TENOR 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

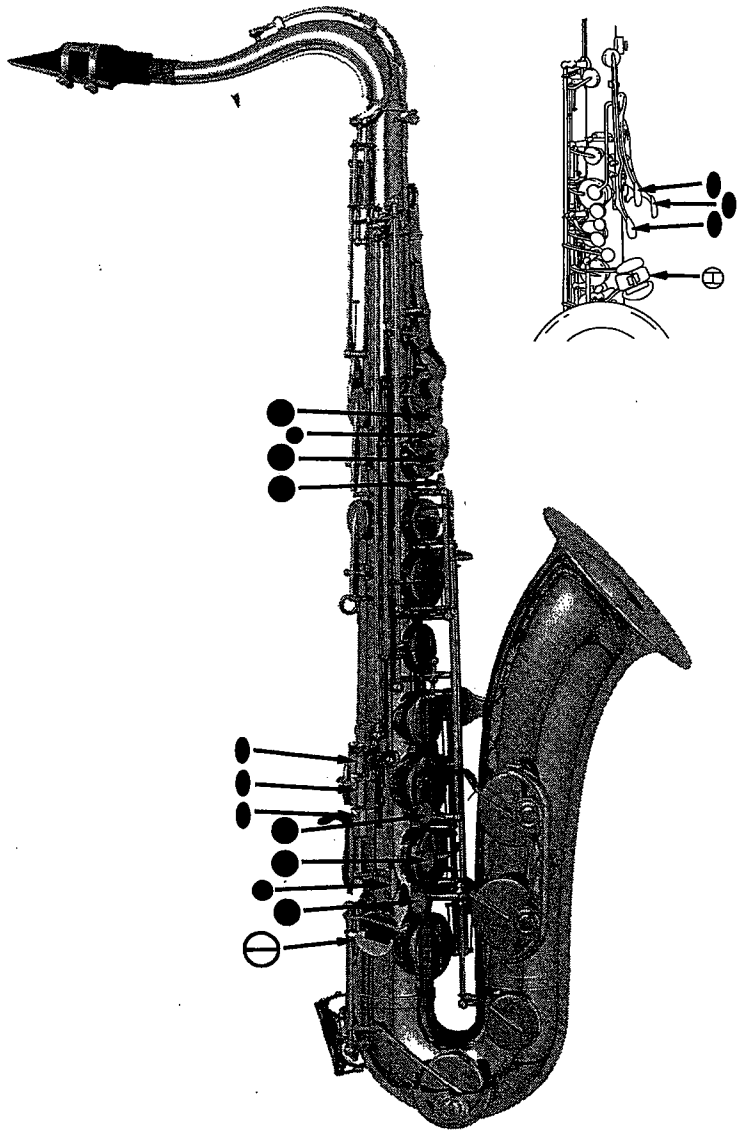
FINGERING CHART

B♭ TENOR SAXOPHONE

Instrument Care Reminders

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

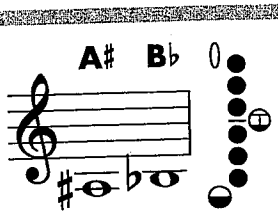
- Remove the reed, wipe off excess moisture and return it to the reed case.
- Remove the mouthpiece and wipe the inside with a clean cloth. Once a week, wash the mouthpiece with warm tap water. Dry thoroughly.
- Loosen the neck screw and remove the neck. Shake out excess moisture and dry the neck with 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.

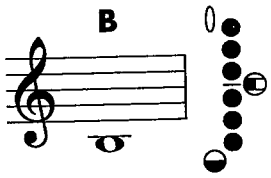


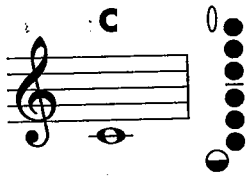
○ = Open
● = Pressed down

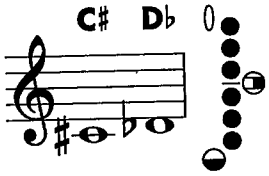
The most common fingering appears first when two fingerings are shown.

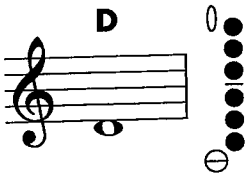
Instrument courtesy of Yamaha Corporation of America, Band and Orchestral Division

