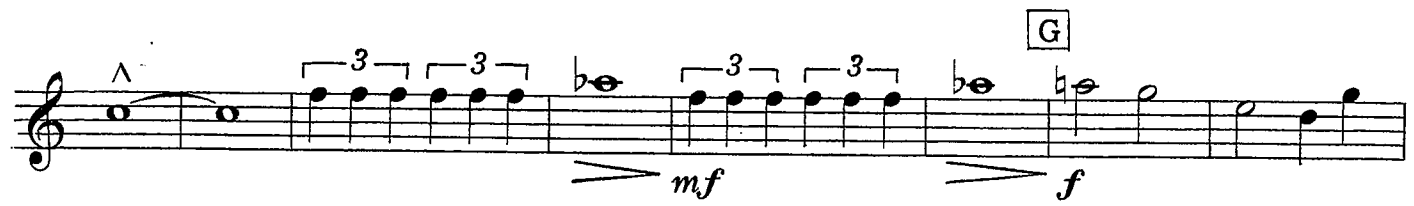
*mf* *f* *p* *ff*

**C** *p*

**D** 10 *pp* *f*

**E** 5 *cresc.* *p* *f*

1st E $\flat$  Alto Saxophone



# THE GREAT GATE OF KIEV

MODEST MOUSSORGSKY  
Arranged by DALE W. EYMANN

2nd E♭ Alto Saxophone

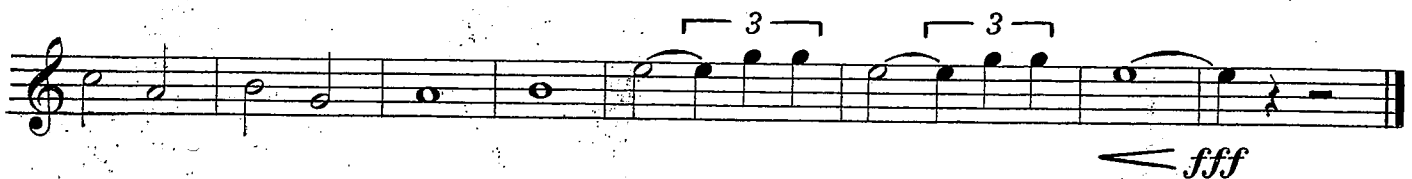
Maestoso con grandezza

The musical score for the 2nd E♭ Alto Saxophone part consists of seven staves of music. The first staff begins with a treble clef, a key signature of one flat (B♭), and a common time signature (C). The tempo/mood is 'Maestoso con grandezza'. The first measure is marked with a forte (*f*) dynamic. The second staff contains a first ending bracket labeled 'A' spanning measures 5 through 8. The dynamics in this section are mezzo-forte (*mf*) and forte (*f*). The third staff contains a second ending bracket labeled 'B' spanning measures 9 through 12. The dynamics are piano (*p*) and fortissimo (*ff*). The fourth staff contains a third ending bracket labeled 'C' spanning measures 13 through 14, with a repeat sign at the end. The dynamic is piano (*p*). The fifth staff contains a fourth ending bracket labeled 'D' spanning measures 15 through 18. The dynamics are pianissimo (*pp*) and forte (*f*). The sixth staff continues the melody. The seventh staff contains a fifth ending bracket labeled 'E' spanning measures 19 through 22, with a repeat sign at the end. The dynamics are crescendo (*cresc.*), piano (*p*), and forte (*f*). The score includes various musical notations such as slurs, ties, and dynamic markings.

2nd E♭ Alto Saxophone



**[H]** Meno mosso



Recorded by PHARRELL  
**HAPPY**  
from DESPICABLE ME 2

ALTO SAX I

Words and Music by  
**PHARRELL WILLIAM**  
Arranged by MIKE TOMARI

(ROCK)

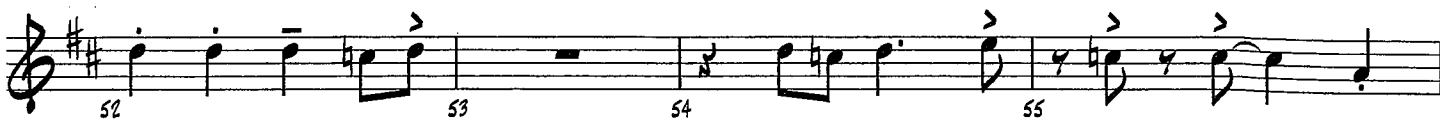
The musical score is written for Alto Sax I in treble clef, key of D major (two sharps), and 4/4 time. It consists of eight staves of music. The first staff begins with a '(ROCK)' marking and a measure rest. The melody starts on a whole note D5, followed by a half note E5, a quarter note F#5, and a quarter note G5. The second staff continues with a half note A5, a quarter note B5, and a quarter note C6. The third staff has a measure rest, followed by a half note B5, a quarter note A5, and a quarter note G5. The fourth staff continues with a half note F#5, a quarter note E5, and a quarter note D5. The fifth staff has a measure rest, followed by a half note C5, a quarter note B4, and a quarter note A4. The sixth staff continues with a half note G4, a quarter note F#4, and a quarter note E4. The seventh staff has a measure rest, followed by a half note D4, a quarter note C4, and a quarter note B3. The eighth staff continues with a half note A3, a quarter note G3, and a quarter note F#3. The score includes various musical notations such as slurs, ties, and dynamic markings like 'mf'. Measure numbers 1 through 40 are indicated at the bottom of the staves.

# ALTO SAX I

42



50



58



66



74



82





# ALTO SAX I

TO CODA

(90)

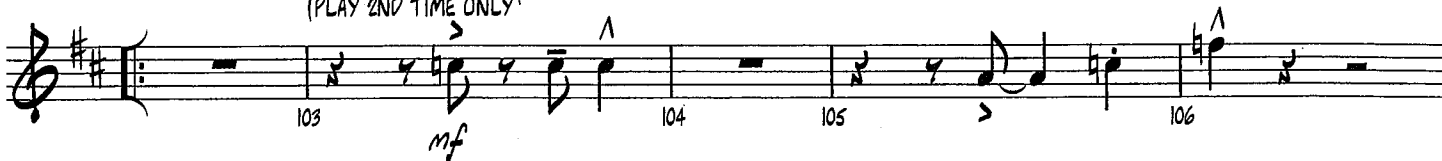


(98) (OPEN FOR SOLOS)

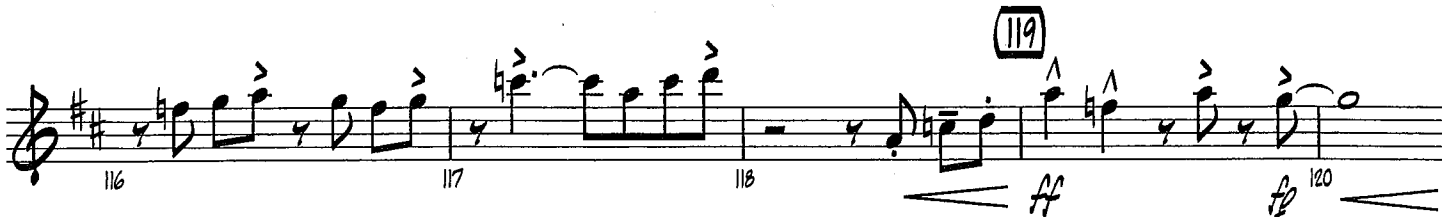


(102) (BACKS ON CUE - LAST SOLOIST CONTINUES)

(PLAY 2ND TIME ONLY)



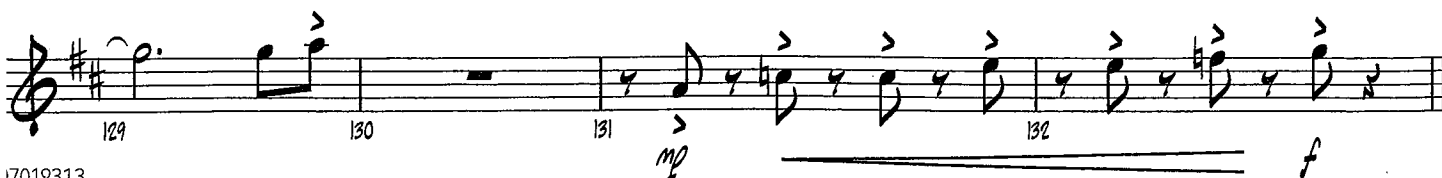
III



D.S. AL CODA



CODA



Recorded by PHARRELL  
**HAPPY**  
from DESPICABLE ME 2

ALTO SAX 2

Words and Music by  
**PHARRELL WILLIAM**  
Arranged by MIKE TOMARI

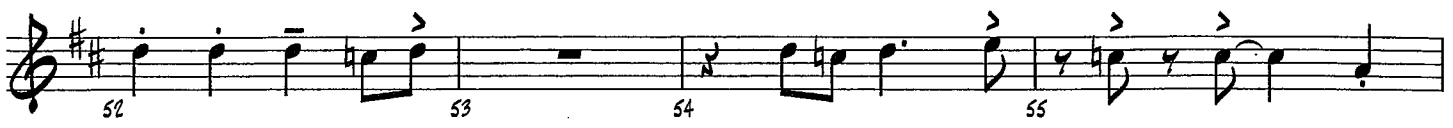
(ROCK)

# ALTO SAX 2

(42)



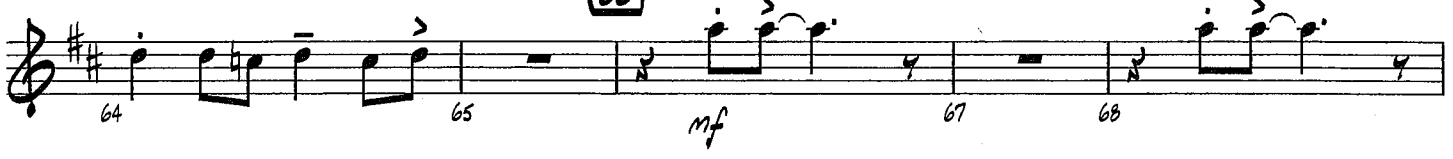
(50)



(58)



(66)



(74) Sx



(82)



# ALTO SAX 2

(90)

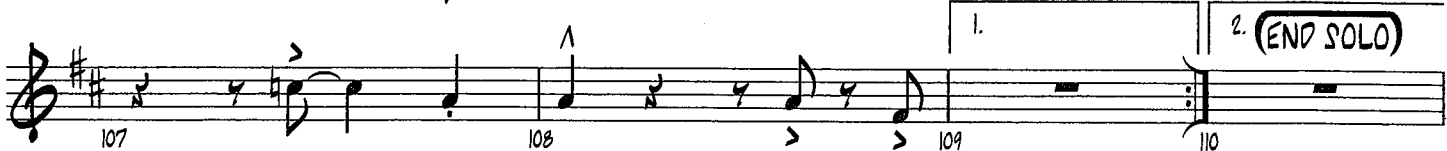
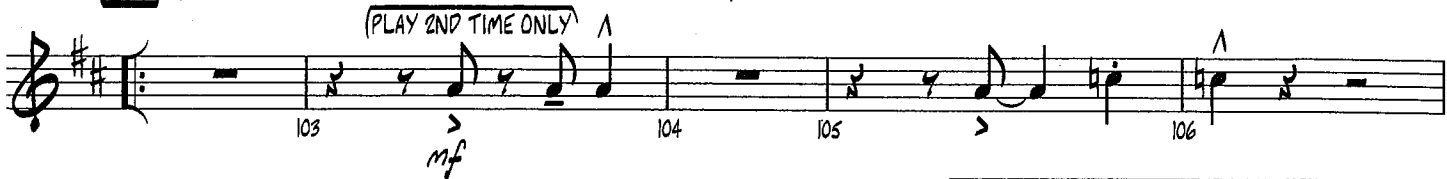
TO CODA



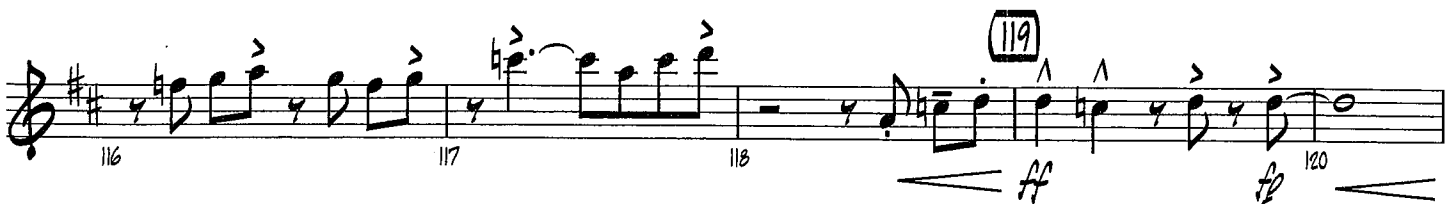
(98) (OPEN FOR SOLOS)



(102) (BACKS ON CUE - LAST SOLOIST CONTINUES)



III



D.S. AL CODA

CODA



Recorded by PHARRELL  
**HAPPY**  
 from DESPICABLE ME 2

SAMPLE SOLOS  
 B $\flat$  INSTRUMENTS

Words and Music by  
**PHARRELL WILLIAMS**  
 Arranged by MIKE TOMARK

Handwritten musical score for B $\flat$  instruments, measures 101-110. The score is in 4/4 time with a key signature of one sharp (F#). It features two staves per system. Measure 102 is marked with a box and contains the instruction "(PLAY 2ND TIME)". Chord symbols are written above the staves: EbMA $^9$  and Dm1 $^7$ (ADD11). The notation includes eighth and quarter notes, rests, and dynamic markings like accents (>).

B $\flat$  INSTRUMENTS

Handwritten musical score for B $\flat$  instruments, measures 101-103. The score is in 4/4 time with a key signature of two sharps (F# and C#). It features two staves per system. Measure 102 is marked with a box and contains the instruction "(PLAY 2ND TIME)". Chord symbols are written above the staves: BbMA $^9$  and Am1 $^7$ (ADD11). The notation includes eighth and quarter notes, rests, and dynamic markings like accents (>).

# SAMPLE SOLOS

Handwritten musical notation for guitar solos, measures 104-110. The notation is in treble clef with a key signature of two sharps (F# and C#). Chords are written above the staff.

Measures 104-110:

- Measure 104:  $A_{MI}^7$
- Measure 105:  $D^9$
- Measure 106:  $B^b_{MA}^9$
- Measure 107:  $A_{MI}^7(ADDII)$
- Measure 108:  $A_{MI}^7$
- Measure 109:  $D^9$  (first ending)
- Measure 110:  $D^9$  (second ending)

## BASS CLEF INSTRUMENTS

Handwritten musical notation for bass clef instruments, measures 101-110. The notation is in bass clef with a key signature of two flats (Bb and Eb). Chords are written above the staff.

Measures 101-110:

- Measure 101:  $D^b_{MA}^9$
- Measure 102:  $D^b_{MA}^9$  (PLAY 2ND TIME)
- Measure 103:  $C_{MI}^7(ADDII)$
- Measure 104:  $C_{MI}^7$
- Measure 105:  $F^9$
- Measure 106:  $D^b_{MA}^9$
- Measure 107:  $C_{MI}^7(ADDII)$
- Measure 108:  $C_{MI}^7$
- Measure 109:  $F^9$  (first ending)
- Measure 110:  $F^9$  (second ending)

Alto Sax. / Baritone Sax

?



1) Name \_\_\_\_\_

2) Write in note names...

3) What notes (if any) are in your key signature? \_\_\_\_\_

4) Play the piece...

142 **E♭**  
(MED.)

# HEART AND SOUL

-HAGY CARMICHAEL/  
FRANK LOESSER

Handwritten musical score for "Heart and Soul" in E♭ major, 4/4 time. The score consists of seven staves of music with various chords and melodic lines. The key signature has two flats (B♭ and E♭). The time signature is 4/4. The music is written in a handwritten style with some corrections and annotations.

Staff 1: D B-7 E-7 A7 Dmaj7 B-7 E-7 A7

Staff 2: F#-7 B-7 E-7 A7 D B-7 E-7 A7

Staff 3: 2. D E-7 A7 Dmaj7 A-7 D7 Gmaj7 F#7 B7 E7

Staff 4: A7 D7 G7 F#7 Gmaj7 F#7 B7 E7

Staff 5: A7 D7 G7 A7 D B-7 E-7 A7

Staff 6: Dmaj7 B-7 E-7 A7 F#-7 B-7 E-7 A7

Staff 7: F#7#5 B7 E-7 A7 D (B-7 E-7 A7)





# LARGO

From NEW WORLD SYMPHONY

E♭ ALTO SAXOPHONE

ANTONIN DVORÁK  
Arranged by JOHNNIE VINSON

**Largo**

mp

**9**

p

**17**

mp

**25**

p

**35**

p

**43**

mp

**47**

mf

rit.

mp a tempo

**57**

f

mp

f

p

rit.

# The Legend of Super Mortal Tetris

Melody Eb

arr. Bernice

Each note cued

A TETRIS (♩ = 140)



B



C



D



E

F



G MARIO (♩ = 100)



H



MORTAL KOMBAT

I (♩ = 126)

J



Melody Eb, p. 2

The Legend of Super Mortal Tetris

45 YELL! K L YELL! 2nd time only

Spon sor the band! Spon sor the band!

54 M *f*

57 N ZELDA (♩ = 80) *mf*

62 O Faster (♩ = 120) P *f*

69 Q R

74 S T U

86

# The Legend of Super Mortal Tetris

Counter melody 1 Eb

arr. Bernice

Each note cued

A TETRIS (♩ = 140)

First system of musical notation (measures 1-8). It begins with a treble clef, a 4/4 time signature, and a key signature of one flat (Bb). The melody starts with a forte (*f*) dynamic and includes accents (>) over several notes. The system concludes with a piano (*fp*) dynamic marking and a fermata over the final note.

B

Second system of musical notation (measures 9-16). The melody continues with various eighth and sixteenth notes, maintaining the key signature and time signature.

C

Third system of musical notation (measures 17-24). The melody continues with various eighth and sixteenth notes, maintaining the key signature and time signature.

D

E

Fourth system of musical notation (measures 25-32). The melody continues with various eighth and sixteenth notes, maintaining the key signature and time signature.

F

G MARIO (♩ = 100)

Fifth system of musical notation (measures 33-40). The melody continues with various eighth and sixteenth notes, maintaining the key signature and time signature.

Sixth system of musical notation (measures 41-48). The melody continues with various eighth and sixteenth notes, maintaining the key signature and time signature.

H

MORTAL KOMBAT

I (♩ = 126)

J

YELL!

K

L

Seventh system of musical notation (measures 49-56). The melody continues with various eighth and sixteenth notes, maintaining the key signature and time signature.

Spon sor the band!

*mf*

Don't Play 2nd Time (Tacet) M N ZELDA (♩ = 80)

**Faster** O (♩ = 120) P *mf*

Q

R

S

T U

# The Legend of Super Mortal Tetris

Bass Line 1 Eb &  
Counter melody 2 Eb

arr. Bernice

Each note cued  
Bass Line 1

**A** TETRIS (♩ = 140)

**B**

**C**

**D**

**E**

**F**

**G** MARIO (♩ = 100) **H**

**I** MORTAL KOMBAT (♩ = 126) **J**

**K** **L** **M**

YELL!

Spon sor the band!

58 N **ZELDA**  
(♩ = 80)

Countertermelody 1

O **Faster** (♩ = 120)

*mf* *f*

P 65 Q

R S

71

T

78

U

84



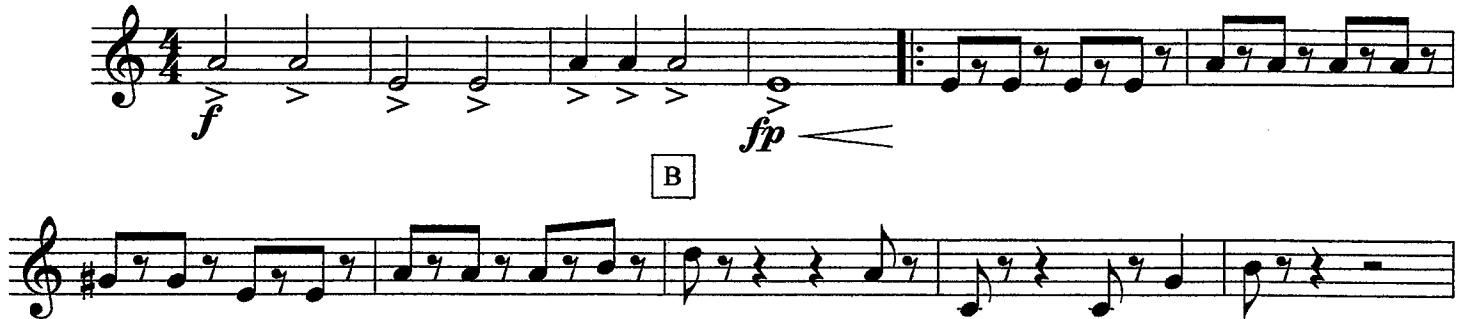
# The Legend of Super Mortal Tetris

Bass Line 2 Eb

arr. Bernice

Each note cued

**A** TETRIS (♩ = 140)



**C**



**D**

**E**



**F**



**G** MARIO (♩ = 100)

**H** optional 8vb



**I** MORTAL KOMBAT (♩ = 126)

**J**

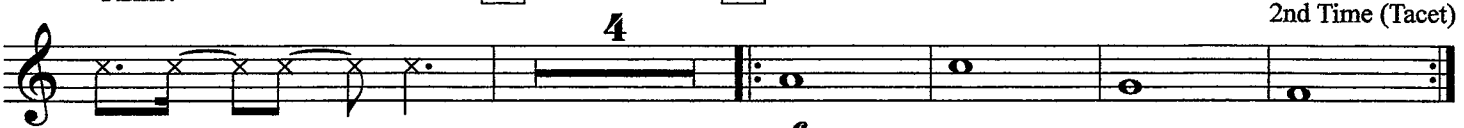


YELL!