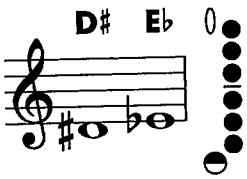


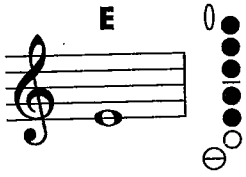


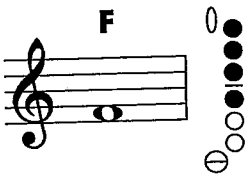


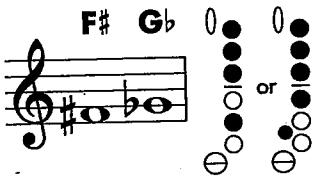


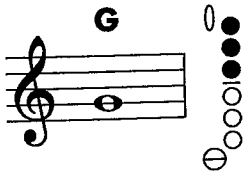






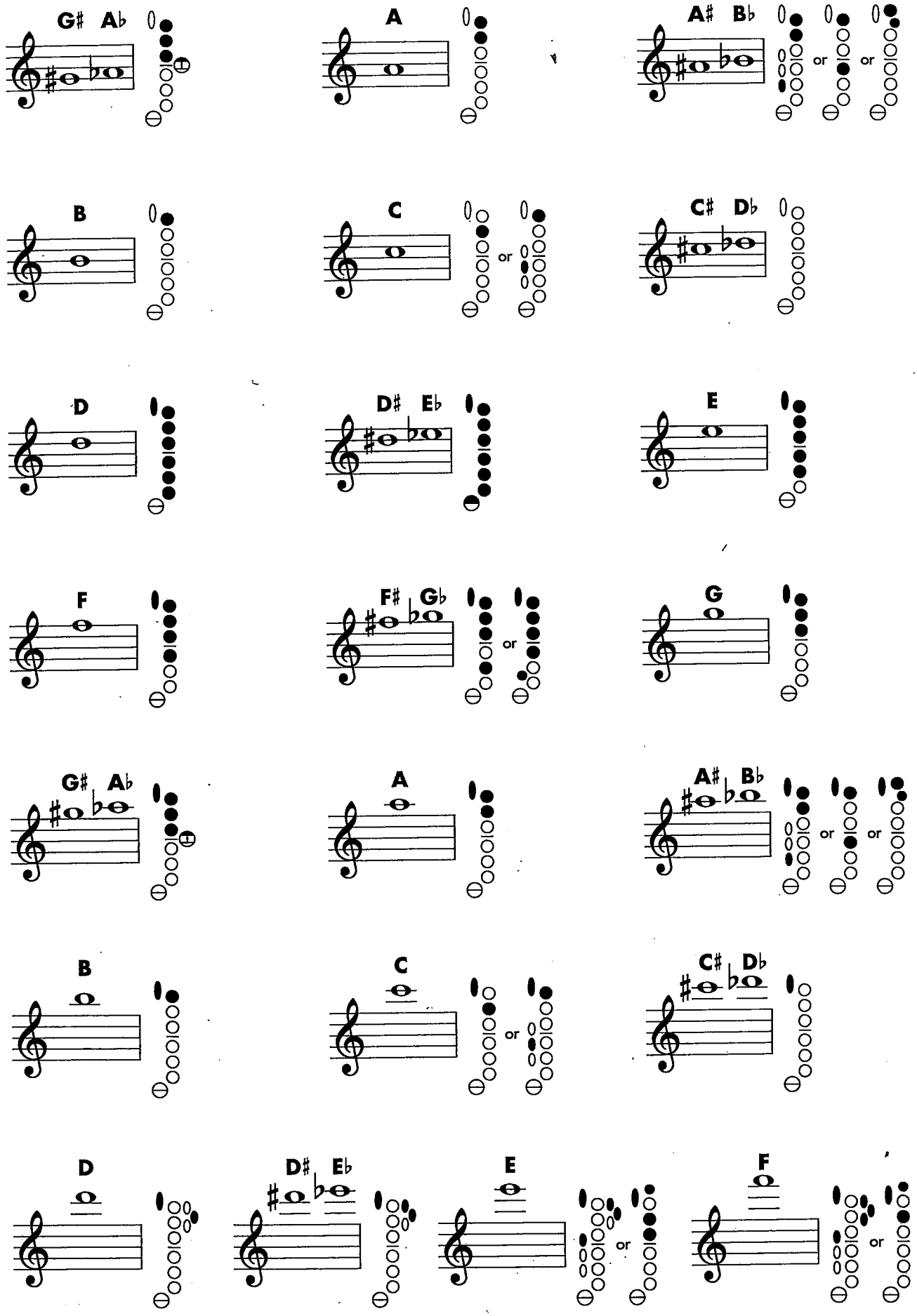






FINGERING CHART

B♭ TENOR SAXOPHONE



SCI-TECH BAND 2017-2018 CALENDAR

DRAFT UPDATED 6-4-17

◄ Jul 2017 | ~ August 2017 ~ | Sep 2017 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	**2**	**3**	**4** Younglife Camp Info Meeting 4:00-7:00pm	**5**
6 Younglife Camp @ Saranac, NY	**7** Younglife Camp @ Saranac, NY	**8** Younglife Camp @ Saranac, NY	**9** Younglife Camp @ Saranac, NY	**10** Younglife Camp @ Saranac, NY	**11** Younglife Camp @ Saranac, NY	**12**
13	**14**	**15**	**16**	**17** Teachers' First Day ETA: 5:00pm	**18** ETA: 5:00pm	**19**
20	**21** Teachers' First Day ETA: 5:00pm	**22** ETA: 5:00pm	**23** ETA: 5:00pm	**24** ETA: 5:00pm	**25** ETA: 5:00pm	**26**
27	**28** First Day of School ETA: 5:00pm	**29** Open Practice @ 2:30-3:30pm ETA: 5:00pm	**30** Leadership Meeting #1 @ Band Room 2:30-4:00pm ETA: 5:00pm	**31** Open Practice @ 2:30-3:30pm ETA: 5:00pm		

Notes: (1) SciTech New Student Meet & Greet (Wed. July 26)
(2) TBD – 2017-2018 Community Music School of Springfield Private Lesson Schedule & Performance Collaborations
(3) TBD – 2017-2018 SciTech Band Documentary Road Show Series

*BOLD PERFORMANCES ARE MANDATORY

TBD = To Be Determined

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

◄ Aug 2017

~ September 2017 ~

Oct 2017 ►

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

Notes: (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
(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
(3) TBD - Road Crew Load Truck For Classical High Small Ensemble Performance 2:30-3:30pm – Was Fri 9/2
(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

◄ Sep 2017 ~ October 2017 ~ Nov 2017 ►

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

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TBD = To Be Determined

◄ Oct 2017 **~ November 2017 ~** Dec 2017 ►

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

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

Notes: (1) TBD – Small Ensemble Performance For Court Square Lighting Ceremony 4:30-6:00pm – Was Tues. 12/6

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TBD = To Be Determined

◄ Dec 2017 ~ January 2018 ~ Feb 2018 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1 No School	**2** Band Auditions Extended Day For Teachers 2:35-3:35pm ETA: 5:00pm	**3** Band Auditions MTM #12 @ Band Room 2:30-4:00pm ETA: 5:00pm	**4** Band Auditions Open Practice @ 2:30-3:30pm ETA: 5:00pm	**5** Confirm all back room instruments are checked for repairs & all repairs sent out. Younglife Campaigners Friday Night Chillfest #5 @ The Bernice's 5:00-8:00pm (60 Fairfield Street; Springfield, MA 01108) ETA: 5:00pm	**6**
7	**8** Band Auditions Leadership Team Meeting #10 @ Band Room 2:30-3:30pm ETA: 5:00pm	**9** Band Auditions Open Practice @ 2:30-3:30pm ETA: 5:00pm	**10** Band Auditions MTM #13 @ Band Room 2:30-4:00pm ETA: 5:00pm	**11** Band Auditions Open Practice @ 2:30-3:30pm ETA: 5:00pm	**12** No School – Teacher Day ETA: 5:00pm	**13**
14	**15** No School 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	**16** Band Auditions Extended Day For Teachers 2:35-3:35pm ETA: 5:00pm	**17** Band Auditions Final Day MTM #14 @ Band Room 2:30-4:00pm ETA: 5:00pm	**18** Audition Results Posted Band Auditions (if necessary) Open Practice @ 2:30-3:30pm ETA: 5:00pm	**19** Audition Results Posted Younglife Club #5 @ Band Room 2:30-4:00pm ETA: 6:00pm	**20**
21	**22** Leadership Team Meeting #11 @ Band Room 2:30-3:30pm Instrument Inventory Check #7 @ 2:30-5:00pm Move Unused To Back Room ETA: 6:00pm	**23** Open Practice @ 2:30-3:30pm ETA: 5:00pm	**24** MTM #15 @ Band Room 2:30-4:00pm ETA: 5:00pm	**25** Open Practice @ 2:30-3:30pm ETA: 5:00pm	**26** Band Fun Night 3 - Band Movie Night @ Band Room 2:30-4:30pm ETA: 6:00pm	**27**
28	**29** Open Practice @ 2:30-3:30pm ETA: 5:00pm	**30** Open Practice @ 2:30-3:30pm ETA: 5:00pm	**31** MTM #16 @ Band Room 2:30-4:00pm Music Selection Party – Open To All ETA: 5:00pm			

Notes: (1) TBD - The Brianna Fund Benefit Concert @ Evangelical Covenant Church (95 Plumtree Road, Springfield, MA 01118) – was Saturday, January 14th or Sunday, January 15th
(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 ~

◄ Jan 2018 | Mar 2018 ►

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1 Open Practice @ 2:30-3:30pm ETA: 5:00pm	**2** Open Practice @ 2:30-3:30pm Younglife Campaigners Friday Night Chillfest #6 @ The Bernice's 5:00-8:00pm (60 Fairfield Street; Springfield, MA 01108) ETA: 5:00pm	**3**
4	**5** Leadership Team Meeting #12 @ Band Room 2:30-3:30pm ETA: 5:00pm	**6** Extended Day For Teachers 2:35-3:35pm ETA: 5:00pm	**7** MTM #17 @ Band Room 2:30-4:00pm ETA: 5:00pm	**8** Younglife Film Shoot #6 @ Band Room 2:30-4:30pm ETA: 6:00pm	**9** Rehearsal For UMASS Honor Band @ SciTech 2:30-4:00pm MANDATORY FOR SELECTED MEMBERS ETA: 5:00pm	**10** UMASS Honor Band @ UMASS Fine Arts Center (Meet @ SciTech 5:15am) MANDATORY FOR SELECTED MEMBERS ETA: Late
11	**12** Instrument Inventory Check #8 @ 2:30-5:00pm ETA: 6:00pm	**13** Open Practice @ 2:30-3:30pm ETA: 5:00pm	**14** MTM #18 @ Band Room 2:30-4:00pm ETA: 5:00pm	**15** Younglife Club #6 @ Band Room 2:30-4:00pm ETA: 6:00pm	**16** No Practice ETA: 5:00pm	**17**
18	**19** No School	**20** No School	**21** No School	**22** No School	**23** No School	**24**
25	**26** Leadership Team Meeting #13 @ Band Room 2:30-3:30pm New Student Outreach Calling Party @ Band Room 3:30-6:00pm ETA:7:00pm	**27** TBD - Extended Day For Teachers 2:35-3:35pm ETA: 5:00pm	**28** MTM #19 @ Band Room 2:30-4:00pm ETA: 5:00pm			

Notes: (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

TBD = To Be Determined

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

◄ Feb 2018 ~ March 2018 ~ Apr 2018 ►

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

Notes: (1) TBD - Middle School Scheduling & Recruiting Visits
(2) TBD - UMASS Music Education Students visit Jazz Band – Was Thurs. 3/2

*BOLD PERFORMANCES ARE MANDATORY

TBD = To Be Determined

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

~ April 2018 ~

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

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

TBD = To Be Determined

~ June 2018 ~

◄ May 2017 | Jul 2017 ►

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

Notes: (1) TBD - Road Crew Load Truck for Forest Park Performance During School Day, Pick Up Truck @ 7:00am – Wednesday, June 6th
(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
(3) TBD - Road Crew Unload Truck & Reset Band Room During School Day, Return Truck After School – Friday, June 8th