**K**

**L**

Don't Play 2nd Time (Tacet)



Spon sor the band!

M

N

ZELDA (♩ = 80)



O

Faster (♩ = 120)

P

Q



R

S



T

U



# MOVE THE JOY

arr. Bernice

Score for **MOVE THE JOY** (arr. Bernice), featuring sections A and B.

**Section A:** Measures 1 through 10.

**Section B:** Measures 11 through 20.

**Instrumentation and Dynamics:**

- Flute:** Section B, *f*.
- Clarinet in B $\flat$ :** Section B, *f*.
- Bass Clarinet:** Section B, *f*.
- Alto Sax:** Section B, *f*.
- Tenor Sax:** Section B, *f*.
- Baritone Sax:** Section B, *f*.
- Trumpet in B $\flat$  1:** Section B, *f*.
- Trombone:** Section A, *f*; Section B, *f*. Marked "2nd Time Only" at measure 11.
- Baritone (T.C.):** Section A, *f*; Section B, *f*. Marked "2nd Time Only" at measure 11.
- Tuba:** Section A, *f*; Section B, *f*. Marked "2nd Time Only" at measure 11.
- Timpani:** Section A, *f*; Section B, *f*. Marked "2nd Time Only" at measure 11.
- Mallets 1:** Section B, *f*.
- Snare:** Section A, *mp*; Section B, *mp*. Marked "2nd Time Only" at measure 11.
- Bass Drum 1:** Section A, *mp*; Section B, *mp*.
- Bass Drum 2:** Section A, *mp*; Section B, *mp*. Marked "2nd Time Only" at measure 11.
- uspended Cymbal:** Section A, *mf*; Section B, *mf*. Marked "2nd Time Only" at measure 11.
- Synthesizer 1:** Section A, *mf*; Section B, *mf*.

Dynamic markings include *f* (forte), *mp* (mezzo-piano), and *mf* (mezzo-forte). Crescendos and decrescendos are indicated by hairpins.

Alto Sax.

# Winter Fest

Traditional / Arr. Bernice

*Gloria In Excelsis Deo*

♩ = 82

*Majestically*

The musical score is written for Alto Saxophone in G major (one sharp) and 4/4 time. It consists of nine 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 tempo is marked 'Majestically' with a quarter note equal to 82 beats per minute. The first staff contains measures 1 through 5, ending with a double bar line. The second staff starts at measure 6 and includes measure numbers 6, 10, 14, and 18 in boxes. It features a forte (*f*) dynamic and a 4-measure rest at measure 10. The third staff starts at measure 21 and includes measure number 22 in a box. The fourth staff starts at measure 26 and includes measure numbers 28 and 32 in boxes. It features a piano (*p*) dynamic and a 4-measure rest at measure 28. The fifth staff starts at measure 34 and includes measure numbers 36 and 40 in boxes. It features a mezzo-forte (*mf*) dynamic and a 4-measure rest at measure 36. The sixth staff starts at measure 40 and includes measure numbers 44 and 48 in boxes. It features a forte (*f*) dynamic. The seventh staff starts at measure 46 and includes measure number 52 in a box. The eighth staff starts at measure 52 and includes measure number 56 in a box. It features a series of sixteenth-note runs starting at measure 56. The ninth staff starts at measure 57 and includes measure number 57 in a box. It features a series of sixteenth-note runs starting at measure 57. The score concludes with a double bar line at the end of the ninth staff.

**E<sub>b</sub>**

# Mr. P.C.

John Coltrane

The musical score for 'Mr. P.C.' is presented in three staves. The first staff begins with an **A<sub>MI</sub><sup>7</sup>** chord and contains the first four measures of the melody. The second staff continues the melody for the next four measures, with a **D<sub>MI</sub><sup>7</sup>** chord at the start and an **A<sub>MI</sub><sup>7</sup>** chord at the end of the staff. The third staff contains the final four measures, with **F<sup>7</sup>** and **E<sup>7</sup>** chords at the beginning and an **A<sub>MI</sub><sup>7</sup>** chord at the end. The music is written in 4/4 time with a key signature of one flat (B-flat).

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Mr. PC is a 12-bar minor blues. Segments of the motific melody are transposed to match the chord changes. It was originally played with a fast swing feel.

For your use

Four empty musical staves are provided for practice, each consisting of five lines.

### Sample Piano Voicings

Basic 3-note voicings

Rootless voicings

$A_{MI}^7$   $D_{MI}^7$   $F^7$   $E^7$   $A_{MI}^7$   $D_{MI}^7$   $F^7$   $E^7$

$\begin{matrix} b3 \\ b7 \\ 1 \end{matrix}$   $\begin{matrix} b7 \\ b3 \\ 1 \end{matrix}$   $\begin{matrix} b7 \\ 3 \\ 1 \end{matrix}$   $\begin{matrix} b7 \\ 3 \\ 1 \end{matrix}$   $\begin{matrix} 9 \\ b7 \\ b3 \end{matrix}$   $\begin{matrix} 5 \\ b3 \\ b7 \end{matrix}$   $\begin{matrix} 5 \\ 3 \\ b7 \end{matrix}$   $\begin{matrix} 5 \\ 3 \\ b7 \end{matrix}$

### Useful Scales

A Blues Scale      A Dorian      ( $A_{MI}^7$ )      D Dorian      ( $D_{MI}^7$ )

1  $b3$  4  $b5$  5  $b7$  1    1 2  $b3$  4 5 6  $b7$  1    1 2  $b3$  4 5 6  $b7$  1    1 2  $b3$  4 5 6  $b7$  1

F Mixolydian      ( $F^7$ )      E Mixolydian      ( $E^7$ )

1 2 3 4 5 6  $b7$  1    1 2 3 4 5 6  $b7$  1

### Sample Bass Line

$A_{MI}^7$

1 2  $b3$  4 5 6  $b7$  7 1  $b7$  5  $b3$  1 5 1  $b3$

$D_{MI}^7$        $A_{MI}^7$

1 2  $b3$  2 1  $b7$  6  $b6$  1  $b7$  6  $b7$  1  $b3$  5  $b3$

$F^7$        $E^7$        $A_{MI}^7$

1 3 2 1 1  $b7$   $b6$  5 1  $b3$  5  $b3$  1 5  $b3$  2

## **My Way**

And now the end is near,  
And so I face the final curtain,  
My friends I'll say it clear,  
I'll state my case of which I'm certain,  
I've lived a life that's full,  
I traveled each and every highway,  
And more much more than this,  
I did it my way...

Alto Sax

# My Way

Don Costa  
trans. Jerannchris Rivera-Heredia

*p*

**A**

8

**B**

16

*f*

22

*fp* *f*



# OVER THE RAINBOW

# 1ST E♭ ALTO SAXOPHONE

Music by HAROLD ARLEN  
Lyric by E.Y. HARBURG  
*Arranged by PAUL COOK*

**MODERATELY SLOW BALLAD**

MODERATELY SLOW BALLAD

1 mezzo-forte 2 rit. 3 A TEMPO 4

5 6 7 8 9 10

11 mezzo-forte 12 13 14

15 16 17 18

19 Coda 20 21 22 23 24 25 26

27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65

66 rit.

# OVER THE RAINBOW

2ND E♭ ALTO SAXOPHONE

Music by HAROLD ARLEN  
Lyric by E.Y. HARBURG  
Arranged by PAUL COOK

MODERATELY SLOW BALLAD

This musical score is for the 2nd E♭ Alto Saxophone part of the song "Over the Rainbow". It is arranged by Paul Cook and is based on music by Harold Arlen and lyrics by E.Y. Harburg. The tempo is marked "MODERATELY SLOW BALLAD". The score is written in treble clef with a key signature of one flat (Bb) and a 4/4 time signature. It consists of nine staves of music. The first staff begins with a measure rest, followed by measures 1 through 4. Measure 1 has a "mf" dynamic marking. Measure 2 has a "rit." (ritardando) marking. Measure 3 has a first ending bracket labeled "3". Measure 4 has an "A TEMPO" marking. The second staff contains measures 5 through 10. The third staff contains measures 11 through 14, with a first ending bracket labeled "41" at the beginning. The fourth staff contains measures 15 through 18. The fifth staff contains measures 19 through 26, with a first ending bracket labeled "19" at the beginning and a "To CODA" marking at the end. The sixth staff contains measures 27 through 45, with first ending brackets labeled "27", "35", and "45". Measure 27 has a "7" above it, measure 35 has a "35" above it, measure 43 has a "7" above it, and measure 45 has an "8" above it. A "D.S. AL CODA" marking is present above measure 45. The seventh staff is the CODA, starting with a "CODA" symbol and containing measures 51 through 56. The eighth staff contains measures 57 through 66, with a "mf" dynamic marking in measure 59 and a "rit." marking in measure 61. The score includes various musical notations such as slurs, ties, and dynamic markings.

# Over the Rainbow

E♭  
-Doubles Alto Sax  
-Solo @ 35

Harold Arlen

35 SOLO

2 31

*mf* *f* 43

37

44

50 D.S. al Coda

51 CODA 13

## **PEP BAND CHEERS**

**Superman** So So Do So So Do So Do / So So Do So So Mi Re Re

**Imperial March** Mi Mi Mi Do So Mi Do So Mi

**Iron Man** Mi So So La La Do Ti Do Ti Do Ti So So La La (Repeat)

**Mari Bros** Mi Mi Mi Do Mi So So

**Malaguena** Mi Mi Mi Mi Fa Fa Fa Fa So Fa (Repeat)

**Harmony** Ti Ti Ti Ti Do Do Do Do Re Do (Repeat)

**Get Ready For This** So So So Do Do Re Re

So So So Te Te Do Do

So So So Do Do Re Re

So So So Te Te Do Re

**Eye of The Tiger** So So Fa So So Fa So So Fa Me (Repeat)

**Harmony** Te Te La Te Te La Te Te La So (Repeat)

### **More...**

Suavemente: Groove (Cm – G – G – Cm )

C Minor Groove: (C Minor)

Antonio Groove: Do Te Le So (Bb Blues)

Harmony: So Fa Me Re

12 Bar Groove: (Bb Blues)

# Pomp & Circumstance

Sir Edward Elgar

Alto Sax - MELODY

The musical score is written for Alto Saxophone in treble clef, key of D major (indicated by two sharps), and 2/4 time. It consists of nine staves of music. The first staff is the introductory melody. The subsequent staves are labeled with letters A through E, indicating different sections of the piece. Staff A starts at measure 9, B at 17, C at 25, D at 33, and E at 41. The score includes various musical notations such as eighth notes, quarter notes, and half notes, as well as rests and accidentals. There are also some handwritten annotations: a '1' above the staff starting at measure 41, a '2' below the staff starting at measure 49, and a '3' below the staff starting at measure 54. The piece concludes with a final double bar line at the end of the ninth staff.

A

9

B

17

C

25

D

33

E

41

1

2

3

3

54

# Two Ceremonial Marches

Alto Saxophone

## 1. Processional

*Pomp and Circumstance March No. 3*

EDWARD ELGAR, Op. 39

Arranged by James Swearingen

YBS 54

**Maestoso**

**f**

**div.**

**rit.**

**[A] Andante**

**unis.**

**mf**

**13 simile**

**[B]**

**20 [C]**

**27 simile [D]**

**34 f**

**41 [E] mf**

**1.**

**48 2. rit.**

**f**

**3**

# Santa Claus Is Comin' To Town

Melody - Eb

Coots & Gillespie  
arr. Bernice

Moderate Swing



The musical score is written for a single melodic line in Eb, 4/4 time, with a moderate swing feel. It begins with a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The first measure is a whole rest, followed by a quarter rest and a quarter note B4. The melody is marked *mf* (mezzo-forte). The score is divided into measures 1 through 37. Measures 1-5 are the first line. Measures 6-11 are the second line, starting with a box labeled 'A' above measure 6. Measures 12-17 are the third line. Measures 18-23 are the fourth line, starting with a box labeled 'B' above measure 18. Measures 24-29 are the fifth line, starting with a box labeled 'C' above measure 24. Measures 30-36 are the sixth line, starting with a box labeled 'D' above measure 30. Measure 37 is the final measure, starting with a box labeled 'E' above measure 30 and a box labeled 'f' above measure 37. The score includes various musical notations such as eighth notes, quarter notes, half notes, and whole notes, as well as rests, ties, and dynamic markings. The piece concludes with a double bar line and a repeat sign.

*mf*

A

B

C

To Coda

D.S. al Coda

E

*f*

# Santa Claus Is Comin' To Town

Eb Bass Line

Coots & Gillespie  
arr. Bernice

Moderate Swing



G C G G7 C Cm G Em

*mf*

A

G C G G7 C Cm G Em

B

G7 C G7 C A7

C

To Coda

D

D7 D#dim Em A7 D7 D aug G C G G7 C Cm G Em

*D.S. al Coda*

E

G Em Am7 D7 G

*f*

39



**E♭**

# Sight Reading Exercises



Alto Sax.

# *Simple Gifts*

*from Appalachian Spring*

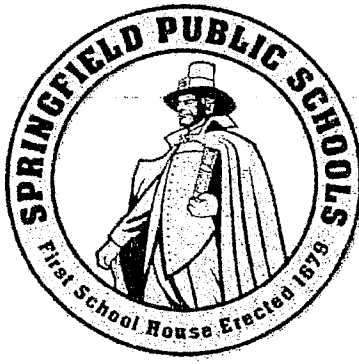
Traditional  
Aaron Copland (1900-1990)

♩ = 72

*mp*

*f*

The musical score is written for Alto Saxophone. It is in 4/4 time, with a tempo marking of a quarter note equal to 72 beats per minute. The first staff starts with a mezzo-piano (*mp*) dynamic. The melody is composed of eighth notes, with a long slur spanning across several measures. The second staff begins with a forte (*f*) dynamic and continues the melodic line. The piece ends with a double bar line.



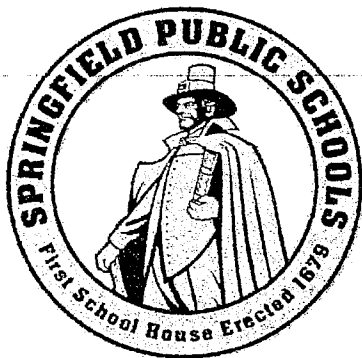
# SPS District Determined Measure

## *Music Performance Rubrics*

| CATEGORY                     | MASTERY<br>4                                                                                                                                                                                                                                                                                 | PROFICIENT<br>3                                                                                                                                                                                                                                                                                                         | DEVELOPING<br>2                                                                                                                                                                                                                                                                                                                                       | EMERGING<br>1                                                                                                                                                                                                                                                                                                        |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>DESCRIPTION OF LEVELS</b> | <ul style="list-style-type: none"> <li>Indicates a mastery level, exceeding expectations.</li> <li>Student rarely needs assistance with demanding tasks, is self-motivated, and produces consistently high-quality work.</li> </ul>                                                          | <ul style="list-style-type: none"> <li>Reaches expected (or proficient) level for this task.</li> <li>Student produces quality work and occasionally needs assistance with demanding tasks.</li> </ul>                                                                                                                  | <ul style="list-style-type: none"> <li>Indicates a developing level for this task.</li> <li>Student produces required work with teacher direction and support.</li> </ul>                                                                                                                                                                             | <ul style="list-style-type: none"> <li>Indicates an emerging level for this task.</li> <li>Student requires constant teacher direction, support, and assistance.</li> </ul>                                                                                                                                          |
| <b>TONE QUALITY</b>          | <ul style="list-style-type: none"> <li>The tone is always full, resonant, open, supported, focused, controlled, clear, and centered throughout the range of the instrument. The tone has professional quality.</li> <li>Air is always used efficiently to support a quality tone.</li> </ul> | <ul style="list-style-type: none"> <li>The tone is usually full, resonant, open, supported, focused, controlled, clear, and centered throughout the range of the instrument. Extremes in range may cause the tone to be less controlled.</li> <li>Air is usually used efficiently to support a quality tone.</li> </ul> | <ul style="list-style-type: none"> <li>The tone is somewhat full, resonant, open, supported, focused, controlled, clear, or centered throughout the range of the instrument. The tone is occasionally uncontrolled and harsh in the normal and extreme playing range.</li> <li>Air is somewhat used efficiently to support a quality tone.</li> </ul> | <ul style="list-style-type: none"> <li>The tone is rarely full, resonant, open, supported, focused, controlled, clear, or centered regardless of the range being played. Tone quality is harsh, distorted, inconsistent, thin or airy.</li> <li>Air is rarely used efficiently to support a quality tone.</li> </ul> |
| <b>RHYTHMIC ACCURACY</b>     | <ul style="list-style-type: none"> <li>The beat is always secure (steady).</li> <li>Rhythms are always accurate.</li> <li>There are no duration errors that detract from the overall performance.</li> </ul>                                                                                 | <ul style="list-style-type: none"> <li>The beat is usually secure (steady).</li> <li>Rhythms are usually accurate.</li> <li>There are a few duration errors, but these do not detract from the overall performance.</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>The beat is somewhat secure (steady).</li> <li>Rhythms are somewhat accurate.</li> <li>There are frequent or repeated duration errors that occasionally detract from the overall performance.</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>The beat is rarely secure (steady). Lack of internal pulse.</li> <li>Rhythms are rarely accurate.</li> <li>There are constant duration errors that significantly detract from the overall performance.</li> </ul>                                                             |

| CATEGORY      | MASTERY<br>4                                                                                                                                                                                                                                                                                                                          | PROFICIENT<br>3                                                                                                                                                                                                                                                                                                                         | DEVELOPING<br>2                                                                                                                                                                                                                                                                                                                                                                       | EMERGING<br>1                                                                                                                                                                                                                                                                                                                        |
|---------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| NOTE ACCURACY | <ul style="list-style-type: none"> <li>Notes are always accurate.</li> <li>Finger/slide/sticking combinations are always smooth and completed without hesitation.</li> <li>There are no pitch errors that detract from the overall performance.</li> </ul>                                                                            | <ul style="list-style-type: none"> <li>Notes are usually accurate, though there might be an isolated error.</li> <li>Finger/slide/sticking combinations are usually smooth and completed without hesitation.</li> <li>There are a few pitch errors, but these do not detract from the overall performance.</li> </ul>                   | <ul style="list-style-type: none"> <li>Notes are somewhat accurate.</li> <li>Finger/slide/sticking combinations are occasionally smooth or completed without hesitation.</li> <li>There are frequent or repeated pitch errors that occasionally detract from the overall performance.</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>Notes are rarely accurate.</li> <li>Finger/slide/sticking combinations are rarely smooth or completed without hesitation.</li> <li>There are constant pitch errors that significantly detract from the overall performance.</li> </ul>                                                        |
| DYNAMICS      | <ul style="list-style-type: none"> <li>Dynamic levels are always obvious and consistent.</li> <li>Markings (crescendo, decrescendo/ diminuendo, <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>sfz</i>, <i>fp</i>, etc.) are always executed accurately as directed by the music and/or the conductor.</li> </ul> | <ul style="list-style-type: none"> <li>Dynamic levels are usually obvious and consistent.</li> <li>Markings (crescendo, decrescendo/ diminuendo, <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>sfz</i>, <i>fp</i>, etc.) are usually executed accurately as directed by the music and/or the conductor.</li> </ul> | <ul style="list-style-type: none"> <li>Dynamic levels are somewhat obvious and consistent. Levels fluctuate, but can be discerned.</li> <li>Markings (crescendo, decrescendo/ diminuendo, <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>sfz</i>, <i>fp</i>, etc.) are occasionally executed accurately as directed by the music and/or the conductor.</li> </ul> | <ul style="list-style-type: none"> <li>Dynamic levels are rarely obvious or consistent.</li> <li>Markings (crescendo, decrescendo/ diminuendo, <i>pp</i>, <i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, <i>sfz</i>, <i>fp</i>, etc.) are rarely executed accurately as directed by the music and/or the conductor.</li> </ul> |
| ARTICULATION  | <ul style="list-style-type: none"> <li>Articulations are always secure.</li> <li>Markings (staccato, legato, slur, accents, etc.) are always executed accurately as directed by the music and/or the conductor.</li> </ul>                                                                                                            | <ul style="list-style-type: none"> <li>Articulations are usually secure, though there might be an isolated error.</li> <li>Markings (staccato, legato, slur, accents, etc.) are usually executed accurately as directed by the music and/or the conductor.</li> </ul>                                                                   | <ul style="list-style-type: none"> <li>Articulations are somewhat secure.</li> <li>Markings (staccato, legato, slur, accents, etc.) are occasionally executed accurately as directed by the music and/or the conductor.</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>Articulations are rarely secure.</li> <li>Markings (staccato, legato, slur, accents, etc.) are rarely executed accurately as directed by the music and/or the conductor.</li> </ul>                                                                                                           |
| INTONATION    | <ul style="list-style-type: none"> <li>The performance is always in tune in all registers and dynamic levels.</li> <li>Intonation is always consistent.</li> <li>There are no pitch problems due to range or dynamic extremes.</li> </ul>                                                                                             | <ul style="list-style-type: none"> <li>The performance is usually in tune in all registers and dynamic levels.</li> <li>Intonation is usually consistent.</li> <li>There are occasional pitch problems due to range or dynamic extremes.</li> </ul>                                                                                     | <ul style="list-style-type: none"> <li>The performance is somewhat in tune in all registers and dynamic levels.</li> <li>Intonation is somewhat inconsistent.</li> <li>There are several pitch problems due to range or dynamic extreme.</li> </ul>                                                                                                                                   | <ul style="list-style-type: none"> <li>The performance is rarely in tune in all registers and dynamic levels.</li> <li>Intonation rarely consistent.</li> <li>There are constant pitch problems due to range or dynamic extremes.</li> </ul>                                                                                         |

| CATEGORY                                 | MASTERY<br>4                                                                                                                                                                                                                                                                                                                                                                                           | PROFICIENT<br>3                                                                                                                                                                                                                                                                                                                                                                                           | DEVELOPING<br>2                                                                                                                                                                                                                                                                                                                                                                                                          | EMERGING<br>1                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>EXPRESSION</b>                        | <ul style="list-style-type: none"> <li>• The student always performs with a creative nuance and expressive style in response to the music.</li> <li>• Attention is always given to dynamic sensitivity, phrasing, and the proper style in regard to the historical period or cultural tradition.</li> <li>• Music is always performed with feeling—artfully, meaningfully, and emotionally.</li> </ul> | <ul style="list-style-type: none"> <li>• The student usually performs with a creative nuance and expressive style in response to the music.</li> <li>• Attention is usually given to dynamic sensitivity, phrasing, and the proper style in regard to the historical period or cultural tradition.</li> <li>• Music is usually performed with feeling—artfully, meaningfully, and emotionally.</li> </ul> | <ul style="list-style-type: none"> <li>• The student occasionally performs with a creative nuance and expressive style in response to the music.</li> <li>• Attention is occasionally given to dynamic sensitivity, phrasing, and the proper style in regard to the historical period or cultural tradition.</li> <li>• Music is occasionally performed with feeling—artfully, meaningfully, and emotionally.</li> </ul> | <ul style="list-style-type: none"> <li>• The student rarely performs with a creative nuance and expressive style in response to the music.</li> <li>• Attention is rarely given to dynamic sensitivity, phrasing, and the proper style in regard to the historical period or cultural tradition.</li> <li>• Music is rarely performed with feeling—artfully, meaningfully, or emotionally.</li> </ul> |
| <b>SIGHT-READING<br/>(if applicable)</b> | <ul style="list-style-type: none"> <li>• The student always responds accurately to all musical notation within the sight-reading selection (rhythm, notes, articulation, dynamics, tempo, etc.)</li> <li>• The performance is smooth and completed without hesitation.</li> </ul>                                                                                                                      | <ul style="list-style-type: none"> <li>• The student usually responds accurately to all musical notation within the sight-reading selection (rhythm notes, articulation, dynamics, tempo, etc.)</li> <li>• The performance is mostly smooth and completed without much hesitation.</li> </ul>                                                                                                             | <ul style="list-style-type: none"> <li>• The student occasionally responds accurately to all musical notation within the sight-reading selection (rhythm notes, articulation, dynamics, tempo, etc.)</li> <li>• The performance is somewhat smooth and completed with some hesitation.</li> </ul>                                                                                                                        | <ul style="list-style-type: none"> <li>• The student rarely responds accurately to all musical notation within the sight-reading selection (rhythm notes, articulation, dynamics, tempo, etc.)</li> <li>• The performance is not smooth and completed with much hesitation.</li> </ul>                                                                                                                |
| <b>PERCUSSION<br/>TECHNIQUE</b>          | <ul style="list-style-type: none"> <li>• Correct technique is always used.<br/>(i.e. Palms down, hands relaxed; thumbs at the side with index finger hooked; wrists used to control the level of bounce; sticks form a V shape; instrument is hit with <u>only</u> enough force to make a pleasing, clear sound; etc.)</li> </ul>                                                                      | <ul style="list-style-type: none"> <li>• Correct technique is usually used.<br/>(i.e. Palms down, hands relaxed; thumbs at the side with index finger hooked; wrists used to control the level of bounce; sticks form a V shape; instrument is hit with <u>only</u> enough force to make a pleasing, clear sound; etc.)</li> </ul>                                                                        | <ul style="list-style-type: none"> <li>• Correct technique is somewhat used.<br/>(i.e. Palms down, hands relaxed; thumbs at the side with index finger hooked; wrists used to control the level of bounce; sticks form a V shape; instrument is hit with <u>only</u> enough force to make a pleasing, clear sound; etc.)</li> </ul>                                                                                      | <ul style="list-style-type: none"> <li>• Correct technique is rarely used.<br/>(i.e. Palms down, hands relaxed; thumbs at the side with index finger hooked; wrists used to control the level of bounce; sticks form a V shape; instrument is hit with <u>only</u> enough force to make a pleasing, clear sound; etc.)</li> </ul>                                                                     |
| <b>GRADING<br/>(if applicable)</b>       | <b>A<br/>(100-90)</b>                                                                                                                                                                                                                                                                                                                                                                                  | <b>B<br/>(89-80)</b>                                                                                                                                                                                                                                                                                                                                                                                      | <b>C<br/>(79-70)</b>                                                                                                                                                                                                                                                                                                                                                                                                     | <b>D<br/>(69-60)</b>                                                                                                                                                                                                                                                                                                                                                                                  |



# SPS District Determined Measure

## *Music Performance Rubric*

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Course: \_\_\_\_\_

| CATEGORY                                                                                            | MASTERY<br>4                                                                                                                                                                                                                        | PROFICIENT<br>3                                                                                                                                                                                        | DEVELOPING<br>2                                                                                                                                                           | EMERGING<br>1                                                                                                                                                               | NOT ATTEMPTED<br>0                                                             |
|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| <b>DESCRIPTION OF LEVELS</b>                                                                        | <ul style="list-style-type: none"> <li>Indicates a mastery level, exceeding expectations.</li> <li>Student rarely needs assistance with demanding tasks, is self-motivated, and produces consistently high-quality work.</li> </ul> | <ul style="list-style-type: none"> <li>Reaches expected (or proficient) level for this task.</li> <li>Student produces quality work and occasionally needs assistance with demanding tasks.</li> </ul> | <ul style="list-style-type: none"> <li>Indicates a developing level for this task.</li> <li>Student produces required work with teacher direction and support.</li> </ul> | <ul style="list-style-type: none"> <li>Indicates an emerging level for this task.</li> <li>Student requires constant teacher direction, support, and assistance.</li> </ul> | <ul style="list-style-type: none"> <li>Did not complete or attempt.</li> </ul> |
| <b>GRADING</b><br>(if applicable)                                                                   | A (100-90)                                                                                                                                                                                                                          | B (89-80)                                                                                                                                                                                              | C (79-70)                                                                                                                                                                 | D (69-60)                                                                                                                                                                   | F (59-0)                                                                       |
| <b>TONE QUALITY</b><br>(4 Points)                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |                                                                                |
| <b>RHYTHMIC ACCURACY</b><br>(4 Points)                                                              |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |                                                                                |
| <b>NOTE ACCURACY</b><br>(4 Points)                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |                                                                                |
| <b>TECHNIQUE</b><br>-Posture-<br>(4 Points)                                                         |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |                                                                                |
| <b>DYNAMICS</b><br>(4 Points)                                                                       |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |                                                                                |
| <b>ARTICULATION</b><br>(4 Points)                                                                   |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |                                                                                |
| <b>INTONATION</b><br>(4 Points)                                                                     |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |                                                                                |
| <b>EXPRESSION</b><br>(4 Points)                                                                     |                                                                                                                                                                                                                                     |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |                                                                                |
| <b>TOTAL POINTS</b><br>Beginning - 16 Points Possible<br>(Advanced/Intermediate 32 Points Possible) | <b>COMMENTS</b> _____<br>_____<br>_____<br>_____<br>_____<br>_____                                                                                                                                                                  |                                                                                                                                                                                                        |                                                                                                                                                                           |                                                                                                                                                                             |                                                                                |

# Sponsor Song 2017 - Melody

## C INSTRUMENTS (TREBLE)



## B-FLAT INSTRUMENTS (HIGH)



## B-FLAT INSTRUMENTS (LOW)



## E-FLAT INSTRUMENTS



## C INSTRUMENTS (BASS)



## TUBA



## Lyrics

SciTech Band! We need your money, your money right now.

Show us love, come be a sponsor, a sponsor, right now.

# Sponsor Song 2017 - Horn Lick

## C INSTRUMENTS (TREBLE)



G F G Bb G F G G F G Bb G F G

## B-FLAT INSTRUMENTS (HIGH)



A G A C A G A A G A C A G A

## B-FLAT INSTRUMENTS (LOW)



A G A C A G A A G A C A G A

## E-FLAT INSTRUMENTS



E D E G E D E E D E G E D E

## C INSTRUMENTS (BASS)



G F G Bb G F G G F G Bb G F G

## TUBA



G F G Bb G F G G F G Bb G F G

## Chords

Gm, Bb, Dm, F





# THE STAR SPANGLED BANNER

### **E♭ Alto Saxophone**

arr. by **Robert W. Smith**  
(ASCAP)

**024-3860-00**

## Majestic

**3**

 $f$ 

11

19

**mp**

27

*f*

# TAKE THE "A" TRAIN

ALTO SAX I

Words and Music by

**BILLY STRAYHORN**

Arranged by **MICHAEL SWEENEY**

(MEDIUM SWING) (♩ = 3♩)

5

*mf* 2 (OPT. PLAY ONLY DOWN-STEMMED NOTES) 3 5 6 7

8 9 10 11 12 13 14

15 16 17 18 19 20 21

22 23 *f* 24 25 26 27

TO CODA

28 29 30 31 *mp* 32 33 *ff*

SOLO FOR ANY INSTRUMENT

34 35 37 39 41 *mp* 42

43 44 45 46 47 *mf* 48 49 *mp*

D.S. AL CODA (WITH REPEAT)

50 51 *ff* 52 53 55 *mf* 56

CODA

57 58 59 60 61 *ff*

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07010925

Take The "A" Train - 1

# ALTO SAX

## Rhythm Workout



Rhythm Workout musical notation in 4/4 time, featuring vocalizations: Doo, Bah, Dit, Dit, Doo, Bah, Doo. The notation includes eighth and quarter notes with accents, and rests.

## Melody Workout



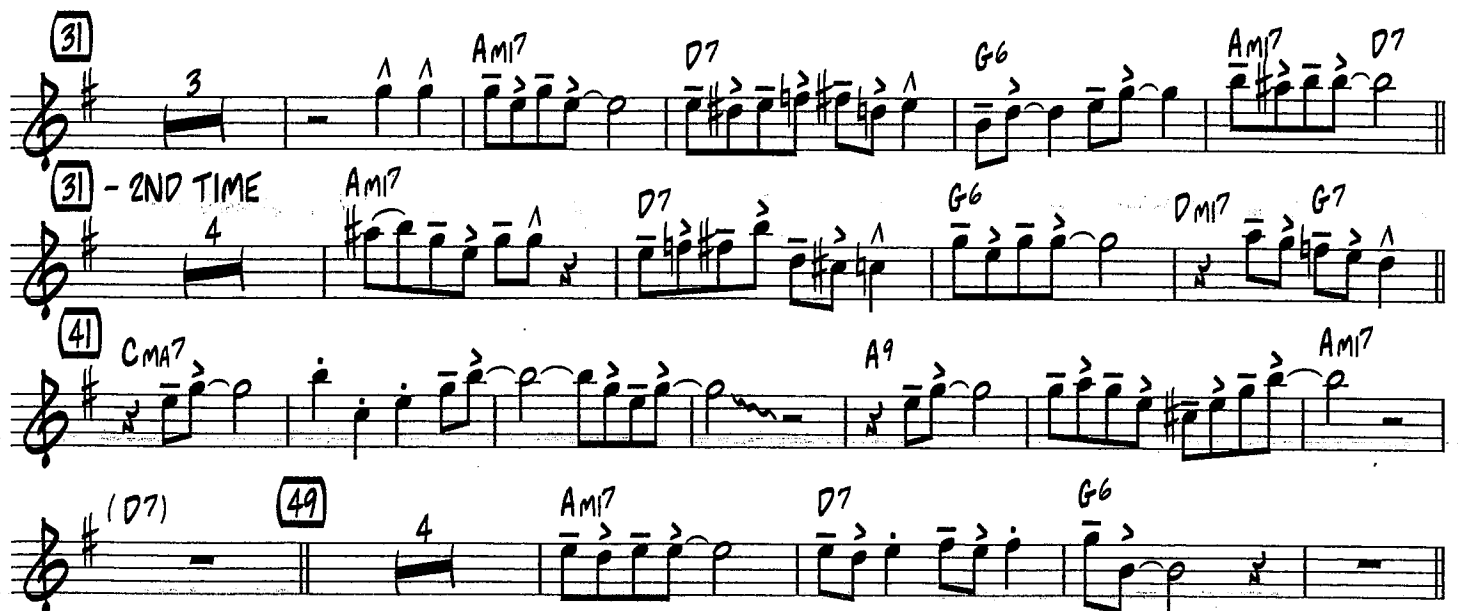
Melody Workout musical notation in 4/4 time, featuring eighth and quarter notes with accents, and rests.

## Chord/Scale Workout



Chord/Scale Workout musical notation in 4/4 time, featuring eighth and quarter notes with accents, and rests. Chords are indicated above the notes:  $A_{m7}$ ,  $D7$ ,  $G6$ ,  $C_{m7}$ ,  $A9$ ,  $A_{m7}$ ,  $D7$ . The notation is divided into two sections: (CONCERT B $\flat$  MAJOR SCALE) and (VARIATIONS ON THE MELODY).

## Demonstration Solo



Demonstration Solo musical notation in 4/4 time, featuring eighth and quarter notes with accents, and rests. Chords are indicated above the notes:  $A_{m7}$ ,  $D7$ ,  $G6$ ,  $A_{m7}$ ,  $D7$ ,  $C_{m7}$ ,  $A9$ ,  $A_{m7}$ ,  $D7$ ,  $G6$ . The notation includes measure numbers in boxes: (31), (31) - 2ND TIME, (41), (49).

# TAKE THE "A" TRAIN

ALTO SAX 2

Words and Music by

BILLY STRAYHORN

Arranged by MICHAEL SWEENEY

(MEDIUM SWING) (♩ =  $\frac{3}{4}$ )

5

mf

(OPT. PLAY ONLY DOWN-STEMMED NOTES)

8 9 10 11 12 13 14

15

15 16 17 18 19 20 21

23

22 23 f 24 25 26 27

TO CODA

31

28 29 30 31 mp 32 33 ff

SOLO FOR ANY INSTRUMENT

31

34 35 37 39 41 mp 42

49

43 44 45 46 47 mf 48 49 mp

D.S. AL CODA  
(WITH REPEAT)

50 51 ff 52 53 55 mf 56

CODA

57 58 59 60 61 ff

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07010925

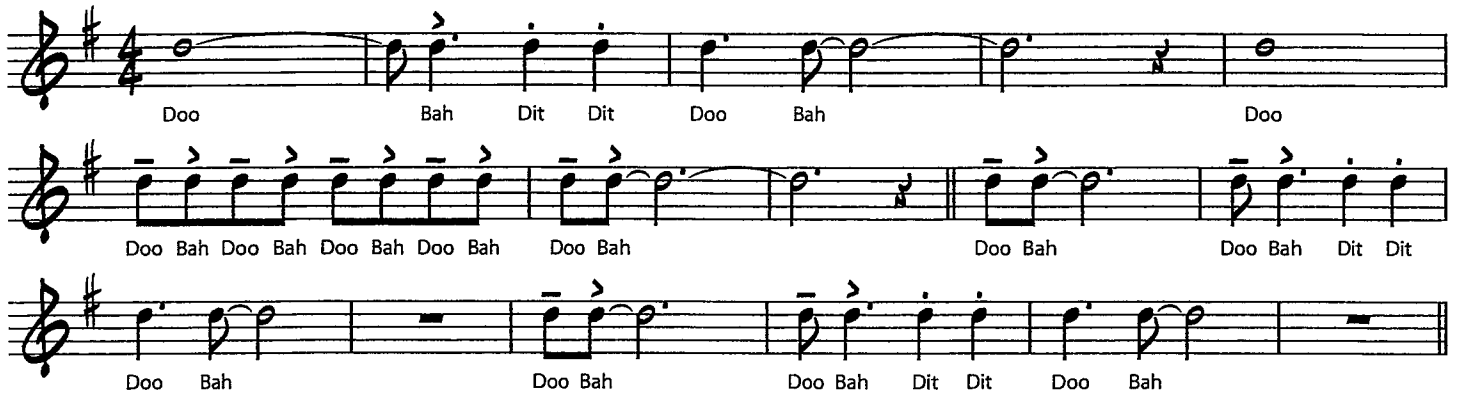
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Take The "A" Train - 1

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# ALTO SAX

## Rhythm Workout



Rhythm Workout musical notation in 4/4 time, featuring vocalizations: Doo, Bah, Dit, Dit, Doo, Bah, Doo. The notation includes eighth and quarter notes with accents, and rests.

## Melody Workout



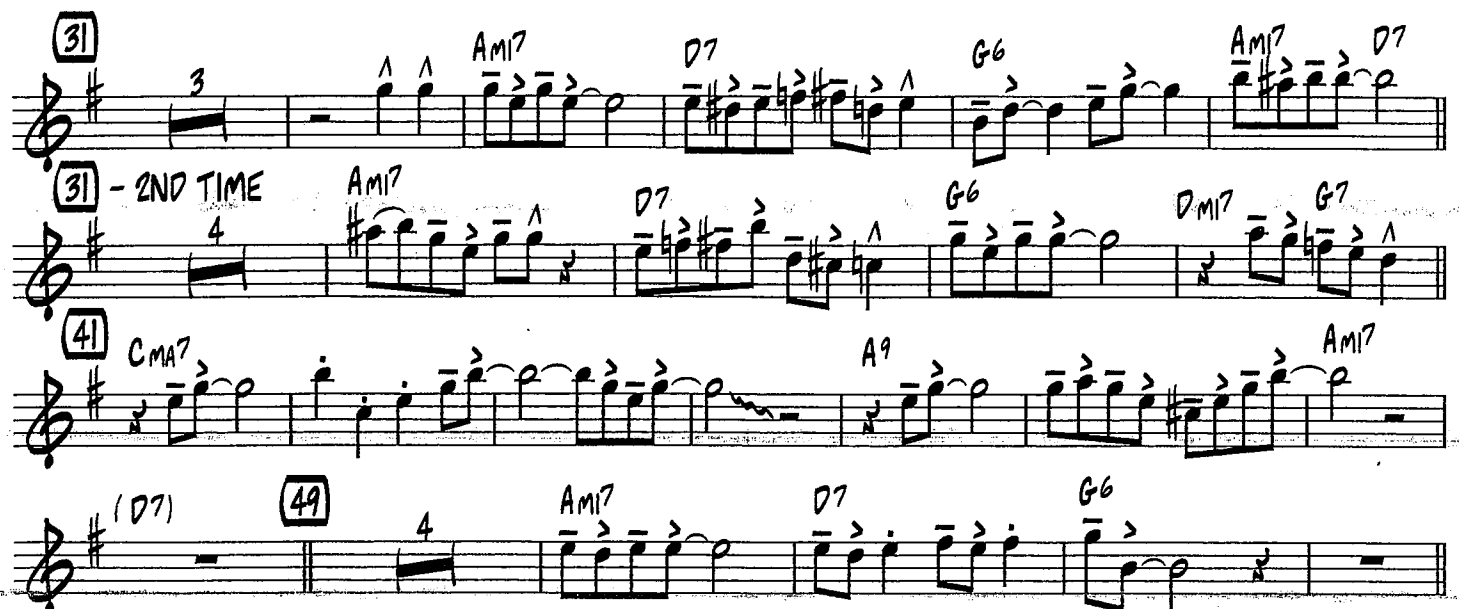
Melody Workout musical notation in 4/4 time, featuring eighth and quarter notes with accents, and rests.