***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

RHYHTHM 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
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☐ 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
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☐ 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
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☐ 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 MINOR	BLUES	CHROMATIC (1 Octave)	CHROMATIC (2 Octaves)
Bb						
B						
C						
C#/Db						
D						
D#/Eb						
E						
F						
F#/Gb						
G						
G#/Ab						
A						

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^7	Cm-Fm-Ab-G^7	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) Bb D F G Ab G F D

(I) Bb D F G Ab G F D

(IV) Eb G Bb C Db C Bb G

(I) Bb D F G Ab G F D

(V) F A C D

(IV') Eb G Bb C

(I) Bb D F G Ab G F D

Walking Bass Line - Bb Instruments

(I) C E G A Bb A G E

(I) C E G A Bb A G E

(IV) F A C D Eb D C A

(I) C E G A Bb A G E

(V) G B D E

(IV') F A C D

(I) C E G A Bb A G E

Walking Bass Line - Eb Instruments

(I) G B D E F E D B

(I) G B D E F E D B

(IV) C E G A Bb A G E

(I) G B D E F E D B

(V) D F# A B

(IV') C E G A

(I) G B D E F E D B

ADVANCED MUSIC

1. Fantasie 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

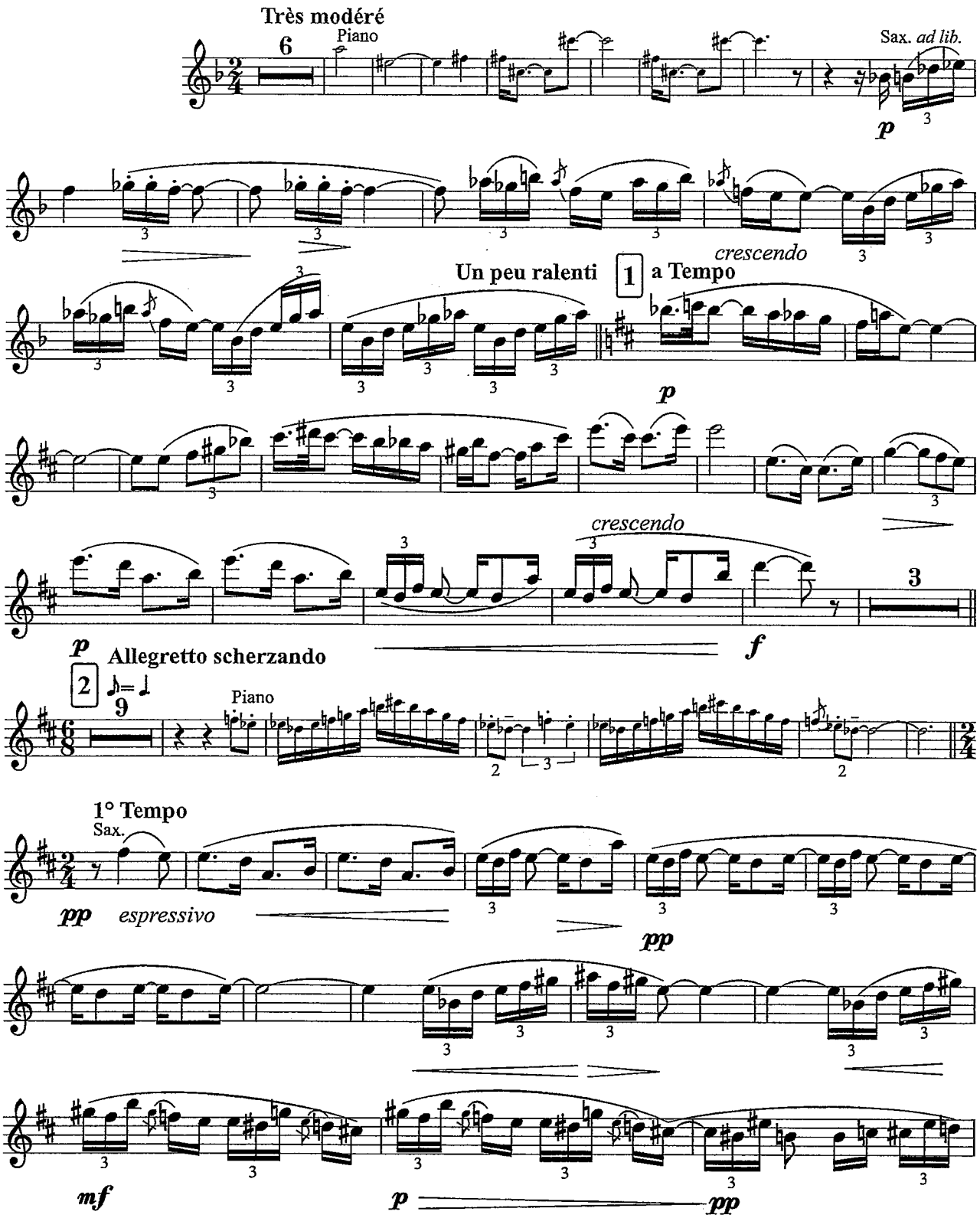
9. Concerto for Bass Tuba, Ralph Vaughan Williams