## Chord/Scale Workout



Chord/Scale Workout musical notation in 4/4 time, featuring eighth and quarter notes with accents, and rests. Chords and scales are indicated: (CONCERT Bb MAJOR SCALE) Am17, D7, G6, Cma7, A9, Am17, D7. (VARIATIONS ON THE MELODY)

## Demonstration Solo



Demonstration Solo musical notation in 4/4 time, featuring eighth and quarter notes with accents, and rests. Chords and scales are indicated: (31) Am17, D7, G6, Am17, D7; (31) - 2ND TIME Am17, D7, G6, Dm17, G7; (41) Cma7, A9, Am17; (49) Am17, D7, G6.



# THE TEMPEST

E♭ ALTO SAXOPHONE

ROBERT W. SMITH

**With energy!**

4

1 5 6 7 8 10 11

*mp* *f*

9

12 13 14 15 16 17

*ff*

18

4

22 23 24 25 26 27 28 29

*mf*

30 31 32 33 34 35 37

*f*

36

38 39 40 41 42 43 44

*ff*

45

46 47 48 49 50 51 52

*mf*

53 54 55 56 57 58 59 60 61 62

63

64 65 66 67 68 70

*f* *mp*

*cresc. poco a poco*

71 72 73 74 75 76 78 79

*div.* *mp* *f* *ff*

2

8



# Alto Sax.

## Viva la Vida

*Driving, With Intensity*

Coldplay  
arr. Bernice

4 A 3 B

mf C

10 D E 4 3

15 F mf

25 G

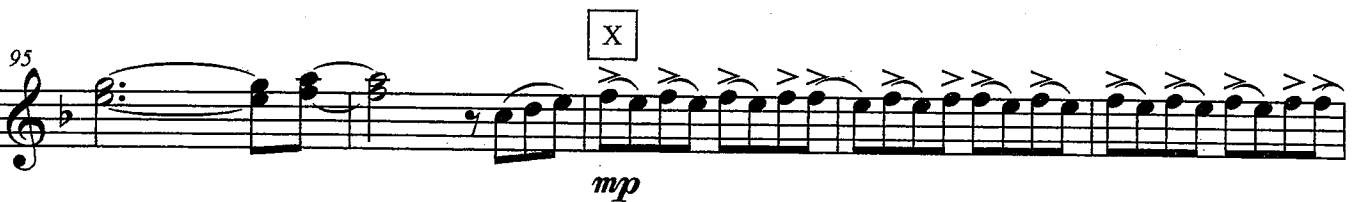
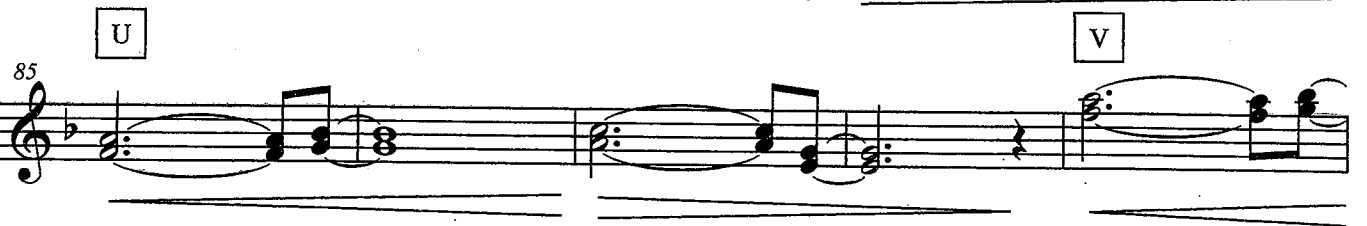
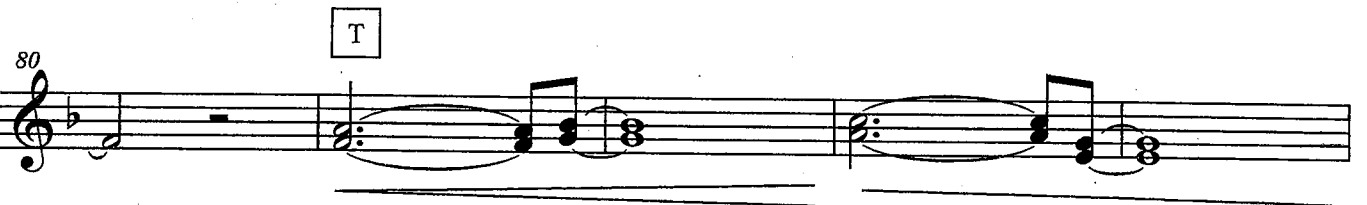
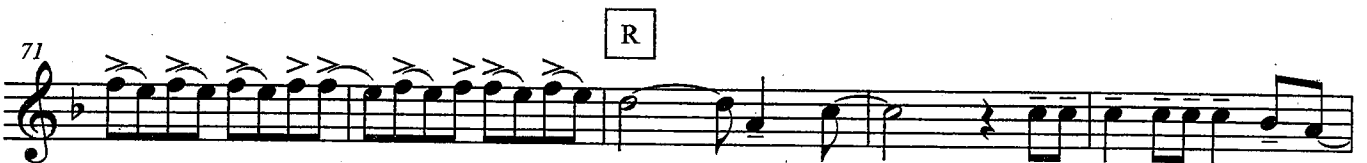
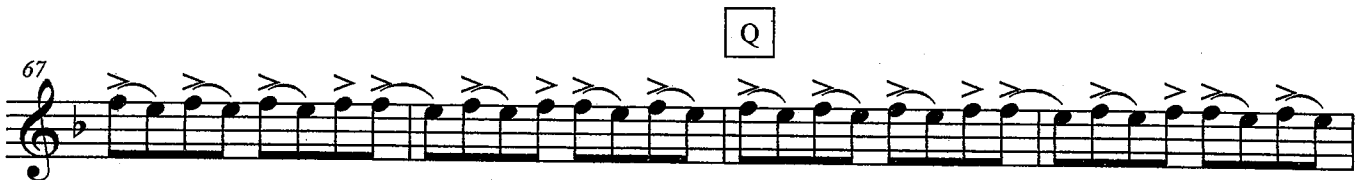
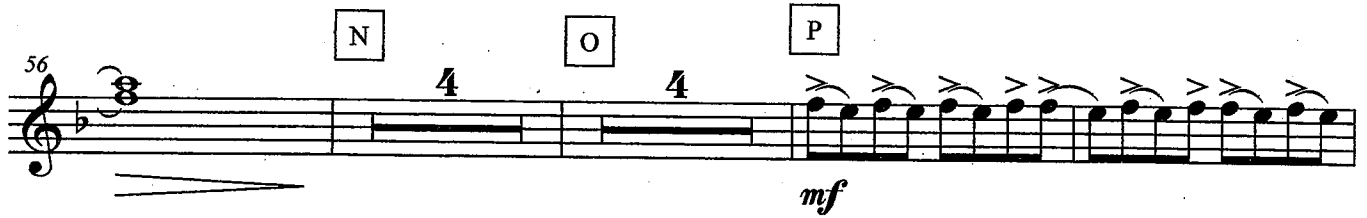
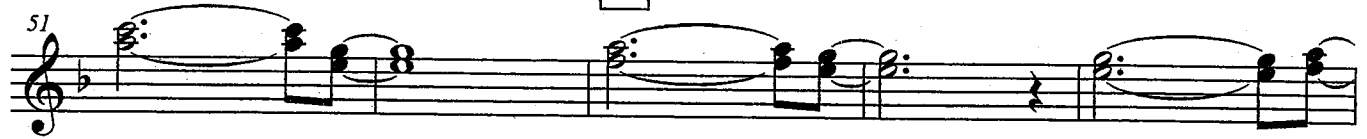
29 H

33 I

37 J K

41 L

46





100

104

Y

f

108

Z

112

A2

116

B2

120

C2

124

D2

128

E2

mp

133

F2

p

rit.



# Alto Sax

Name \_\_\_\_\_

- Please write the  
note names for  
#31, measures 1-4

## 31. A MOZART MELODY

Adaptation

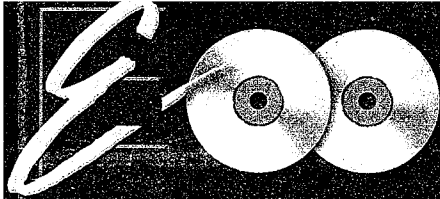


## 32. ESSENTIAL ELEMENTS QUIZ

Draw these symbols where they belong and  
write in the note names before you play:







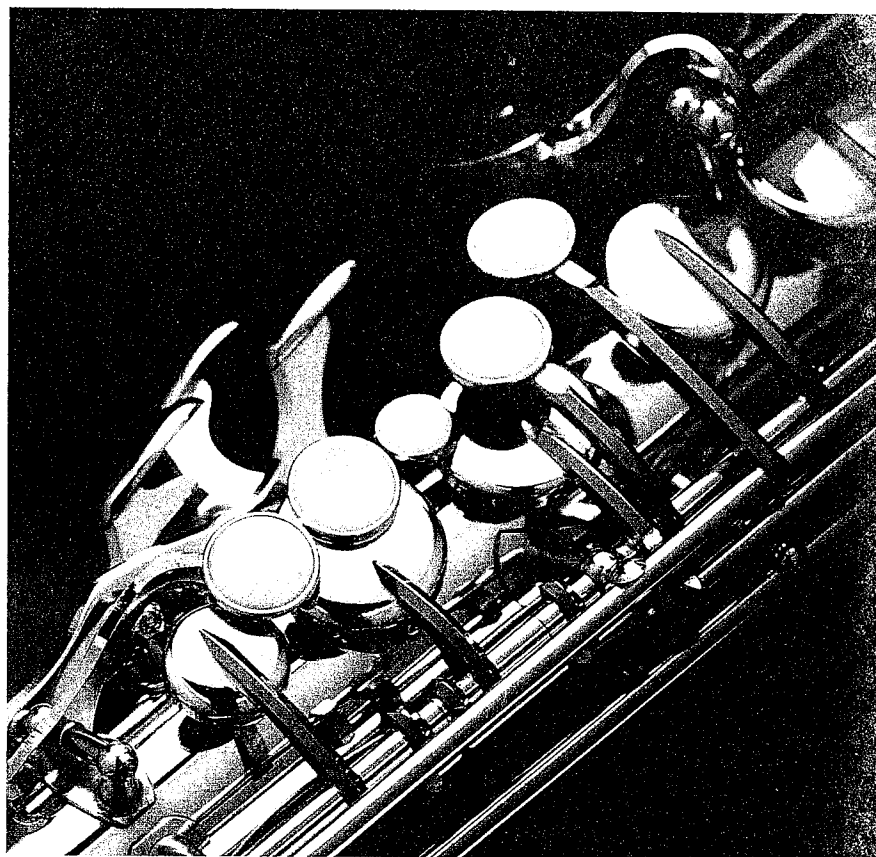
INCLUDES PLAY-ALONG  
**CD & DVD**

**E $\flat$  ALTO SAXOPHONE BOOK 1**

# **ESSENTIAL ELEMENTS<sup>®</sup>**

**PLUS  
DVD**

**COMPREHENSIVE BAND METHOD**



**TIM LAUTZENHEISER  
JOHN HIGGINS  
CHARLES MENGHINI  
PAUL LAVENDER  
TOM C. RHODES  
DON BIRSCHENK**



**HAL•LEONARD<sup>®</sup>**



# THE BASICS

## Posture

Sit on the edge of your chair, and always keep your:

- Spine straight and tall
- Shoulders back and relaxed
- Feet flat on the floor

## Breathing & Airstream

Breathing is a natural thing we all do constantly. To discover the correct airstream to play your instrument:

- Place the palm of your hand near your mouth.
- Inhale deeply through the corners of your mouth, keeping your shoulders steady. Your waist should expand like a balloon.
- Slowly whisper "too" as you gradually exhale air into your palm.

The air you feel is the airstream. It produces sound through the instrument. Your tongue is like a faucet or valve that releases the airstream.

## Producing The Essential Tone

Your embouchure (*ahm'-bah-shure*) is your mouth's position on the mouthpiece of the instrument. A good embouchure takes time and effort, so carefully follow these steps for success:

### REED PLACEMENT

- Put the thin end of the reed in your mouth to moisten it thoroughly.
- Looking at the flat side of the mouthpiece, the ligature screws extend to your right. Slide the ligature up with your thumb.
- Place the flat side of the reed against the mouthpiece under the ligature.
- Lower the ligature and position the reed so that only a hairline of the mouthpiece can be seen above the reed.
- Gently tighten the ligature screws.

### EMBOUCHURE

- Moisten your lips and roll the lower lip over your bottom teeth.
- Center the mouthpiece on your lips and place it in your mouth about 1/2 inch.
- Place your upper teeth directly on the mouthpiece. The reed rests on the lower lip over the teeth.
- Close your mouth around the mouthpiece, like a rubber band. Your facial muscles all support and cushion your lips on the mouthpiece.
- Keep your chin down and slightly relaxed.

## Taking Care Of Your Instrument

Before putting your instrument back in its case after playing, do the following:

- Remove the reed, wipe off excess moisture and return it to the reed case.
- Remove the mouthpiece and wipe the inside with a clean cloth. Once a week, wash the mouthpiece with warm tap water. Dry thoroughly.
- Loosen the neck screw and remove the neck. Shake out excess moisture and dry the neck with a neck cleaner.
- Drop the weight of a chamois or cotton swab into the bell. Pull the swab through the body several times. Return the instrument to its case.
- Your case is designed to hold only specific objects. If you try to force anything else into the case, it may damage your instrument.

## MOUTHPIECE WORKOUT

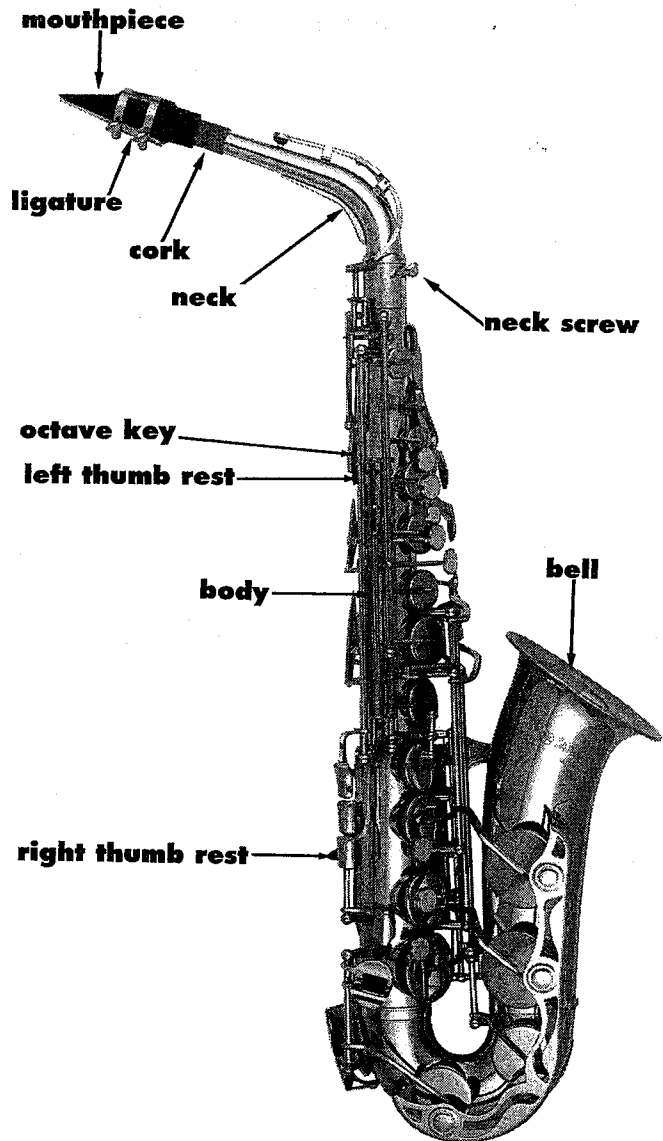
Form your embouchure around the mouthpiece, and take a deep breath without raising your shoulders. Whisper "too" and gradually exhale your full airstream. Strive for an even tone.



## Getting It Together

If you just played the MOUTHPIECE WORKOUT, begin by carefully removing the reed. Otherwise, take the reed from its case.

- Step 1** Carefully put the thin end of the reed in your mouth to moisten thoroughly. Rub a small amount of cork grease on the neck cork, if needed. Clean hands.
- Step 2** Hold the body of the saxophone near its upper end and remove the end plug. Loosen the neck screw and gently twist the neck into the body. Be careful not to bend any keys. Tighten the neck screw.
- Step 3** Carefully twist the mouthpiece on the neck so that approximately 1/2 of the cork remains uncovered. Place the reed on the mouthpiece (see page 2).
- Step 4** Place the neck strap around your neck and attach the hook to the ring on the back of the saxophone. Adjust the length of the strap so you can comfortably put the mouthpiece in your mouth.



- Step 5** Place your right thumb under the thumb rest. Put your left thumb diagonally across the left thumb rest. Your fingers should curve naturally. Hold the instrument as shown at left:

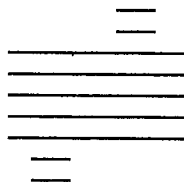
## READING MUSIC

### Music Staff



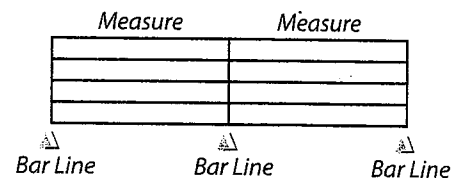
The **music staff** has 5 lines and 4 spaces where notes and rests are written.

### Ledger Lines



**Ledger lines** extend the music staff. Notes on ledger lines can be above or below the staff.

### Measures & Bar Lines



**Bar lines** divide the music staff into **measures**.

## Long Tone

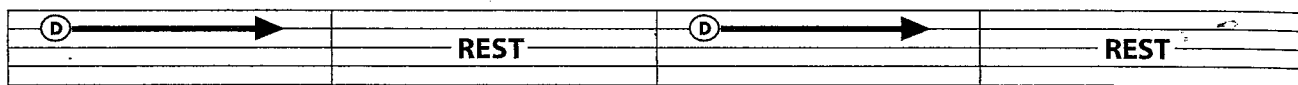


To begin, we'll use a special "Long Tone" note. Hold the tone until your teacher tells you to rest. Practice long tones each day to develop your sound.

### 1. THE FIRST NOTE



Hold each long tone until your teacher tells you to rest.



▲ To play "D," place your fingers on the keys as shown.

### The Beat

The **beat** is the pulse of music, and like your heartbeat it should remain very steady. Counting aloud and foot-tapping help us maintain a steady beat. Tap your foot **down** on each number and **up** on each "&."

One beat = 1 &



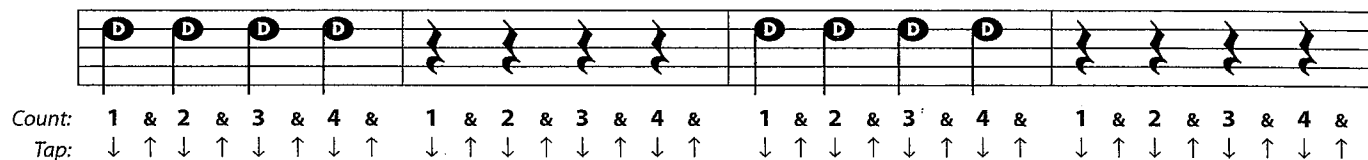
### Notes And Rests

**Notes** tell us how high or low to play by their placement on a line or space of the music staff, and how long to play by their shape. **Rests** tell us to count silent beats.

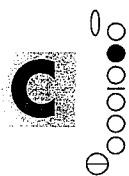
 **Quarter Note** = 1 beat

 **Quarter Rest** = 1 silent beat

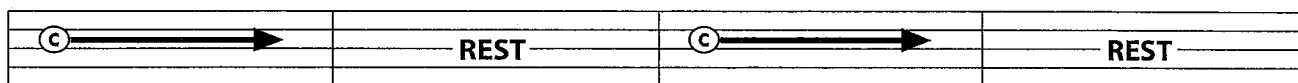
### 2. COUNT AND PLAY



### 3. A NEW NOTE



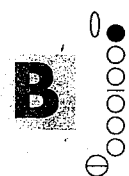
Look for the fingering diagram with each new note.



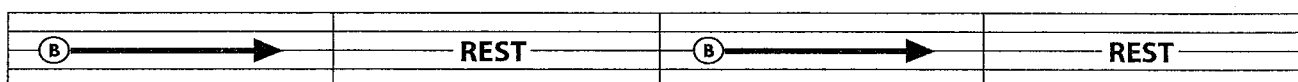
### 4. TWO'S A TEAM



### 5. HEADING DOWN

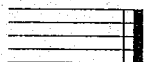


Practice long tones on each new note.

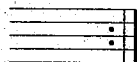


### 6. MOVING ON UP



**Double Bar**

indicates the end  
of a piece of music.

**Repeat Sign**

Without stopping, play once  
again from the beginning.

**7. THE LONG HAUL**

**A** Double Bar 7

**8. FOUR BY FOUR**

Repeat Sign 7

Count & Tap: 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

**9. TOUCHDOWN**

**G** Double Bar 7

**10. THE FAB FIVE**

Double Bar 7

1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

**Treble Clef**

(G Clef)  
indicates the  
position of note  
names on a music  
staff: Second line  
is G.

**Time Signature**

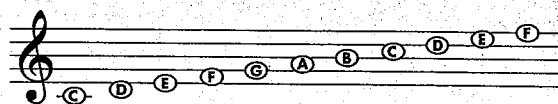
indicates how many beats per measure  
and what kind of note gets one beat.



= 4 beats per measure  
= Quarter note gets one beat

**Note Names**

Each note is on a line or space of the staff. These  
note names are indicated by the Treble Clef.

**Sharp**

# raises the note and remains in effect for the entire measure.

**Flat**

b lowers the note and remains in effect for the entire measure.

**Natural**

♮ cancels a flat (b) or sharp (#) and remains in effect for the entire measure.

**11. READING THE NOTES** Compare this to exercise 10, THE FAB FIVE.

Double Bar 7

1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

**12. FIRST FLIGHT**

Double Bar 7

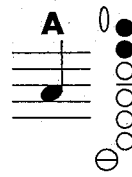
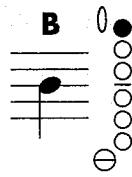
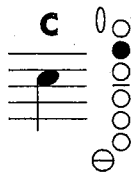
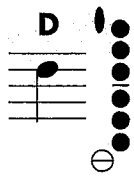
**13. ESSENTIAL ELEMENTS QUIZ** Fill in the remaining note names before playing.

Double Bar 7

G A B

## Notes In Review

Memorize the fingerings for the notes you've learned:



## 14. ROLLING ALONG

Go to the next line. ♪

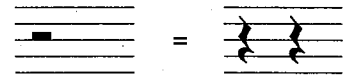
Double Bar ♪

## Half Note

1 & 2 &

## Half Rest

1 & 2 &



## 15. RHYTHM RAP

Clap the rhythm while counting and tapping.

Clap

Repeat Sign ♪

1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

## 16. THE HALF COUNTS

1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

## 17. HOT CROSS BUNS

Check your embouchure and hand position.

## Breath Mark



Take a deep breath through your mouth after you play a full-length note.

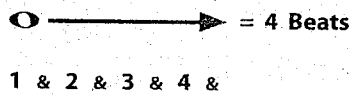
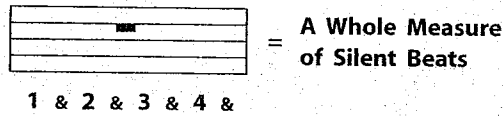
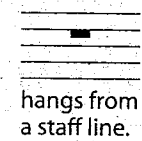
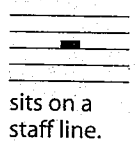
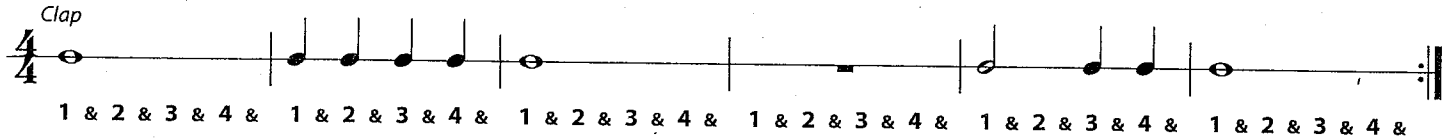
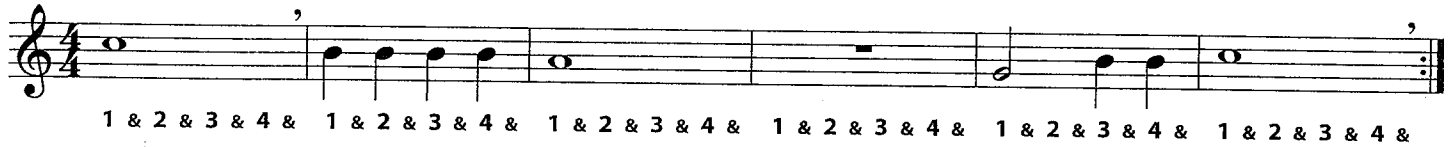
## 18. GO TELL AUNT RHODIE

American Folk Song

## 19. ESSENTIAL ELEMENTS QUIZ

Using the note names and rhythms below, draw your notes on the staff before playing.

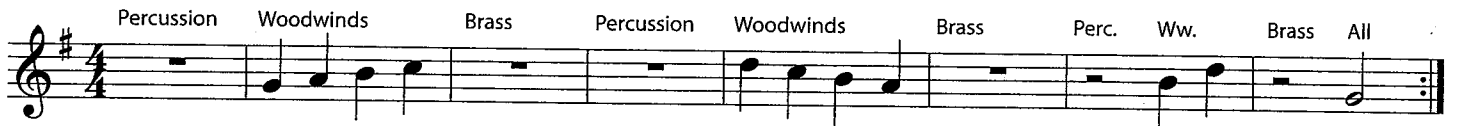
C D C B C B A G A B C B C

**Whole Note****Whole Rest****Whole Rest****Half Rest****20. RHYTHM RAP** *Clap the rhythm while counting and tapping.***21. THE WHOLE THING****Duet**

A composition with two different parts, played together.

**22. SPLIT DECISION – Duet****Key Signature**

The **Key Signature** tells us which notes to play with sharps (#) or flats (b) throughout the music. Your Key Signature indicates the Key of G – play all F's as sharps.

**THEORY****23. MARCH STEPS****24. LISTEN TO OUR SECTIONS****25. LIGHTLY ROW****26. ESSENTIAL ELEMENTS QUIZ** *Draw in the bar lines before you play.*

**Fermata**

Hold the note (or rest) longer than normal.

**27. REACHING HIGHER – New Note**

Practice long tones on each new note.

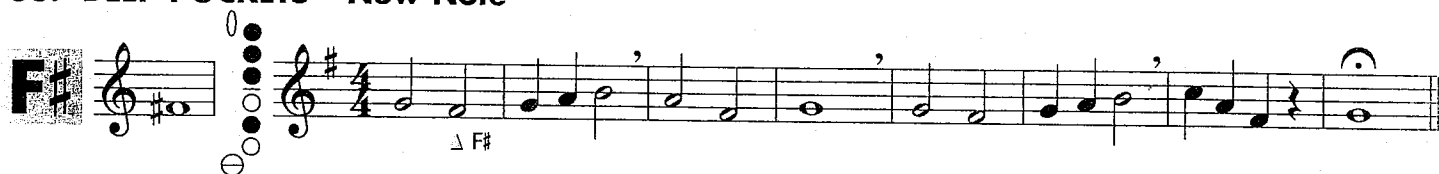
Fermata ∇

**28. AU CLAIRE DE LA LUNE**

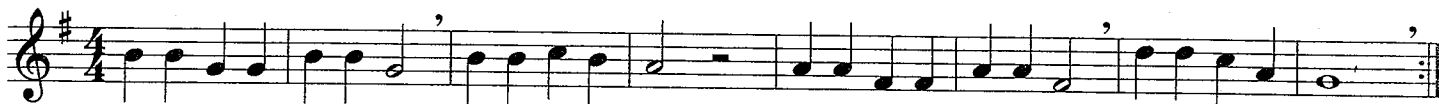
French Folk Song



### 33. DEEP POCKETS – New Note



### 34. DOODLE ALL DAY



### 35. JUMP ROPE



### Pick-Up Notes

One or more notes that come before the first *full* measure. The beats of Pick-Up Notes are subtracted from the last measure.

### 36. A-TISKET, A-TASKET



### Dynamics

*f* – forte (play loudly)    *mf* – mezzo forte (play moderately loud)    *p* – piano (play softly)  
Remember to use full breath support to control your tone at all dynamic levels.

### 37. LOUD AND SOFT



### 38. JINGLE BELLS

Keep your fingers close to the keys, curved naturally.

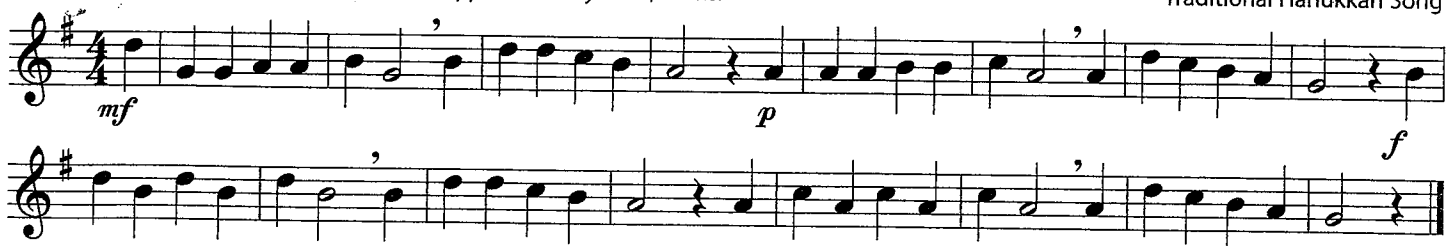
J. S. Pierpont



### 39. MY DREYDL

Use full breath support at all dynamic levels.

Traditional Hanukkah Song

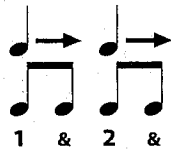




## Eighth Notes



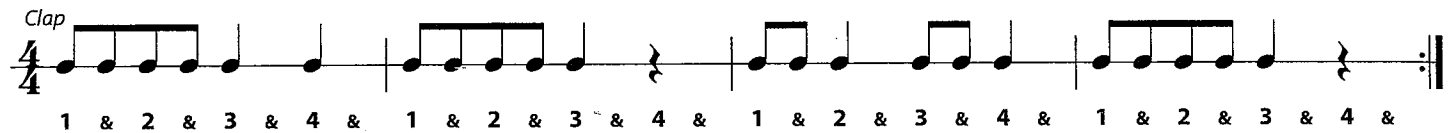
Each Eighth Note =  $\frac{1}{2}$  Beat  
2 Eighth Notes = 1 Beat  
Play on down and up taps.



Two or more Eighth Notes have a *beam* across the stems.



### 40. RHYTHM RAP *Clap the rhythm while counting and tapping.*



### 41. EIGHTH NOTE JAM



### 42. SKIP TO MY LOU

American Folk Song



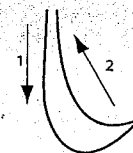
## 2/4 Time Signature



= 2 beats per measure  
= Quarter note gets one beat

## Conducting

Practice conducting this two-beat pattern.



### 46. RHYTHM RAP

Clap

1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 &

### 47. TWO BY TWO

1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 & 1 & 2 &

## Tempo Markings

Tempo is the speed of music. Tempo markings are usually written above the staff, in Italian.

**Allegro** – Fast tempo

**Moderato** – Medium tempo

**Andante** – Slower walking tempo

### 48. HIGH SCHOOL CADETS – March

Allegro

*f*

John Philip Sousa

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### 49. HEY, HO! NOBODY'S HOME – New Note

Moderato

*mf*

## Dynamics

*Crescendo* (gradually louder)

*Decrescendo* or *Diminuendo* (gradually softer)

### 50. CLAP THE DYNAMICS

Clap

*p* *f* *p*

### 51. PLAY THE DYNAMICS

*p* *f* *p*

# PERFORMANCE SPOTLIGHT

## 52. PERFORMANCE WARM-UPS

### 1. TONE BUILDER



# PERFORMANCE SPOTLIGHT

## 55. WHEN THE SAINTS GO MARCHING IN - Band Arrangement

Arr. by John Higgins

**Allegro**

3 Measure number

*mf*

*f*

11

19

This musical score is for a band arrangement of 'When the Saints Go Marching In'. It is in 4/4 time with a key signature of one sharp (F#). The tempo is marked 'Allegro'. The score consists of three staves. The first staff begins with a measure rest followed by a half note F#4, then a quarter note G4, and a half note A4. The second staff continues with a half note B4, a quarter note C5, and a half note D5. The third staff continues with a half note E5, a quarter note F#5, and a half note G5. Dynamics include *mf* and *f*. Measure numbers 3, 11, and 19 are indicated in boxes.

## 56. OLD MACDONALD HAD A BAND - Section Feature

**Allegro**

*mf*

9

*f*

*p*

13

2nd time go on to meas. 13

This musical score is for a section feature of 'Old MacDonald Had a Band'. It is in 4/4 time with a key signature of one sharp (F#). The tempo is marked 'Allegro'. The score consists of three staves. The first staff begins with a half note F#4, then a quarter note G4, and a half note A4. The second staff continues with a half note B4, a quarter note C5, and a half note D5. The third staff continues with a half note E5, a quarter note F#5, and a half note G5. Dynamics include *mf*, *f*, and *p*. Measure numbers 9 and 13 are indicated in boxes. A repeat sign is present at the end of the second staff, with the instruction '2nd time go on to meas. 13'.

## 57. ODE TO JOY (from Symphony No. 9)

Ludwig van Beethoven  
Arr. by John Higgins

**Moderato**

*mf*

9

*p*

13

This musical score is for a section feature of 'Ode to Joy' from Beethoven's Symphony No. 9. It is in 4/4 time with a key signature of one sharp (F#). The tempo is marked 'Moderato'. The score consists of three staves. The first staff begins with a half note F#4, then a quarter note G4, and a half note A4. The second staff continues with a half note B4, a quarter note C5, and a half note D5. The third staff continues with a half note E5, a quarter note F#5, and a half note G5. Dynamics include *mf* and *p*. Measure numbers 9 and 13 are indicated in boxes.

## 58. HARD ROCK BLUES - Encore

John Higgins

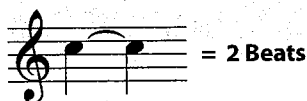
**Allegro**

*f*

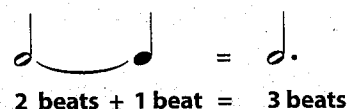
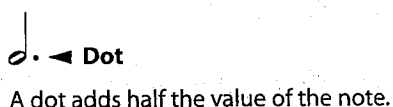
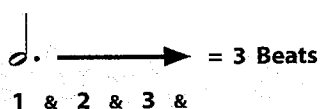
This musical score is for an encore piece titled 'Hard Rock Blues'. It is in 4/4 time with a key signature of one sharp (F#). The tempo is marked 'Allegro'. The score consists of two staves. The first staff begins with a half note F#4, then a quarter note G4, and a half note A4. The second staff continues with a half note B4, a quarter note C5, and a half note D5. The dynamics include *f*.

**Tie**

A curved line connecting notes of the same pitch. Play one note for the combined counts of the tied notes.

**59. FIT TO BE TIED****60. ALOUETTE**

French-Canadian Folk Song

**Dotted Half Note****61. ALOUETTE - THE SEQUEL**

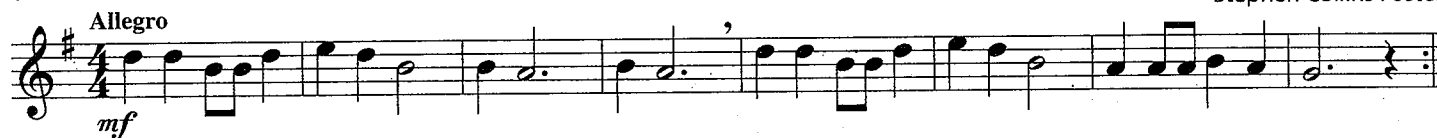
French-Canadian Folk Song

**HISTORY**

American composer **Stephen Collins Foster** (1826–1864) was born near Pittsburgh, PA. He has become the most recognized song writer of his time for works such as "Oh Susanna," which became popular during the California Gold Rush of 1849. Among his most well-known songs are "My Old Kentucky Home" and "Camptown Races."

**62. CAMPTOWN RACES**

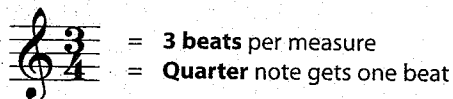
Stephen Collins Foster

**63. NEW DIRECTIONS - New Note****64. THE NOBLES**

Always use a full airstream. Keep fingers above the keys, curved naturally.

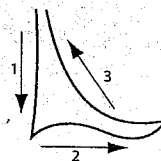
**65. ESSENTIAL ELEMENTS QUIZ**

## 3/4 Time Signature



## Conducting

Practice conducting this three-beat pattern.



THEORY

### 66. RHYTHM RAP



### 67. THREE BEAT JAM



### 68. BARCAROLLE



Norwegian composer **Edvard Grieg** (1843–1907) wrote *Peer Gynt Suite* for a play by Henrik Ibsen in 1875, the year before the telephone was invented by Alexander Graham Bell. "Morning" is a melody from *Peer Gynt Suite*. Music used in plays, or in films and television, is called **incidental music**.

HISTORY

### 69. MORNING (from Peer Gynt)



## Accent



Emphasize the note.

### 70. ACCENT YOUR TALENT

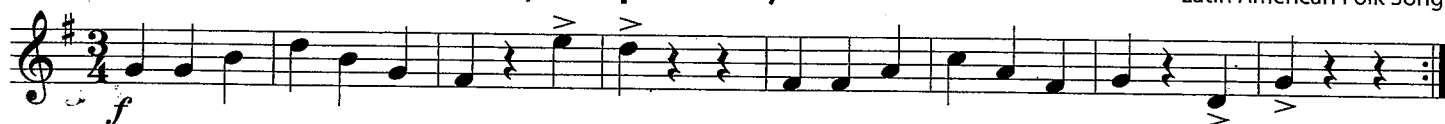


**Latin American music** has its roots in the African, Native American, Spanish and Portuguese cultures. This diverse music features lively accompaniments by drums and other percussion instruments such as maracas and claves. Music from Latin America continues to influence jazz, classical and popular styles of music. "Chiapanecas" is a popular children's dance and game song.

HISTORY

### 71. MEXICAN CLAPPING SONG ("Chiapanecas")

Latin American Folk Song



### 72. ESSENTIAL CREATIVITY

Compose your own music for measures 3 and 4 using this rhythm:



**Accidental**

Any sharp, flat or natural sign which appears in the music without being in the key signature is called an **accidental**.

**Natural**

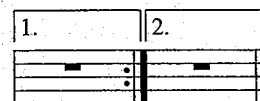
A **natural** sign cancels a flat (b) or sharp (#) and remains in effect for the entire measure.

**73. HOT MUFFINS – New Note**
**74. COSSACK DANCE**
**75. BASIC BLUES – New Note**
**New Key Signature**

This Key Signature indicates the Key of C (no sharps or flats).

**1st & 2nd Endings**

Play through the 1st Ending. Then play the repeated section of music, **skipping** the 1st Ending and playing the 2nd Ending.

**76. HIGH FLYING**

**Japanese folk music** actually has its origins in ancient China. "Sakura, Sakura" was performed on instruments such as the **koto**, a 13-string instrument that is more than 4000 years old, and the **shakuhachi** or bamboo flute. The unique sound of this ancient Japanese melody results from the pentatonic (or five-note) sequence used in this tonal system.

**77. SAKURA, SAKURA – Band Arrangement**

Japanese Folk Song  
Arr. by John Higgins

# 78. UP ON A HOUSETOP

**Allegro**

Check Key Signature

*mf* *f*

Musical score for 'Up on a Housetop' in G major, 4/4 time. It consists of two staves. The first staff has a treble clef and a key signature of one sharp (F#). The tempo is 'Allegro'. The first staff starts with a 'Check Key Signature' instruction. The music begins with a half note G, followed by quarter notes A, B, C, D, E, F#, G. There is a first ending bracket over the last four notes (C, D, E, F#) and a second ending bracket over the last three notes (D, E, F#). The second staff continues the melody with quarter notes G, A, B, C, D, E, F#, G, followed by quarter notes A, B, C, D, E, F#, G, A. The dynamic markings are *mf* and *f*.