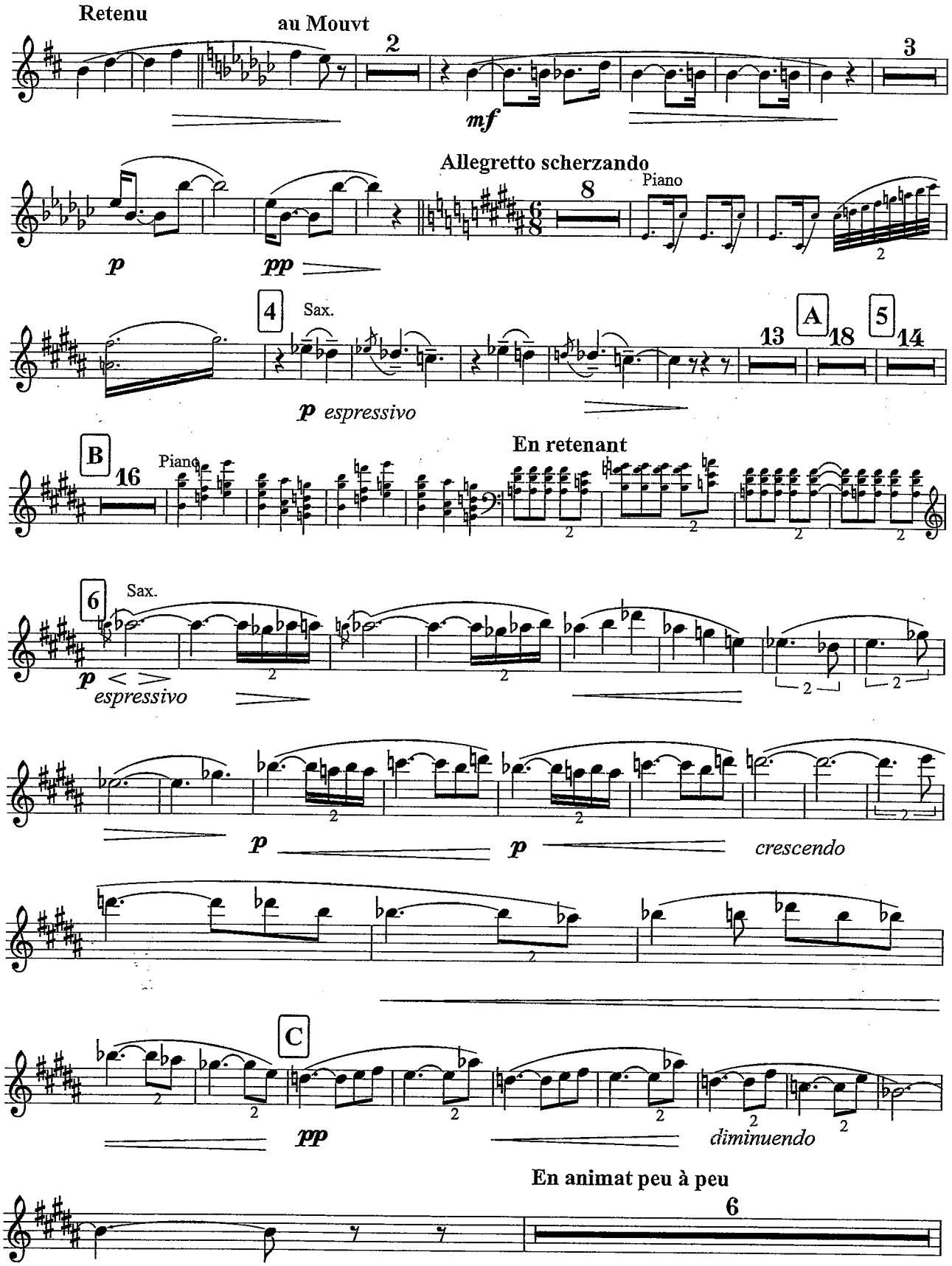
RAPSODIE

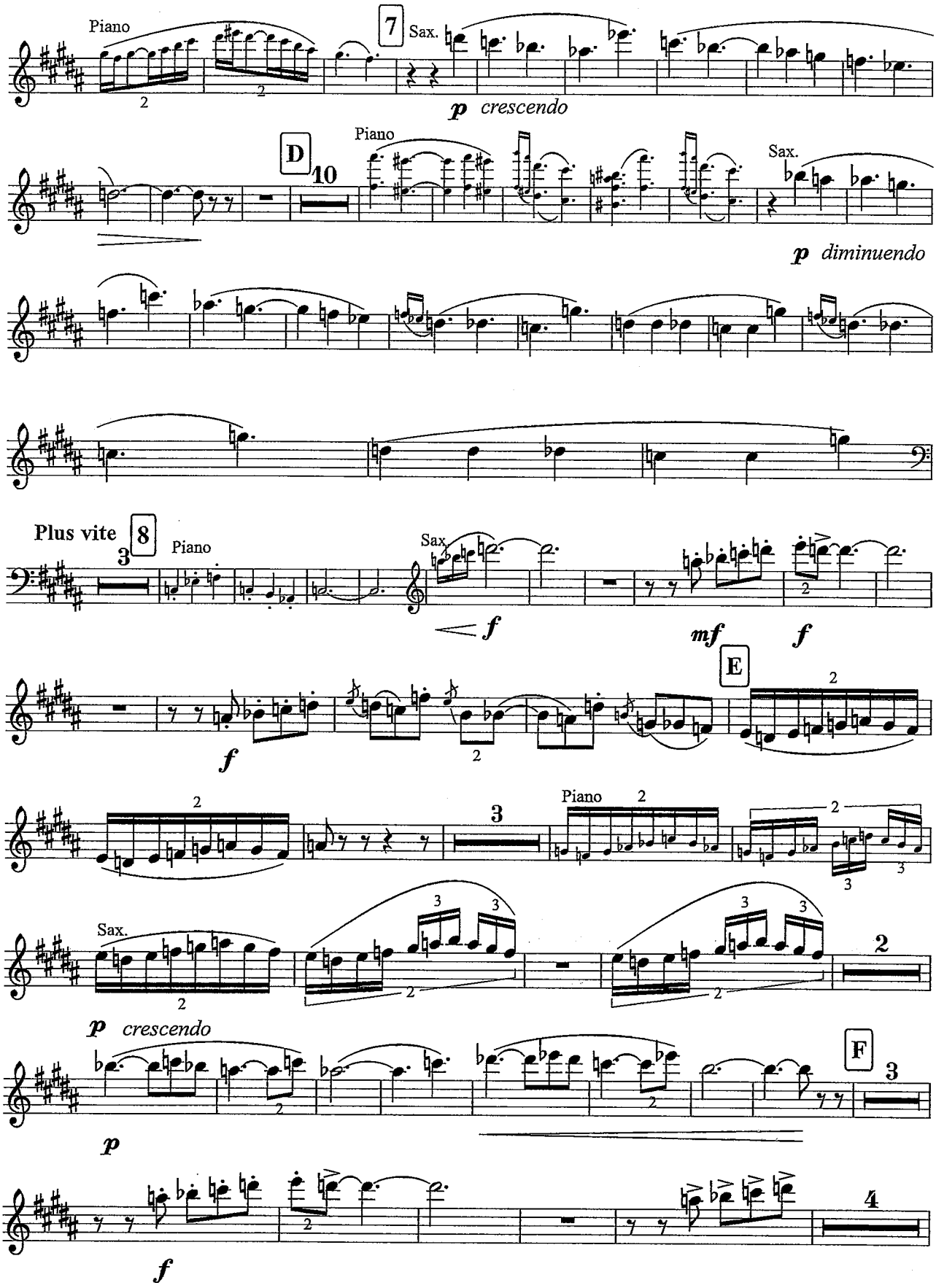
pour Orchestre et Saxophone

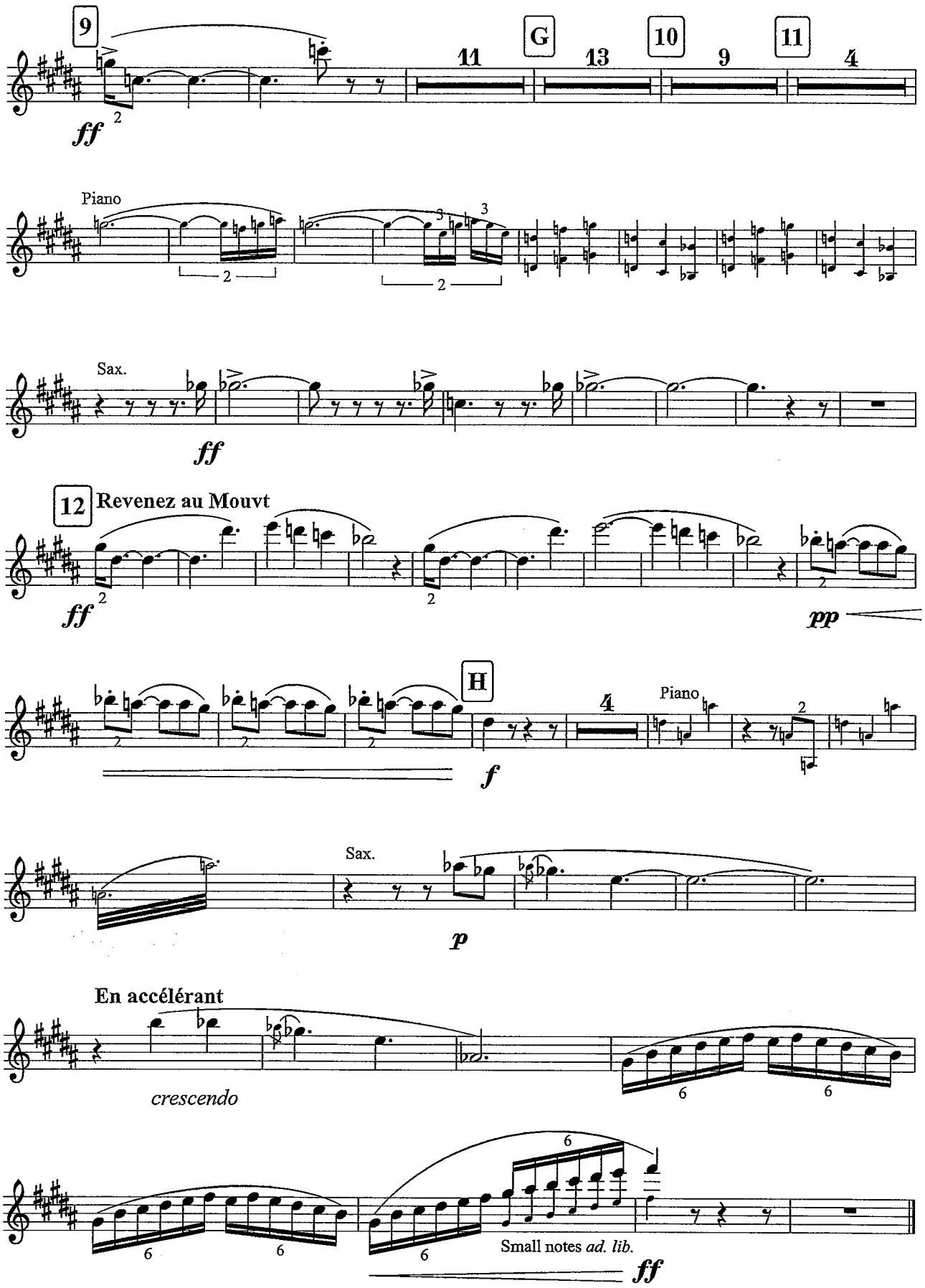
Claude Debussy (1903)
ed. Nicholas Cortes

B♭ Tenor Saxophone




Retenu
au Mouvt
2
3
mf
p
pp
Allegretto scherzando
Piano
8
4
Sax.
p espressivo
13
A
18
5
14
B
16
Piano
En retenant
6
Sax.
p
espressivo
p
p
crescendo
C
pp
diminuendo
En animat peu à peu
6

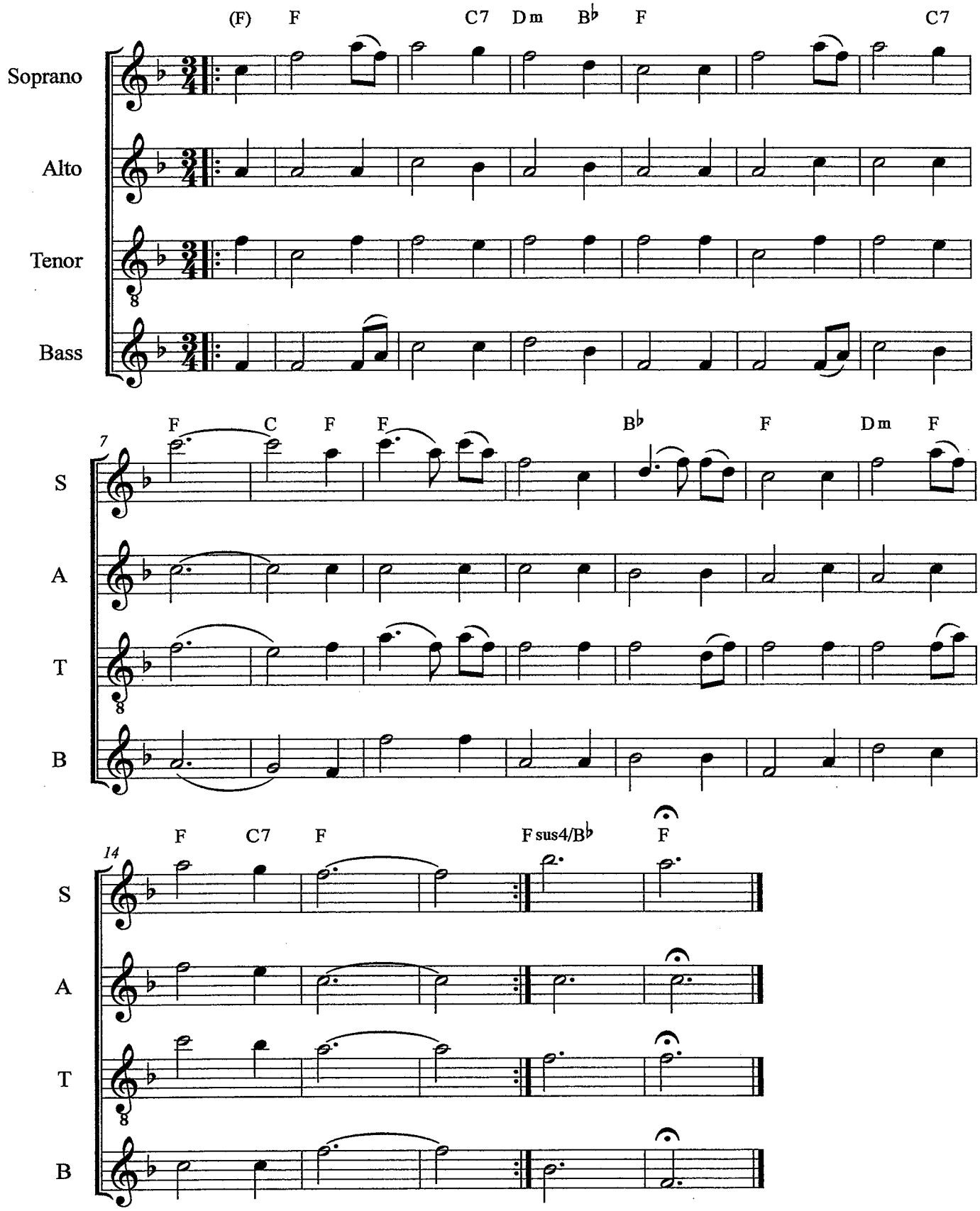

Piano
7
Sax.
p crescendo
D
10
Piano
Sax.
p diminuendo
Plus vite
8
Piano
Sax.
f
mf
f
E
f
Piano
Sax.
p crescendo
F
p
f


9
11
G
13
10
9
11
4
ff
Piano
Sax.
ff
12
Revenez au Mouvt
ff
pp
H
4
Piano
f
Sax.
p
En accélérant
crescendo
Small notes ad. lib.
ff

Bb INSTRUMENTS
-HIGH

Amazing Grace

John Newton
Traditional
arr. R. Rodriguez & Bernice



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SciTech Band Audition

SYMPHONIC BAND AUDITION REQUIREMENTS

1) Concert B^b Major Scale (One Octave, Memorized) – See p. 43 in Band Handbook
2) B^b Blues Scale (Memorized) – See p. 46 in Band Handbook
3) Concert B^b 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^b Blues Scale (Memorized) – See p. 46 in Band Handbook
3) Concert B^b 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

SciTech Band

THE PRIDE OF SPRINGFIELD

SciTech Band

THE PRIDE OF SPRINGFIELD

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 4	PROFICIENT 3	DEVELOPING 2	EMERGING 1
DESCRIPTION OF LEVELS	• Indicates a mastery level, exceeding expectations. • Student rarely needs assistance with demanding tasks, is self-motivated, and produces consistently high-quality work.	• Reaches expected (or proficient) level for this task. • Student produces quality work and occasionally needs assistance with demanding tasks.	• Indicates a developing level for this task. • Student produces required work with teacher direction and support.	• Indicates an emerging level for this task. • Student requires constant teacher direction, support, and assistance.
GRADING (if applicable)	A (100-90)	B (89-80)	C (79-70)	D (69-60)
TONE QUALITY (4 Points)				
RHYTHMIC ACCURACY (4 Points)				
NOTE ACCURACY (4 Points)				
DYNAMICS (4 Points)				
ARTICULATION (4 Points)				
INTONATION (4 Points)				
EXPRESSION (4 Points)				
SIGHT-READING (4 Points)				
PERCUSSION TECHNIQUE -Posture for Wind Players- (4 Points)				
TOTAL POINTS 36 Points Possible	COMMENTS_____			

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

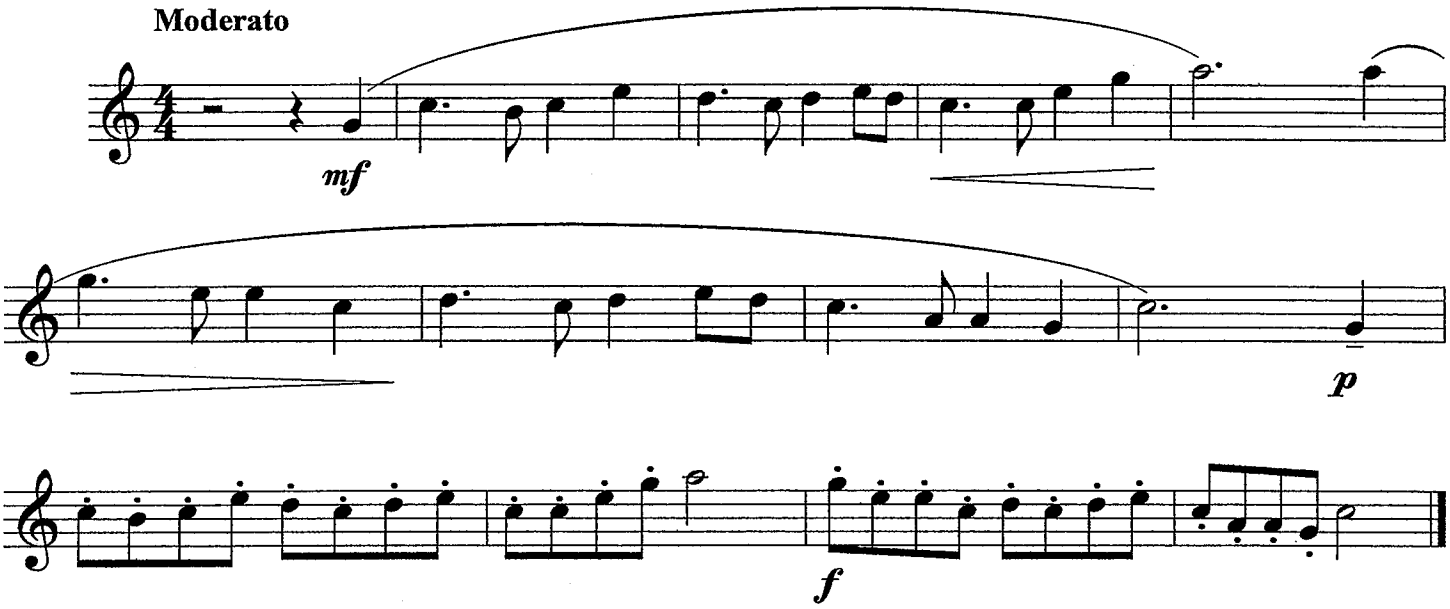
Concert Bb Chromatic Scale
C Instruments: Bb B C C# D D# E F F# G G# A Bb
Bb Instruments: C C# D D# E F F# G G# A Bb B C
Eb Instruments: G G# A Bb B C C# D D# E F F# G