# 79. JOLLY OLD ST. NICK - Duet

**Moderato**

A *mf*

B *mf*

Musical score for 'Jolly Old St. Nick' in 2/4 time. It is a duet for two parts, A and B. Both parts start with a treble clef and a key signature of one sharp (F#). The tempo is 'Moderato'. The music begins with a half note G, followed by quarter notes A, B, C, D, E, F#, G. There is a first ending bracket over the last four notes (C, D, E, F#) and a second ending bracket over the last three notes (D, E, F#). The dynamic marking is *mf*.

See page 9 for additional holiday music, MY DREYDL and JINGLE BELLS.

# 80. THE BIG AIRSTREAM - New Note

**G**

*mf* *f*

Musical score for 'The Big Airstream' in 4/4 time. It starts with a large 'G' icon. The music begins with a half note G, followed by quarter notes A, B, C, D, E, F#, G. There is a first ending bracket over the last four notes (C, D, E, F#) and a second ending bracket over the last three notes (D, E, F#). The dynamic markings are *mf* and *f*.

# 81. WALTZ THEME (THE MERRY WIDOW WALTZ)

**Moderato**

*mf* *f*

Franz Lehar

Musical score for 'Waltz Theme (The Merry Widow Waltz)' in 3/4 time. It consists of two staves. The first staff has a treble clef and a key signature of one sharp (F#). The tempo is 'Moderato'. The music begins with a half note G, followed by quarter notes A, B, C, D, E, F#, G. There is a first ending bracket over the last four notes (C, D, E, F#) and a second ending bracket over the last three notes (D, E, F#). The dynamic markings are *mf* and *f*. The composer's name, Franz Lehar, is written at the end of the first staff.

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# 82. AIR TIME

Musical score for 'Air Time' in 4/4 time. It consists of one staff with a treble clef and a key signature of one sharp (F#). The music begins with a half note G, followed by quarter notes A, B, C, D, E, F#, G. There is a first ending bracket over the last four notes (C, D, E, F#) and a second ending bracket over the last three notes (D, E, F#).

# 83. DOWN BY THE STATION

**Allegro**

*mf*

Musical score for 'Down by the Station' in 2/4 time. It consists of one staff with a treble clef and a key signature of one sharp (F#). The tempo is 'Allegro'. The music begins with a half note G, followed by quarter notes A, B, C, D, E, F#, G. There is a first ending bracket over the last four notes (C, D, E, F#) and a second ending bracket over the last three notes (D, E, F#). The dynamic marking is *mf*.

# 84. ESSENTIAL ELEMENTS QUIZ

**Moderato**

*mf* *f* *p*

Musical score for 'Essential Elements Quiz' in 3/4 time. It consists of one staff with a treble clef and a key signature of one sharp (F#). The tempo is 'Moderato'. The music begins with a half note G, followed by quarter notes A, B, C, D, E, F#, G. There is a first ending bracket over the last four notes (C, D, E, F#) and a second ending bracket over the last three notes (D, E, F#). The dynamic markings are *mf*, *f*, and *p*.

# 85. ESSENTIAL CREATIVITY Using these notes, improvise your own rhythms:

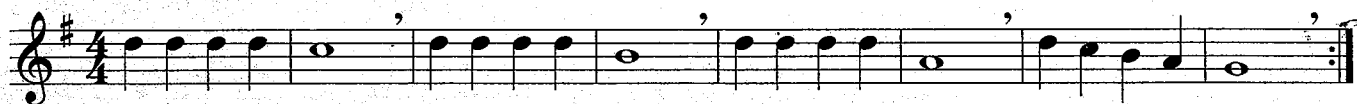
Musical score for 'Essential Creativity' in 4/4 time. It consists of one staff with a treble clef and a key signature of one sharp (F#). The music begins with a half note G, followed by quarter notes A, B, C, D, E, F#, G. There is a first ending bracket over the last four notes (C, D, E, F#) and a second ending bracket over the last three notes (D, E, F#).



# DAILY WARM-UPS

WORK-OUTS FOR TONE & TECHNIQUE

## 86. TONE BUILDER *Use a steady stream of air.*



## 87. RHYTHM BUILDER



## 88. TECHNIQUE TRAX *Roll your thumb up to the octave key. Always keep your thumb on the left thumb key.*



## 89. CHORALE *(Adapted from Cantata 147)*

Johann Sebastian Bach



THEORY

## Theme and Variations

A musical form featuring a **theme**, or primary melody, followed by **variations**, or altered versions of the theme.

## 90. VARIATIONS ON A FAMILIAR THEME



## D.C. al Fine

At the **D.C. al Fine** play again from the beginning, stopping at **Fine** (fee'- nay).  
D.C. is the abbreviation for **Da Capo**, or "to the beginning," and **Fine** means "the end."

## 91. BANANA BOAT SONG

Moderato



Caribbean Folk Song

D.C. al Fine

**Sharp**

A **sharp** sign raises the pitch of a note by a half-step. The note C-sharp sounds a half-step above C, and all C's become C-sharps for the rest of the measure where they occur.

**92. RAZOR'S EDGE – New Note****93. THE MUSIC BOX**

**African-American spirituals** originated in the 1700's, midway through the period of slavery in the United States. One of the largest categories of true American folk music, these primarily religious songs were sung and passed on for generations without being written down. The first collection of spirituals was published in 1867, four years after The Emancipation Proclamation was signed into law.

**94. EZEKIEL SAW THE WHEEL****Slur**

A curved line which connects notes of different pitch. Tongue only the first note in a **slur**.

**95. SMOOTH OPERATOR**

Δ Slur 2 notes – tongue only the first.

**96. GLIDING ALONG**

Δ Slur 4 notes – tongue only the first.

**Ragtime** is an American music style that was popular from the 1890's until the time of World War I. This early form of jazz brought fame to pianists like "Jelly Roll" Morton and Scott Joplin, who wrote "The Entertainer" and "Maple Leaf Rag." Surprisingly, the style was incorporated into some orchestral music by Igor Stravinsky and Claude Debussy. The trombones now learn to play a *glissando*, a technique used in ragtime and other styles of music.

**97. TROMBONE RAG****98. ESSENTIAL ELEMENTS QUIZ**

## 99. TAKE THE LEAD - New Note

Musical notation for 'TAKE THE LEAD - New Note'. It features a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody starts with a half note F#4, followed by a quarter note G#4, and then a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. There are two breath marks (triangles) above the staff, one above the F#4 and one above the C4.

### THEORY

## Phrase

A musical "sentence" which is often 2 or 4 measures long. Try to play a **phrase** in one breath.

## 100. THE COLD WIND

Musical notation for 'THE COLD WIND'. It features a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody is divided into two phrases by a breath mark. The first phrase starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. The second phrase starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. The dynamics are marked *p* (piano) at the beginning and *mf* (mezzo-forte) in the middle.

## 101. PHRASEOLOGY

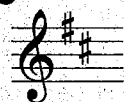
Write in the breath mark(s) between the phrases.

Musical notation for 'PHRASEOLOGY'. It features a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The melody is divided into three phrases by breath marks. The first phrase starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. The second phrase starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. The third phrase starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. The dynamics are marked *f* (forte) at the beginning and *p* (piano) in the middle.

### THEORY

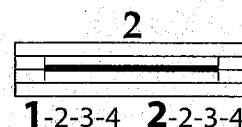
## New Key Signature

This **Key Signature** indicates the **Key of D** – play all F's and C's as sharps.



## Multiple Measure Rest

The number above the staff tells you how many full measures to rest. Count each measure of rest in sequence:



## 102. SATIN LATIN

Musical notation for 'SATIN LATIN'. It features a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody is divided into two phrases by a breath mark. The first phrase starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. The second phrase starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. The dynamics are marked *mf* (mezzo-forte) at the beginning and *f* (forte) in the middle. The tempo is marked *Allegro*.

### HISTORY

German composer **Johann Sebastian Bach** (1685–1750) was part of a large family of famous musicians and became the most recognized composer of the Baroque era. Beginning as a choir member, Bach soon became an organist, a teacher, and a prolific composer, writing more than 600 masterworks. This *Minuet*, or dance in 3/4 time, was written as a teaching piece for use with an early form of the piano.

## 103. MINUET - Duet

Johann Sebastian Bach

Musical notation for 'MINUET - Duet'. It features a treble clef, a key signature of one sharp (F#), and a 3/4 time signature. The melody is divided into two parts, A and B. Part A starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. Part B starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. The dynamics are marked *mf* (mezzo-forte) at the beginning and *f* (forte) in the middle. The tempo is marked *Moderato*.

## 104. ESSENTIAL CREATIVITY

This melody can be played in 3/4 or 4/4. Pencil in either time signature, draw the bar lines and play. Now erase the bar lines and try the other time signature. Do the phrases sound different?

Musical notation for 'ESSENTIAL CREATIVITY'. It features a treble clef, a key signature of one sharp (F#), and a 4/4 time signature. The melody is divided into two phrases by a breath mark. The first phrase starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4. The second phrase starts with a half note F#4 and a quarter note G#4, followed by a series of eighth notes: A4, B4, C5, B4, A4, G#4, F#4, E4, D4, C4.

# 105. NATURALLY



Austrian composer **Franz Peter Schubert** (1797–1828) lived a shorter life than any other great composer, but he created an incredible amount of music: more than 600 art-songs (concert music for voice and accompaniment), ten symphonies, chamber music, operas, choral works and piano pieces. His “March Militaire” was originally a piano duet.

HISTORY

# 106. MARCH MILITAIRE

Allegro

Franz Schubert



**Flat**



A **flat** sign lowers the pitch of a note by a half-step. The note B-flat sounds a half-step below B, and all B's become B-flats for the rest of the measure where they occur.

THEORY

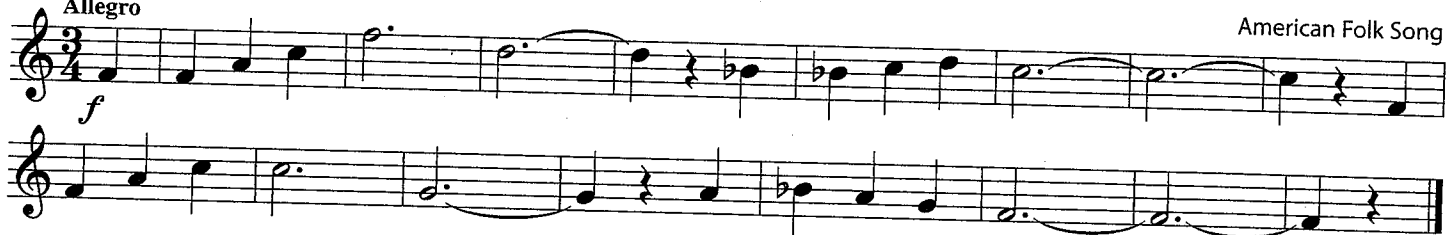
# 107. THE FLAT ZONE – New Note



# 108. ON TOP OF OLD SMOKEY

Allegro

American Folk Song



**Boogie-woogie** is a style of the **blues**, and it was first recorded by pianist Clarence “Pine Top” Smith in 1928, one year after Charles Lindbergh’s solo flight across the Atlantic. A form of jazz, blues music features altered notes and is usually written in 12-measure verses, like “Bottom Bass Boogie.”

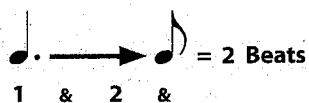
HISTORY

# 109. BOTTOM BASS BOOGIE – Duet

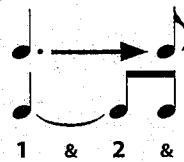
Allegro



## Dotted Quarter & Eighth Notes

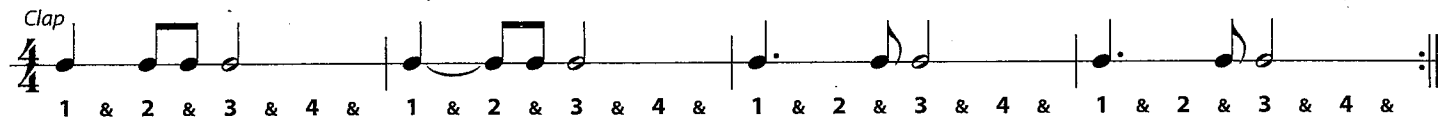


A dot adds half the value of the quarter note.



A single eighth note has a flag on the stem.

### 110. RHYTHM RAP



### 111. THE DOT ALWAYS COUNTS



### 112. ALL THROUGH THE NIGHT



### 113. SEA CHANTY

Always use a full airstream.

English Folk Song



### 114. SCARBOROUGH FAIR

English Folk Song



### 115. RHYTHM RAP



### 116. THE TURNAROUND



### 117. ESSENTIAL ELEMENTS QUIZ - AULD LANG SYNE

Scottish Folk Song



# PERFORMANCE SPOTLIGHT

## Solo with Piano Accompaniment

You can perform this solo with or without a piano accompanist. Play it for the band, the school or your family. It is part of **Symphony No. 9 ("From The New World")** by Czech composer **Antonin Dvorák** (1841–1904). He wrote it while visiting America in 1893, and was inspired to include melodies from American folksongs and spirituals. This is the **Largo** (or "very slow tempo") theme.

### 118. THEME FROM "NEW WORLD SYMPHONY"

**Largo** 4 5  $\triangleleft$  Measure number Antonin Dvorák

*p* *mf* *p* *p* *p*

### Piano Accompaniment

**Largo** 5

*p* *f* *p* *mf* *p* *mf* *p*

Great musicians give encouragement to fellow performers. On this page, clarinetists learn their instruments' upper register in the "Grenadilla Gorilla Jumps" (named after the grenadilla wood used to make clarinets). Brass players learn lip slurs, a new warm-up pattern. The success of your band depends on everyone's effort and encouragement.

### 119. GRENADILLA GORILLA JUMP No. 1



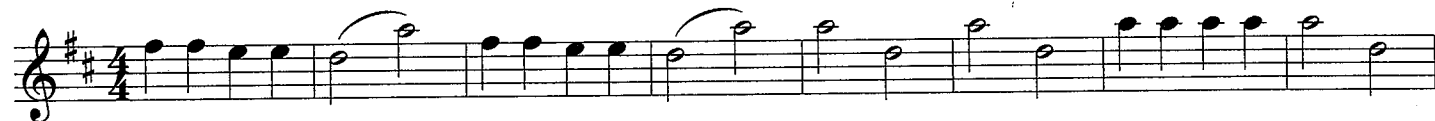
### 120. JUMPIN' UP AND DOWN



### 121. GRENADILLA GORILLA JUMP No. 2 - New Note



### 122. JUMPIN' FOR JOY



### 123. GRENADILLA GORILLA JUMP No. 3

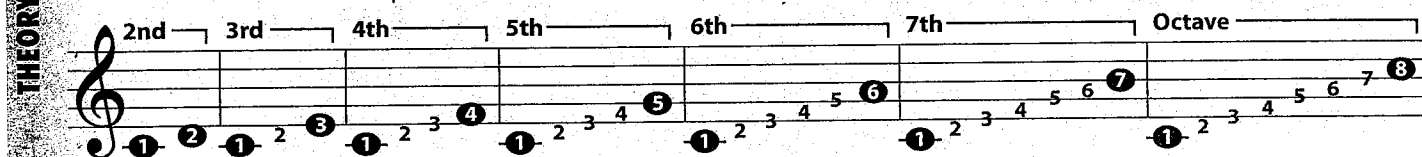


### 124. JUMPIN' JACKS



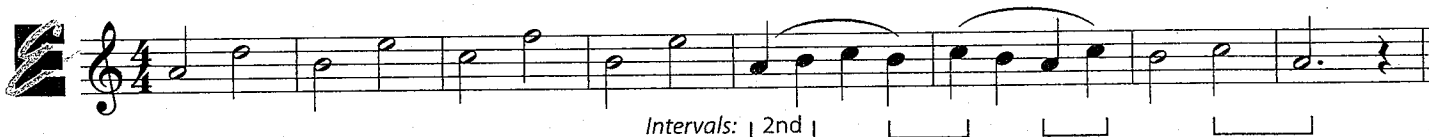
### Interval

The distance between two pitches is an **interval**. Starting with "1" on the lower note, count each line and space between the notes. The number of the higher note is the distance of the interval.

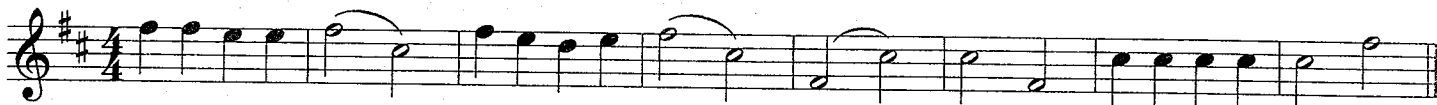


### 125. ESSENTIAL ELEMENTS QUIZ

Write in the numbers of the intervals, counting up from the lower notes.



# 126. GRENADILLA GORILLA JUMP No. 4



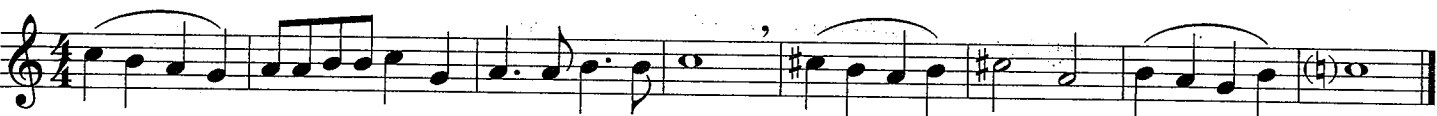
# 127. THREE IS THE COUNT



# 128. GRENADILLA GORILLA JUMP No. 5



# 129. TECHNIQUE TRAX



# 130. CROSSING OVER



## Trio

A **trio** is a composition with three parts played together. Practice this trio with two other players and listen for the 3-part harmony.

# 131. KUM BAH YAH - Trio *Always check the key signature.*

African Folk Song





# Repeat Signs



Repeat the section of music enclosed by the **repeat signs**.  
(If 1st and 2nd endings are used, they are played as usual — but go back only to the first repeat sign, not to the beginning.)

## 132. MICHAEL ROW THE BOAT ASHORE

African-American Spiritual

*Andante*  
*mf*

## 133. AUSTRIAN WALTZ

Austrian Folk Song

*Moderato*  
*f*

## 134. BOTANY BAY

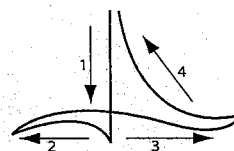
Australian Folk Song

*Allegro*  
*mf*

**C Time Signature**

## Conducting

Practice conducting this four-beat pattern.



## 135. TECHNIQUE TRAX *Practice at all dynamic levels.*

## 136. FINLANDIA

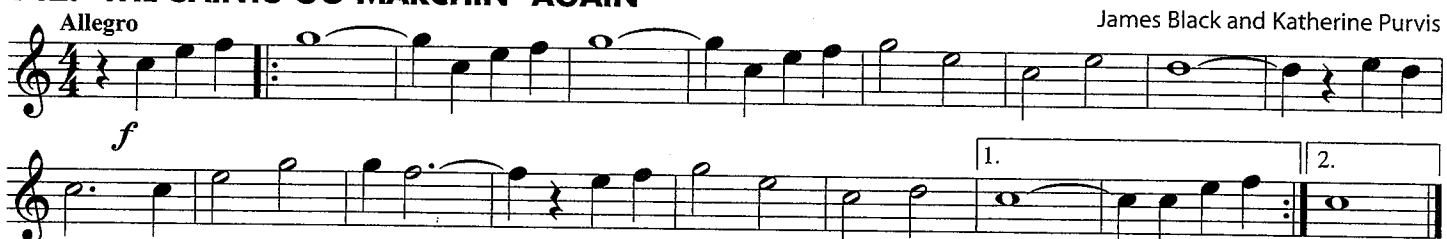
Jean Sibelius

*Andante*  
*p*

© Breitkopf & Haertel, Wiesbaden - Leipzig

## 137. ESSENTIAL CREATIVITY

Create your own variations by penciling in a dot and a flag to change the rhythm of any measure from to or

**138. EASY GORILLA JUMPS****139. TECHNIQUE TRAX** *Always check the key signature.***140. MORE TECHNIQUE TRAX****141. GERMAN FOLK SONG****142. THE SAINTS GO MARCHIN' AGAIN****143. LOWLAND GORILLA WALK****144. SMOOTH SAILING****145. MORE GORILLA JUMPS****146. FULL COVERAGE**

## Scale

A **scale** is a sequence of notes in ascending or descending order. Like a musical "ladder," each step is the next consecutive note in the key. This scale is in your Key of G (one sharp), so the top and bottom notes are both G's. The interval between the G's is an octave.