Audition Prepared Solo - Symphonic Band

Tenor Sax

Variations on Auld Lang Syne

arr. Bernice



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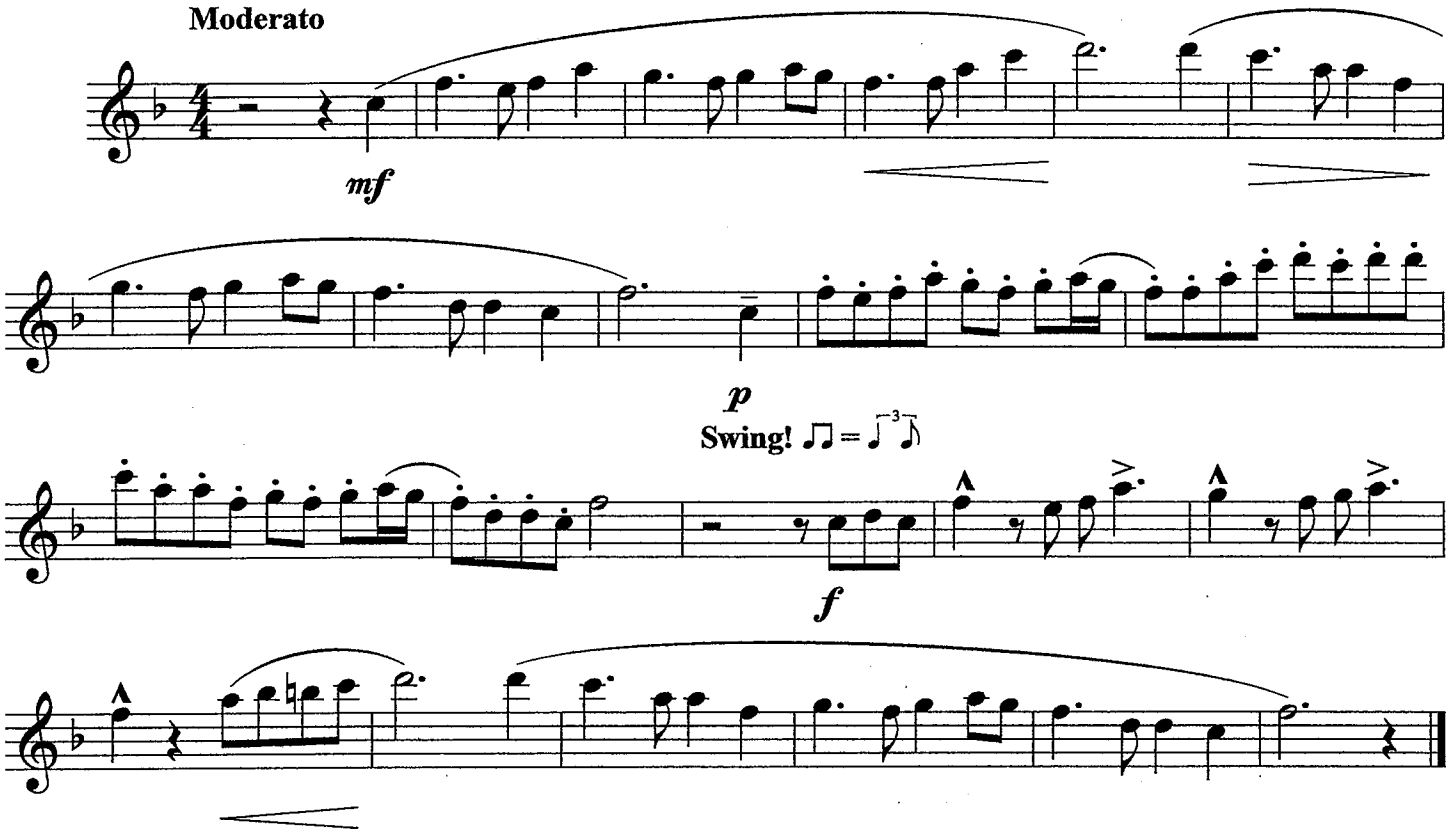
Audition Prepared Solo - ADVANCED BAND

Tenor Sax. Variations on Auld Lang Syne arr. Bernice



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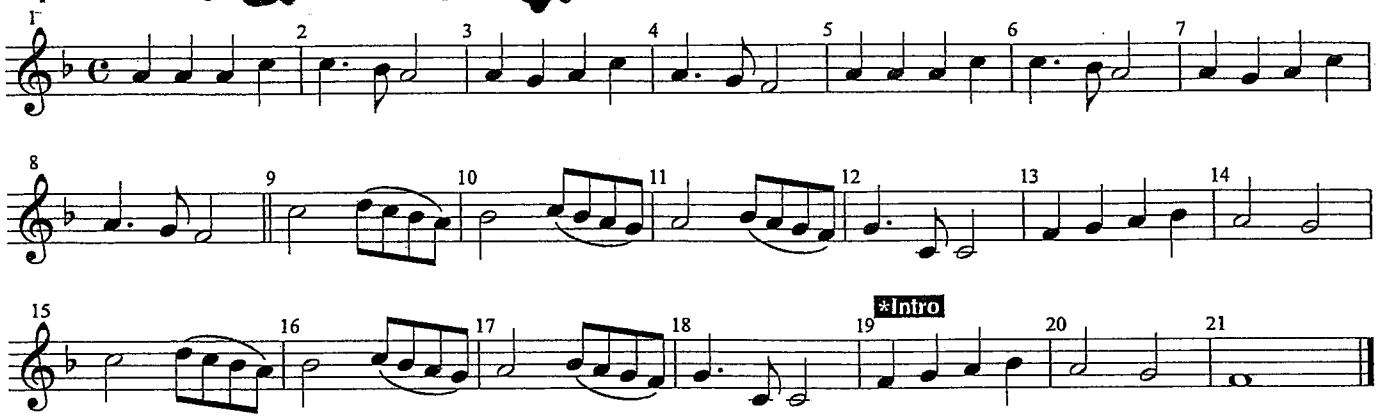
Angels We Have Heard on High

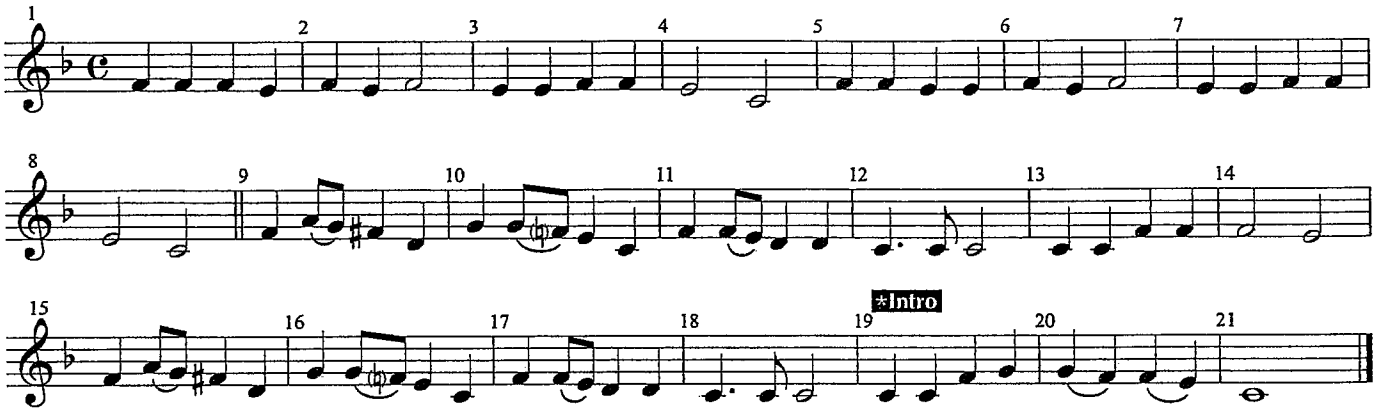
Tenor Sax

Traditional French Carol

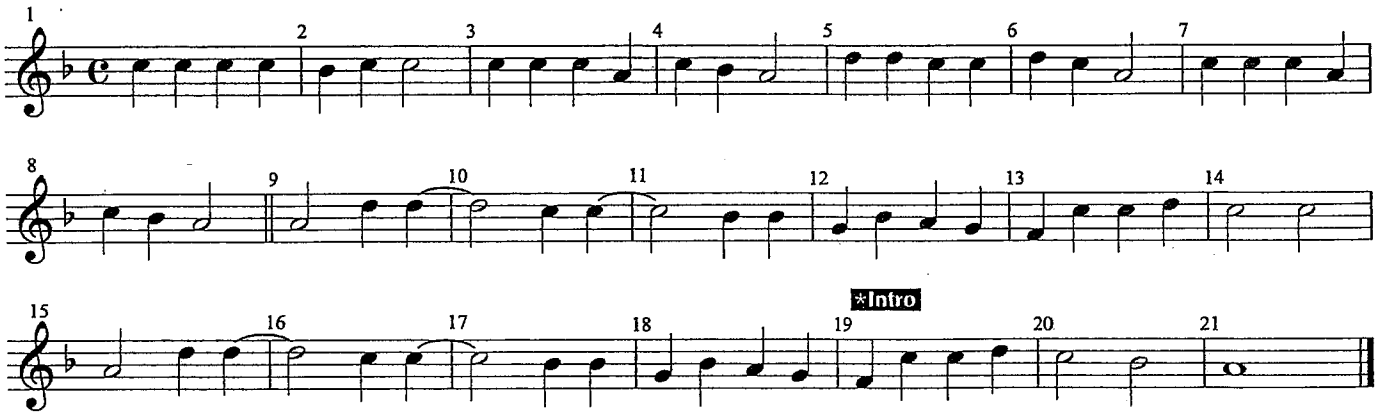
Soprano



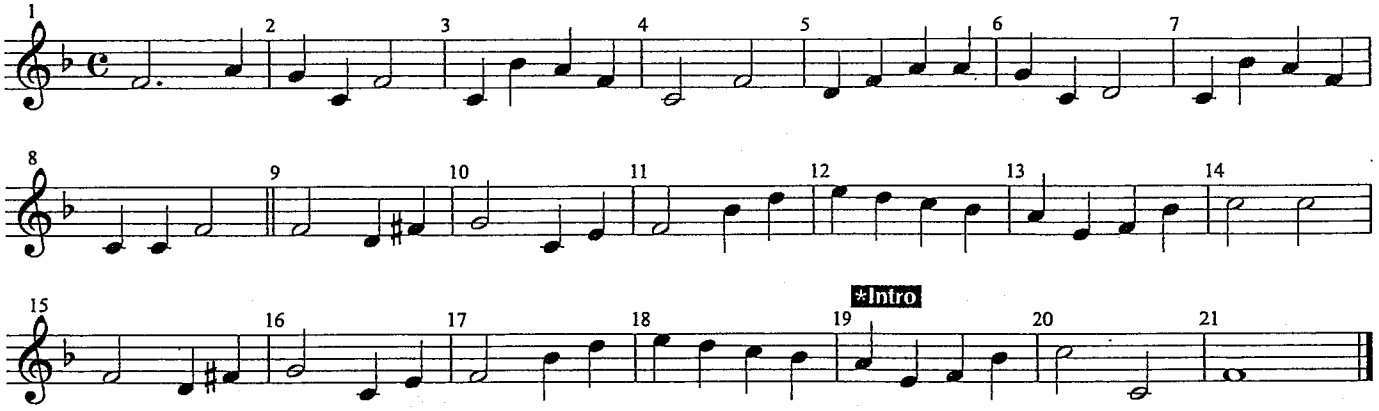
Alto



Tenor

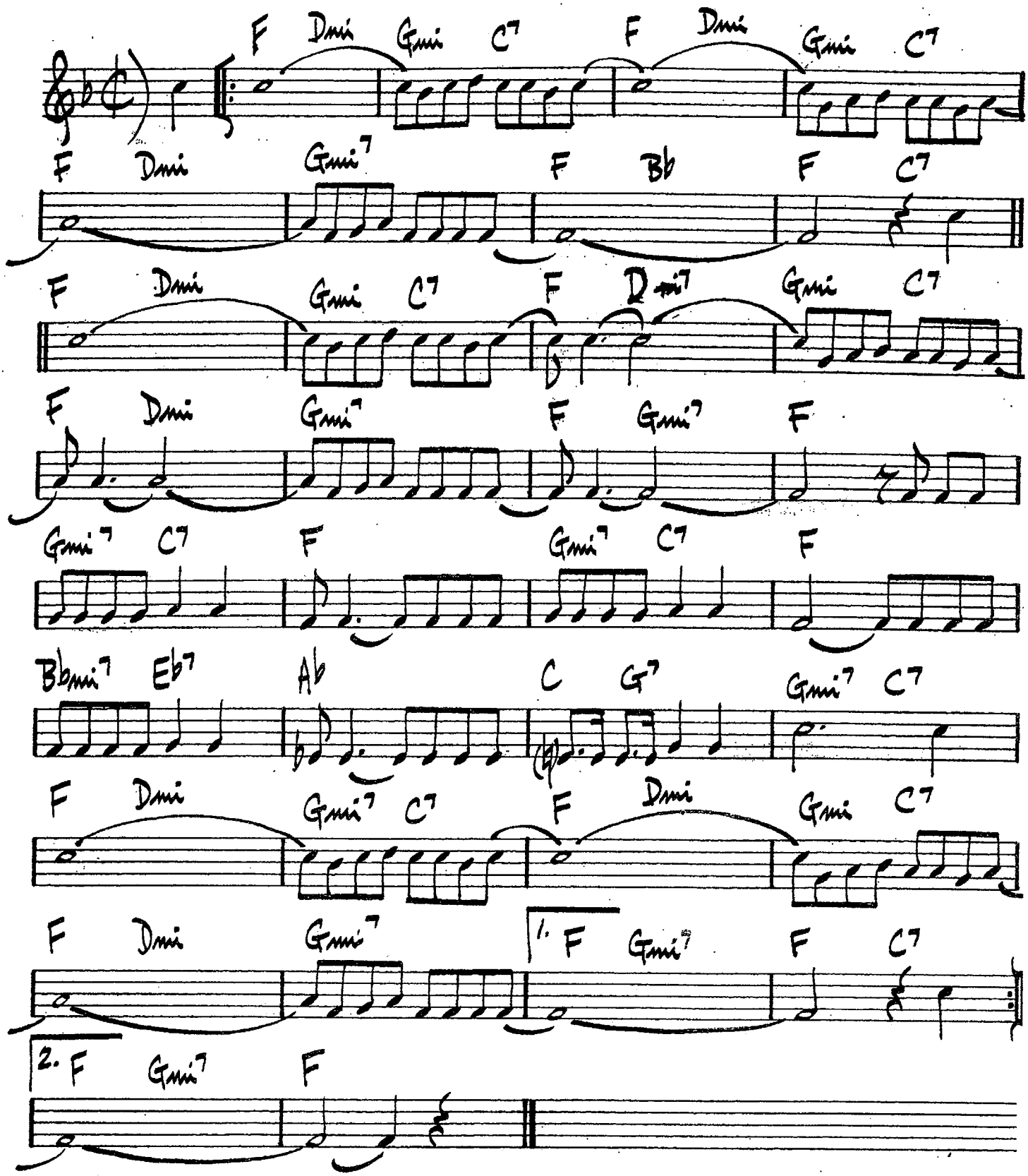


Bass



Bb

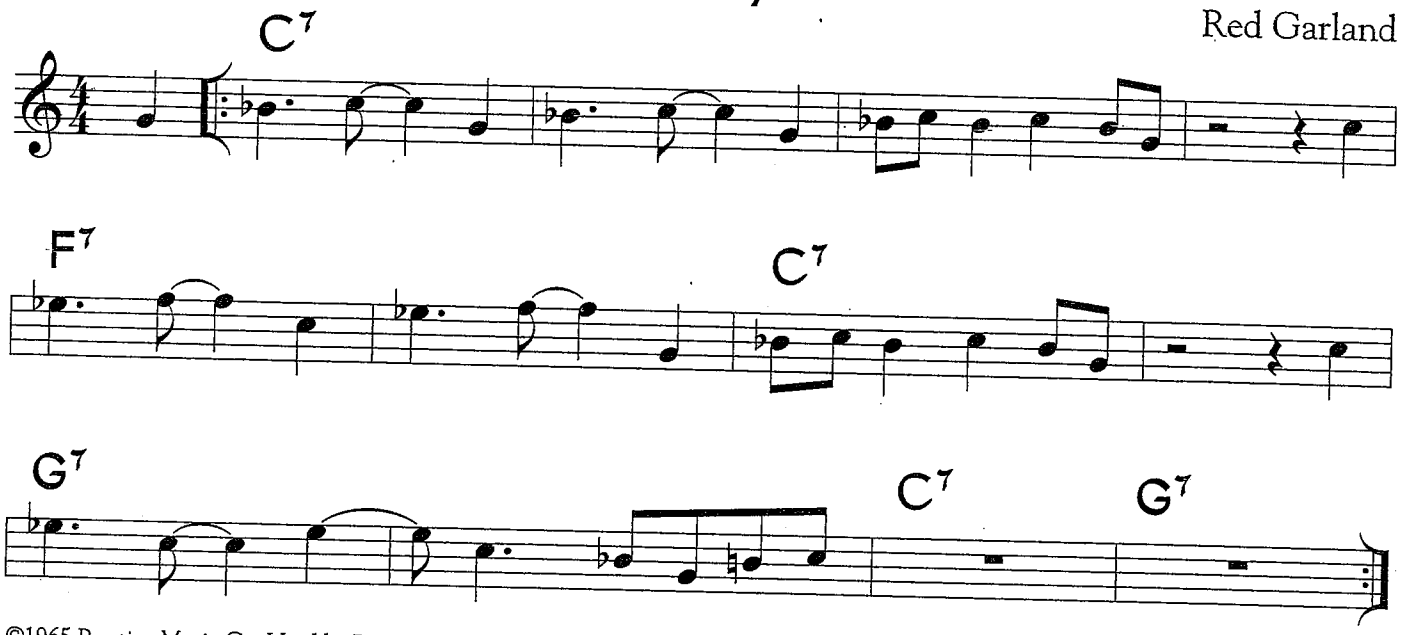
BLUE MOON


F Dmi Gmi C7 F Dmi Gmi C7
F Dmi Gmi7 F Bb F C7
F Dmi Gmi C7 F D#mi7 Gmi C7
F Dmi Gmi7 F Gmi7 F
Gmi7 C7 F Gmi7 C7 F
Bbmi7 Eb7 Ab C G7 Gmi7 C7
F Dmi Gmi7 C7 F Dmi Gmi C7
F Dmi Gmi7 1. F Gmi7 F C7
2. F Gmi7 F

Bb

Blues By Five