### 147. CONCERT B $\flat$ SCALE (Alto Saxophone – G SCALE)

Scale Steps: 1 2 3 4 5 6 7 8 7 6 5 4 3 2 1

Octave

## Chord & Arpeggio

When two or more notes are played together, they form a **chord** or **harmony**. This G chord is built from the 1st, 3rd and 5th steps of the G scale. The 8th step is the same as the 1st, but it is an octave higher. An **arpeggio** is a "broken" chord whose notes are played individually.

### 148. IN HARMONY Divide the notes of the chords between band members and play together. Does the arpeggio sound like a chord?

Chord

Arpeggio

Chord

Arpeggio

### 149. SCALE AND ARPEGGIO

Scale

Arpeggio

Scale

Arpeggio

Austrian composer **Franz Josef Haydn** (1732–1809) wrote 104 symphonies. Many of these works had nicknames and included brilliant, unique effects for their time. His Symphony No. 94 was named "The Surprise Symphony" because the soft second movement included a sudden loud dynamic, intended to wake up an often sleepy audience. Pay special attention to dynamics when you play this famous theme.

### 150. THEME FROM "SURPRISE SYMPHONY"

Franz Josef Haydn

Andante

*p*

*f*

*p*

*mf*

### 151. ESSENTIAL ELEMENTS QUIZ – THE STREETS OF LAREDO

American Folk Song

Write in the note names before you play.

*mf*

1.

2.

# PERFORMANCE SPOTLIGHT

## 152. SCHOOL SPIRIT – Band Arrangement

W.T. Purdy  
Arr. by John Higgins

March Style

5 Measure Number

*f* *mf*

13 21 29

1. 2.

### Soli

When playing music marked **Soli**, you are part of a group "solo" or group feature. Listen carefully in "Carnival of Venice," and name the instruments that play the **Soli** part at each indicated measure number.

## 153. CARNIVAL OF VENICE – Band Arrangement

Julius Benedict  
Arr. by John Higgins

Allegro

*mf* *f*

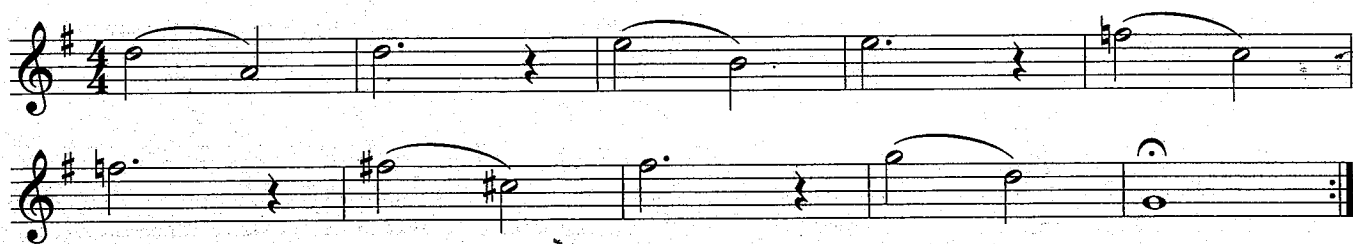
*Soli* 13 *mf*

*end Soli* 21 8 29 8 37 7

45 *p* *mf*

*f*

## 154. RANGE AND FLEXIBILITY BUILDER



## 155. TECHNIQUE TRAX



## 156. CHORALE

Johann Sebastian Bach



### HISTORY

The traditional Hebrew melody "Hatikvah" has been Israel's national anthem since the nation's inception. At the Declaration of State in 1948, it was sung by the gathered assembly during the opening ceremony and played by members of the Palestine Symphony Orchestra at its conclusion.

## 157. HATIKVAH

Israeli National Anthem



# **Eighth Note & Eighth Rest**

 = 1/2 beat of sound  
 = 1/2 beat of silence



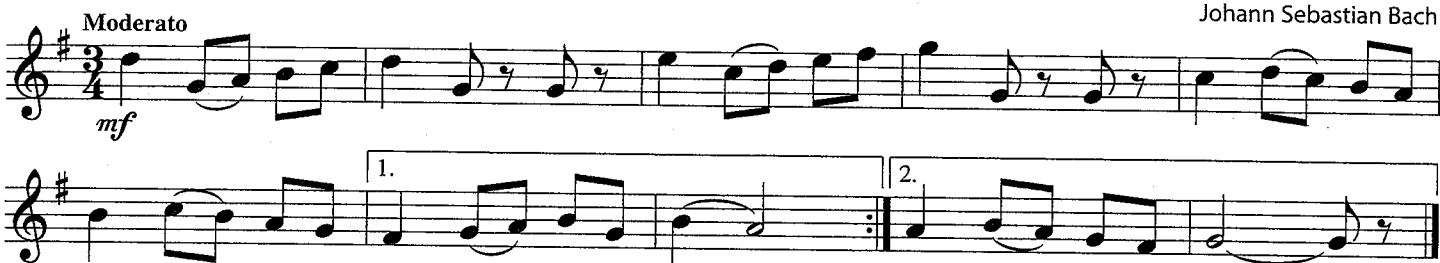
## **158. RHYTHM RAP**



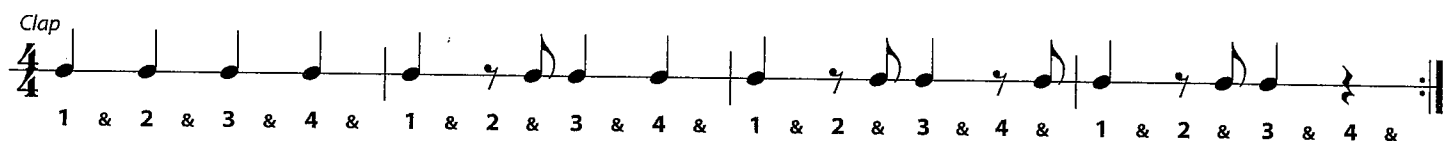
## **159. EIGHTH NOTE MARCH**



## **160. MINUET**



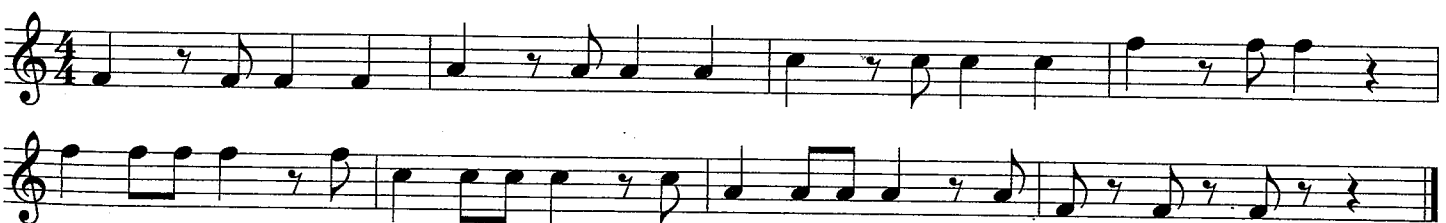
## **161. RHYTHM RAP**



## **162. EIGHTH NOTES OFF THE BEAT**



## **163. EIGHTH NOTE SCRAMBLE**



## **164. ESSENTIAL ELEMENTS QUIZ**



# 165. DANCING MELODY – New Note



## HISTORY

American composer and conductor **John Philip Sousa** (1854–1932) wrote 136 marches. Known as “The March King,” Sousa wrote *The Stars And Stripes Forever*, *Semper Fidelis*, *The Washington Post* and many other patriotic works. Sousa’s band performed all over the country, and his fame helped boost the popularity of bands in America. Here is a melody from his famous *El Capitan* operetta and march.

# 166. EL CAPITAN

John Philip Sousa



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## HISTORY

“O Canada,” formerly known as the “National Song,” was first performed during 1880 in French Canada. Robert Stanley Weir translated the English language version in 1908, but it was not adopted as the national anthem of Canada until 1980, one hundred years after its premiere.

# 167. O CANADA

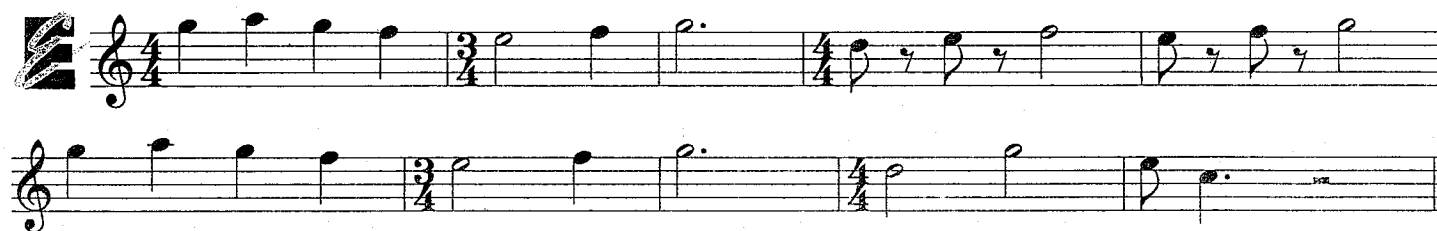
Calixa Lavallee,

l’Hon. Judge Routhier  
and Justice R.S. Weir



# 168. ESSENTIAL ELEMENTS QUIZ – METER MANIA

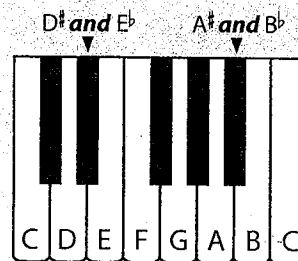
Count and clap before playing. Can you conduct this?



## Enharmonics

Two notes that are written differently, but sound the same (and played with the same fingering) are called **enharmonics**. Your fingering chart on pages 46–47 shows the fingerings for the enharmonic notes on your instrument.

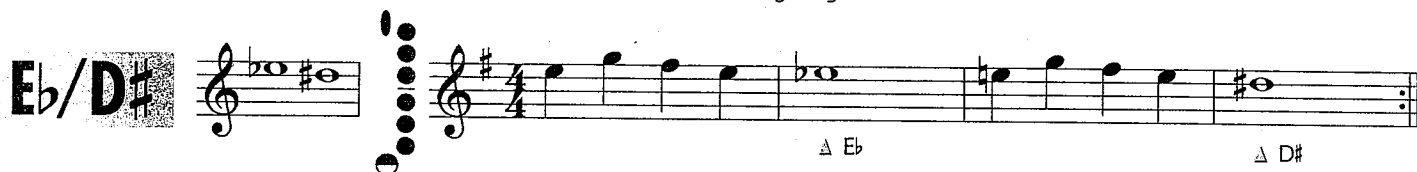
On a piano keyboard, each black key is both a flat and a sharp:



THEORY

### 169. SNAKE CHARMER

Enharmonic notes use the same fingering.



### 170. DARK SHADOWS



### 171. CLOSE ENCOUNTERS

Enharmonic notes use the same fingering.



### 172. MARCH SLAV



### 173. NOTES IN DISGUISE



## Chromatic Notes

**Chromatic notes** are altered with sharps, flats and natural signs which are not in the key signature. The smallest distance between two notes is a half-step, and a scale made up of consecutive half-steps is called a **chromatic scale**.

THEORY

### 174. HALF-STEPPIN'



Alternate fingering

F# Alternate fingering



French composer **Camille Saint-Saëns** (1835–1921) wrote music for virtually every medium: operas, suites, symphonies and chamber works. The “Egyptian Dance” is one of the main themes from his famous opera *Samson et Delilah*. The opera was written in the same year that Thomas Edison invented the phonograph—1877.

### 175. EGYPTIAN DANCE Watch for enharmonics.

Camille Saint-Saëns

**Allegro**

*mf*

Δ F# Alt.

### 176. SILVER MOON BOAT

Chinese Folk Song

**Largo**

*mf*

*f* *p*

Fine

D.C. al Fine

German composer **Ludwig van Beethoven** (1770–1827) is considered to be one of the world's greatest composers, despite becoming completely deaf in 1802. Although he could not hear his music the way we can, he could “hear” it in his mind. As a testament to his greatness, his Symphony No. 9 (p. 13) was performed as the finale to the ceremony celebrating the reunification of Germany in 1990. This is the theme from his Symphony No. 7, second movement.

### 177. THEME FROM SYMPHONY NO. 7 – Duet

Ludwig van Beethoven

**Allegro (moderately fast)**

*p*

*p*

9

*mf*

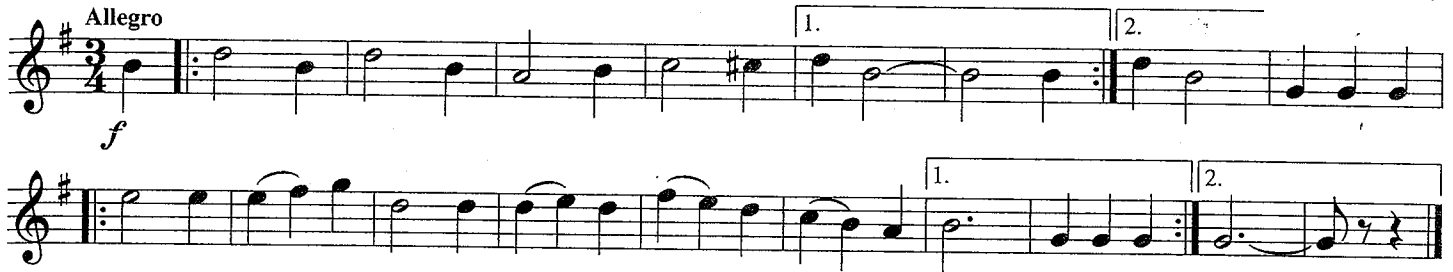
*mf*

1. 2.

Russian composer **Peter Illyich Tchaikovsky** (1840–1893) wrote six symphonies and hundreds of other works including *The Nutcracker* ballet. He was a master at writing brilliant settings of folk music, and his original melodies are among the most popular of all time. His *1812 Overture* and *Capriccio Italien* were both written in 1880, the year after Thomas Edison developed the practical electric light bulb.

### 178. CAPRICCIO ITALIEN *Always check the key signature.*

Peter Illyich Tchaikovsky



### 179. AMERICAN PATROL

F.W. Meacham

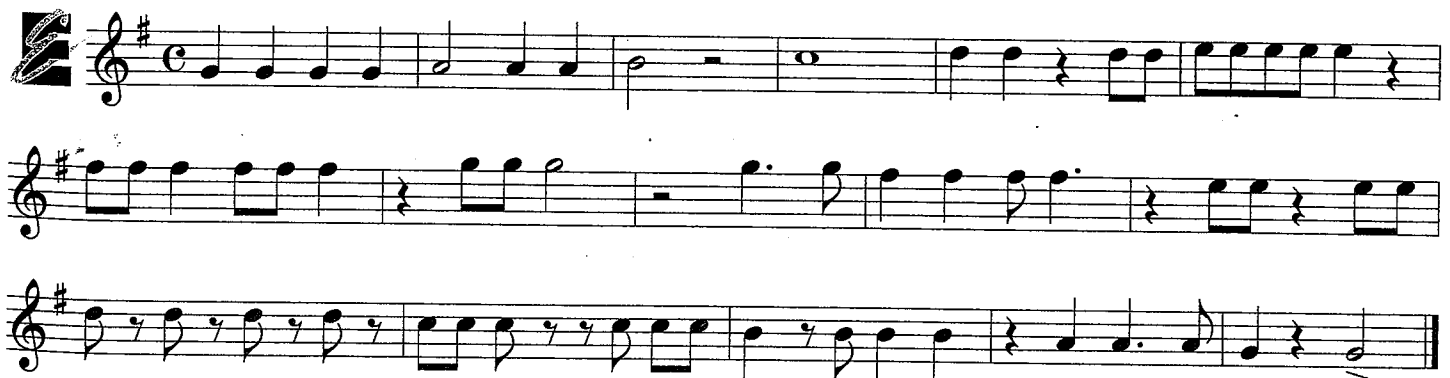


### 180. WAYFARING STRANGER

African-American Spiritual



### 181. ESSENTIAL ELEMENTS QUIZ – SCALE COUNTING CONQUEST



Samuel A. Ward  
Arr. by John Higgins

Maestoso

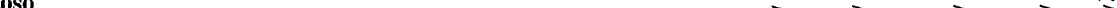
*f* *p*

7 Andante

[illegible] $f$ 

The first staff of music is written on a single five-line staff. It begins with a treble clef and a mezzo-forte (*mf*) dynamic marking. The melody consists of the following notes: a dotted quarter note G4, an eighth note A4, a quarter note B4, a dotted quarter note C5, an eighth note B4, a quarter note A4, a dotted quarter note G4, an eighth note F#4, a quarter note E4, a dotted half note D4, a whole note C4, a dotted half note B3, a whole note A3, a dotted half note G3, and a whole note F3. The staff concludes with a repeat sign.

25 **Maestoso**



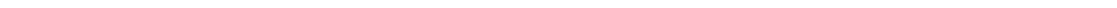
Latin American Folk Song  
Arr. by John Higgins

**Latin Rock** Arr. by John Higgins

*f* *mf*

*mf*

13

[illegible]

2.

[illegible]

# PERFORMANCE SPOTLIGHT

## 184. THEME FROM 1812 OVERTURE - Band Arrangement

Peter Illyich Tchaikovsky  
Arr. by John Higgins

**Allegro**

*f* *p* *detached* *mf* *f*

10 18 26 34 42

# PERFORMANCE SPOTLIGHT

## Solo with Piano Accompaniment

Performing for an audience is an exciting part of being involved in music. This solo is based on *Serenade in G Major, K. 525*, also known as "Eine Kleine Nachtmusik" ("A Little Night Music"). **Wolfgang Amadeus Mozart** wrote this piece in 1787, the same year the American Constitution was signed into law. You and a piano accompanist can perform this for the band or at other school and community events.

### 185. EINE KLEINE NACHTMUSIK - Solo (Concert Eb version)

Wolfgang Amadeus Mozart  
Arr. by John Higgins

**Alto Sax** **Piano**

**Allegro**

**3**

**f**

**mf**

**f**

**13**

**p**

**p**

**1. mf**

**2. f**

**1. mf**

**2. f**

# DUETS

Here is an opportunity to get together with a friend and enjoy playing music. The other player does not have to play the same instrument as you. Try to exactly match each other's rhythm, pitch and tone quality. Eventually, it may begin to sound like the two parts are being played by one person! Later, try switching parts.

## 186. SWING LOW, SWEET CHARIOT – Duet

African-American Spiritual

Andante

*p*

*p*

Fine

*mf*

*mf*

D.C. al Fine

## 187. LA BAMBA – Duet

Mexican Folk Song

Allegro

*f*

*f*

Fine

D.C. al Fine

*p*

*p*

# RUBANK® SCALE AND ARPEGGIO STUDIES

**ALTO SAXOPHONE KEY OF G (CONCERT B $\flat$ )** *In this key signature, play all F $\sharp$ 's.*

1.



2.



3.



4.



**ALTO SAXOPHONE KEY OF C (CONCERT E $\flat$ )**

1.



2.



3.



4.



# RUBANK® SCALE AND ARPEGGIO STUDIES

## ALTO SAXOPHONE KEY OF D (CONCERT F) *In this key signature, play all F#'s and C#'s.*

1.



2.



3.



4.



## ALTO SAXOPHONE KEY OF F (CONCERT A $\flat$ ) *In this key signature, play all B $\flat$ 's.*

1.



2.



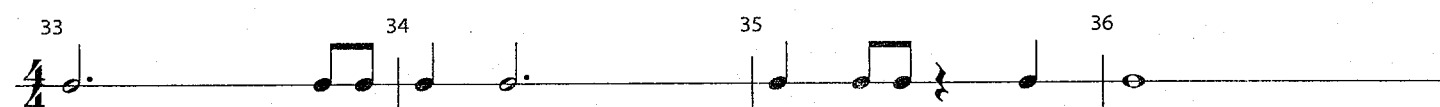
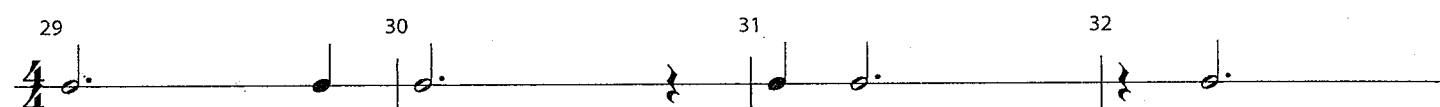
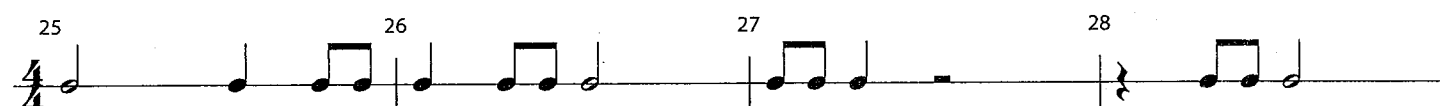
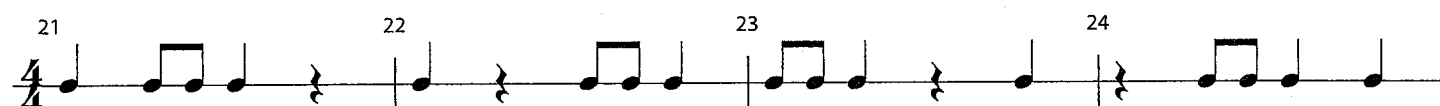
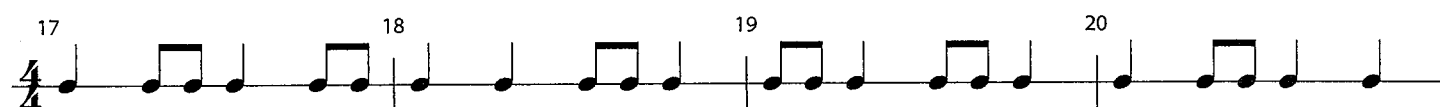
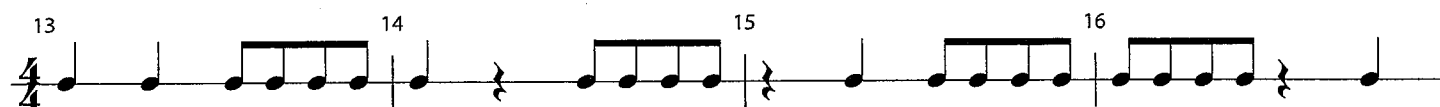
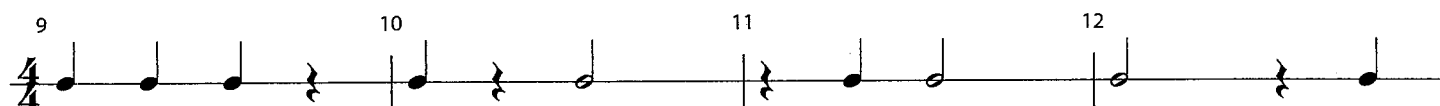
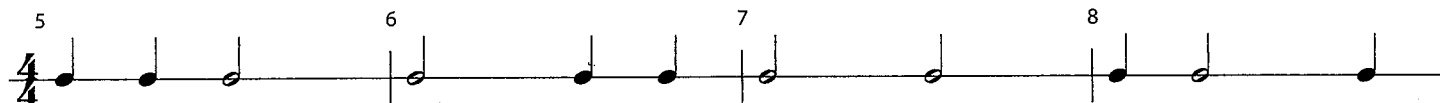
3.



4.





 **RHYTHM STUDIES**

 **RHYTHM STUDIES**

37 38 39 40

41 42 43 44

45 46 47 48

49 50 51 52

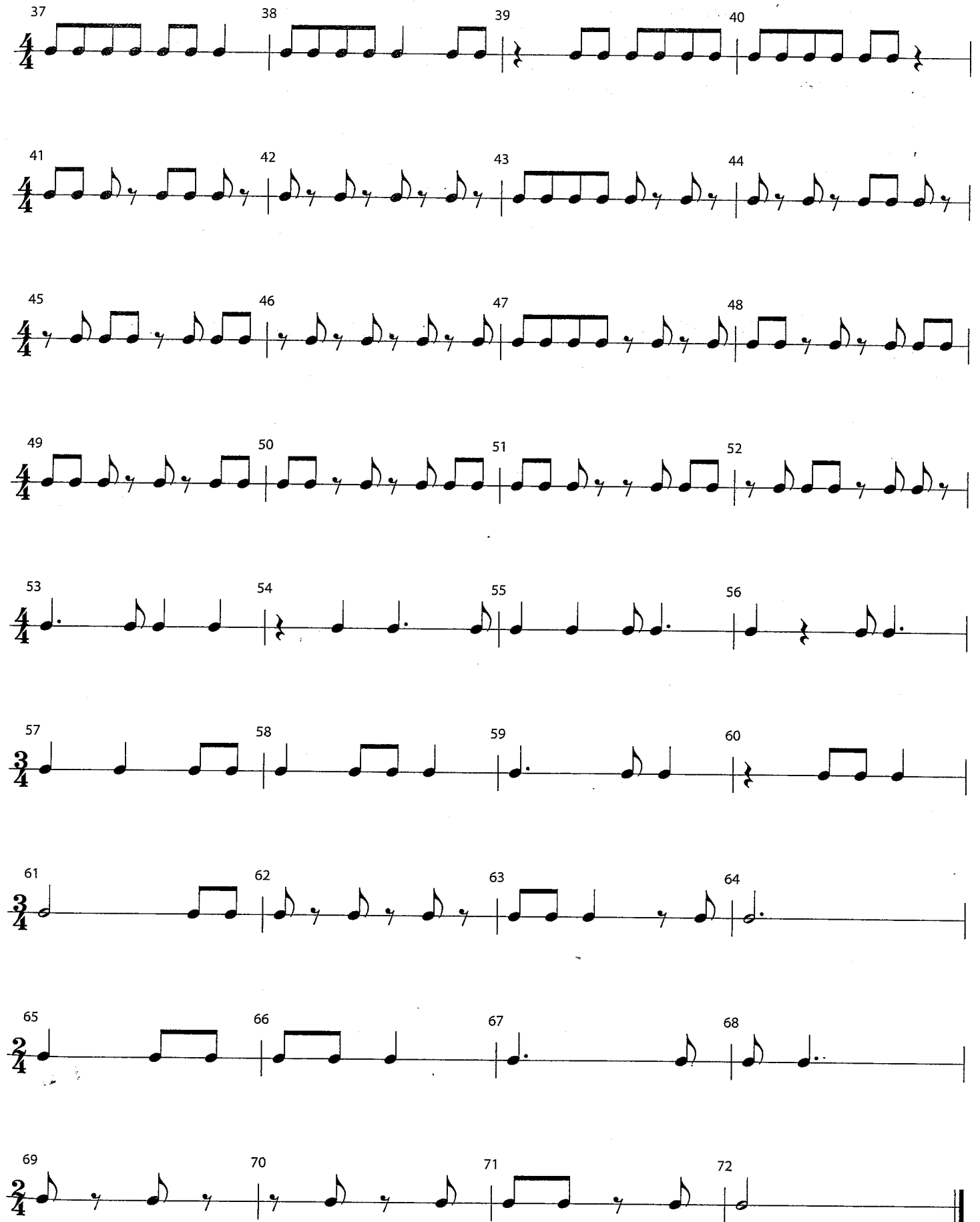
53 54 55 56

57 58 59 60

61 62 63 64

65 66 67 68

69 70 71 72



# CREATING MUSIC

## THEORY

### Composition

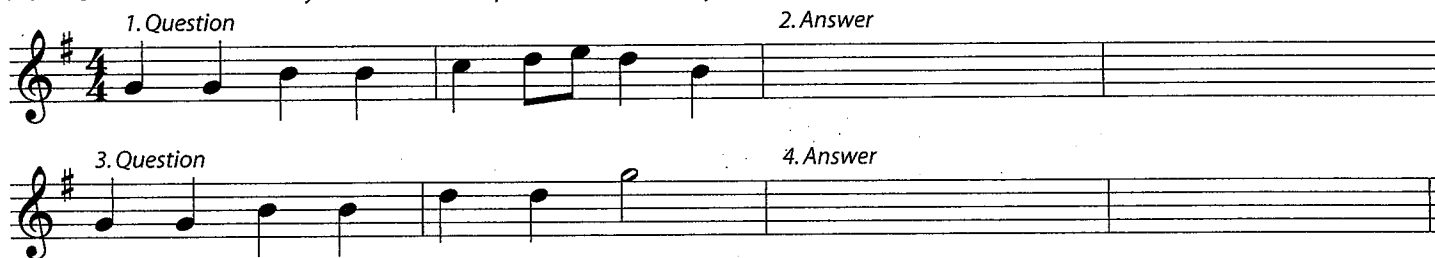
**Composition** is the art of writing original music. A composer often begins by creating a melody made up of individual **phrases**, like short musical "sentences." Some melodies have phrases that seem to answer or respond to "question" phrases, as in Beethoven's *Ode To Joy*. Play this melody and listen to how phrases 2 and 4 give slightly different answers to the same question (phrases 1 and 3).

#### 1. ODE TO JOY

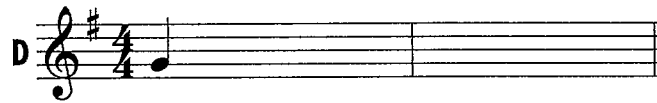
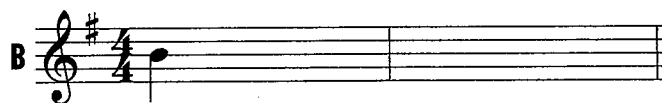
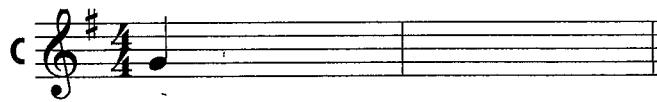
Ludwig van Beethoven



#### 2. Q. AND A. Write your own "answer" phrases in this melody.

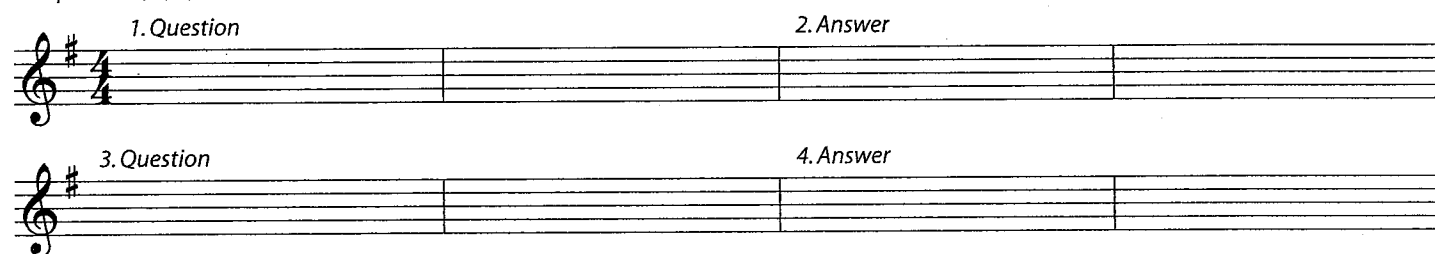


#### 3. PHRASE BUILDERS Write 4 different phrases using the rhythms below each staff.



#### 4. YOU NAME IT:

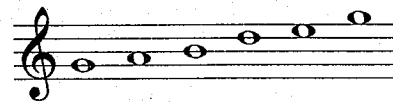
Pick phrase A, B, C, or D from above, and write it as the "Question" for phrases 1 and 3 below. Then write 2 different "Answers" for phrases 2 and 4.



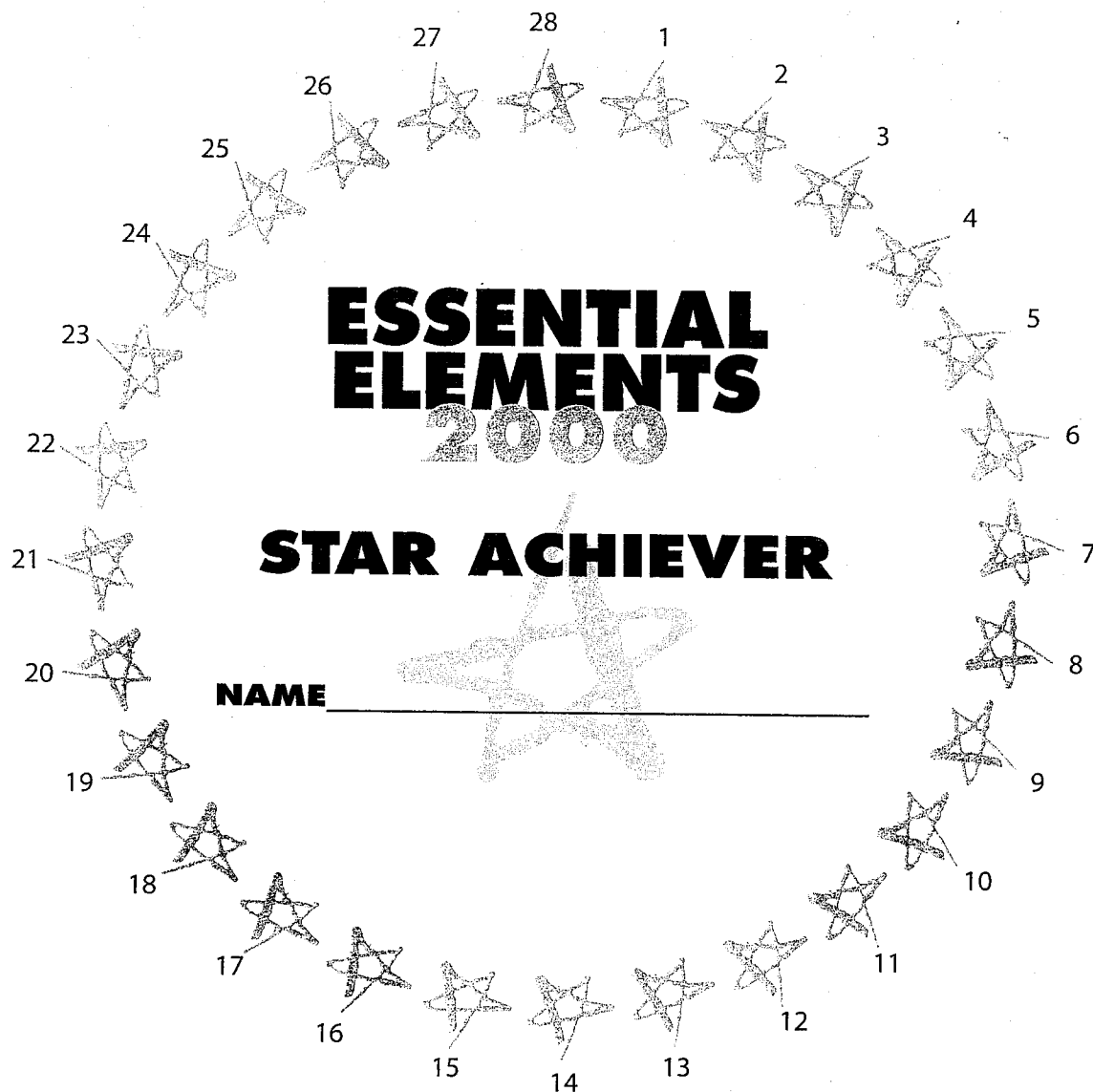
## THEORY

### Improvisation

**Improvisation** is the art of freely creating your own melody as you play. Use these notes to play your own melody (Line A), to go with the accompaniment (Line B).



**Y**ou can mark your progress through the book on this page. Fill in the stars as instructed by your band director.



- |                                            |                                            |
|--------------------------------------------|--------------------------------------------|
| 1. Page 2–3, The Basics                    | 15. Page 22, EE Quiz, No. 117              |
| 2. Page 5, EE Quiz, No. 13                 | 16. Page 23, Performance Spotlight         |
| 3. Page 6, EE Quiz, No. 19                 | 17. Page 24, EE Quiz, No. 125              |
| 4. Page 7, EE Quiz, No. 26                 | 18. Page 26, Essential Creativity, No. 137 |
| 5. Page 8, EE Quiz, No. 32                 | 19. Page 28, No. 149                       |
| 6. Page 10, EE Quiz, No. 45                | 20. Page 28, EE Quiz, No. 151              |
| 7. Page 12–13, Performance Spotlight       | 21. Page 29, Performance Spotlight         |
| 8. Page 14, EE Quiz, No. 65                | 22. Page 31, EE Quiz, No. 164              |
| 9. Page 15, Essential Creativity, No. 72   | 23. Page 32, EE Quiz, No. 168              |
| 10. Page 17, EE Quiz, No. 84               | 24. Page 33, No. 174                       |
| 11. Page 17, Essential Creativity, No. 85  | 25. Page 35, EE Quiz, No. 181              |
| 12. Page 19, EE Quiz, No. 98               | 26. Page 36, Performance Spotlight         |
| 13. Page 20, Essential Creativity, No. 104 | 27. Page 37, Performance Spotlight         |
| 14. Page 21, No. 109                       | 28. Page 38, Performance Spotlight         |

# FINGERING CHART

**E $\flat$  ALTO SAXOPHONE**

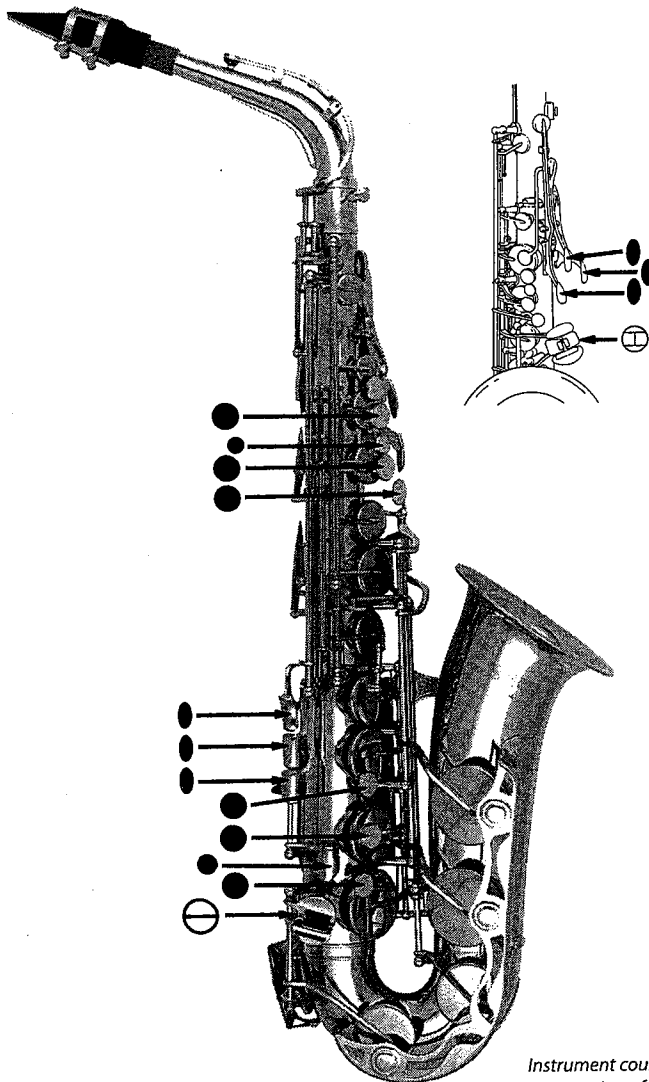
## Instrument Care Reminders

Before putting your instrument back in its case after playing, do the following:

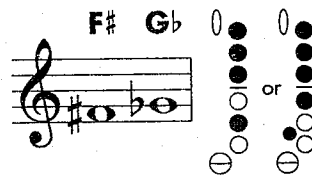
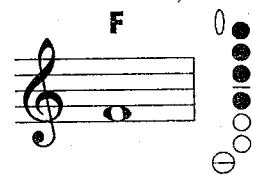
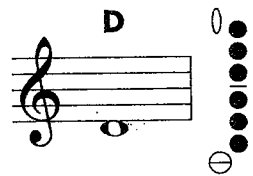
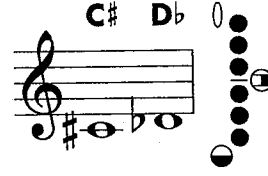
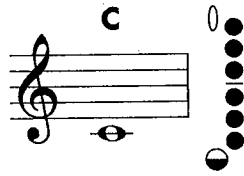
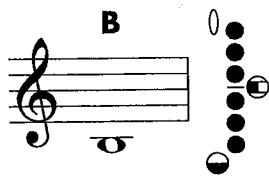
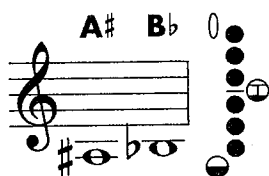
- Remove the reed, wipe off excess moisture and return it to the reed case.
- Remove the mouthpiece and wipe the inside with a clean cloth. Once a week, wash the mouthpiece with warm tap water. Dry thoroughly.
- Loosen the neck screw and remove the neck. Shake out excess moisture and dry the neck with a neck cleaner.
- Drop the weight of a chamois or cotton swab into the bell. Pull the swab through the body several times. Return the instrument to its case.
- Your case is designed to hold only specific objects. If you try to force anything else into the case, it may damage your instrument.

○ = Open  
● = Pressed down

The most common fingering appears first when two fingerings are shown.



Instrument courtesy of Yamaha Corporation of America, Band and Orchestral Division



# FINGERING CHART

## E♭ ALTO SAXOPHONE