Red Garland



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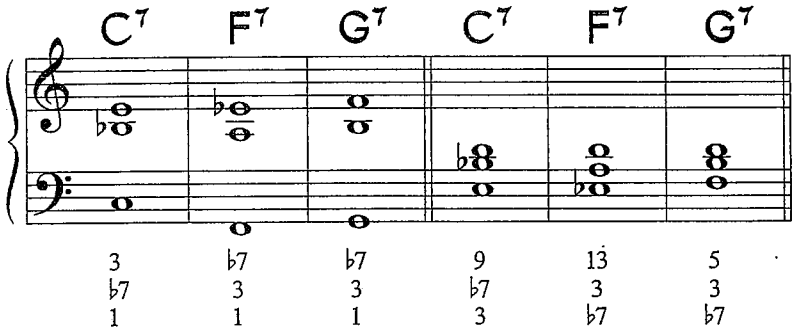
Blues By Five is a 12-bar blues where sections of the motific melody are transposed to match the chord changes. This was originally played with a medium-swing feel.

For your use

Supplemental Material - Blues By Five

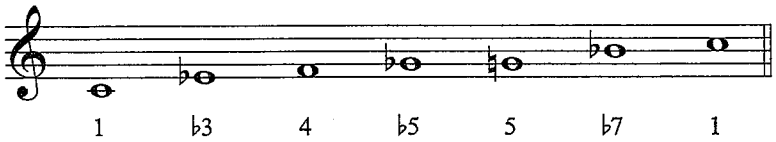
Sample Piano Voicings

Basic 3-note voicings Rootless voicings

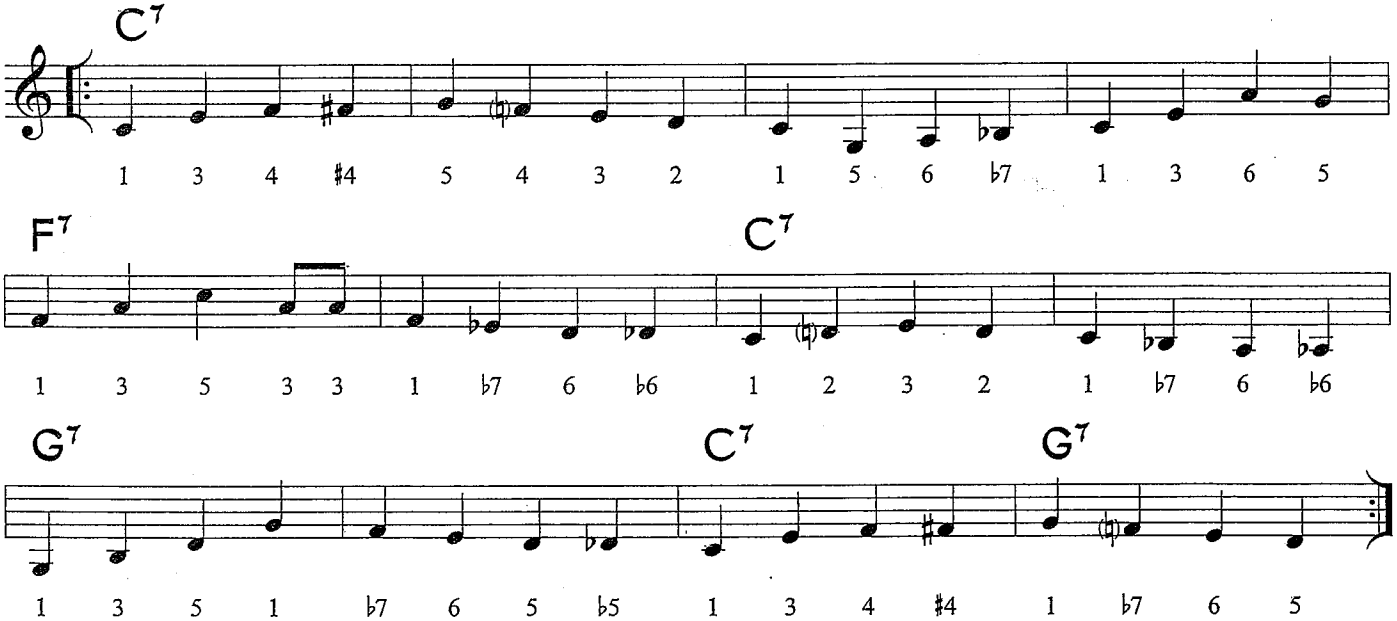


Useful Scales

C Blues Scale



Sample Bass Line

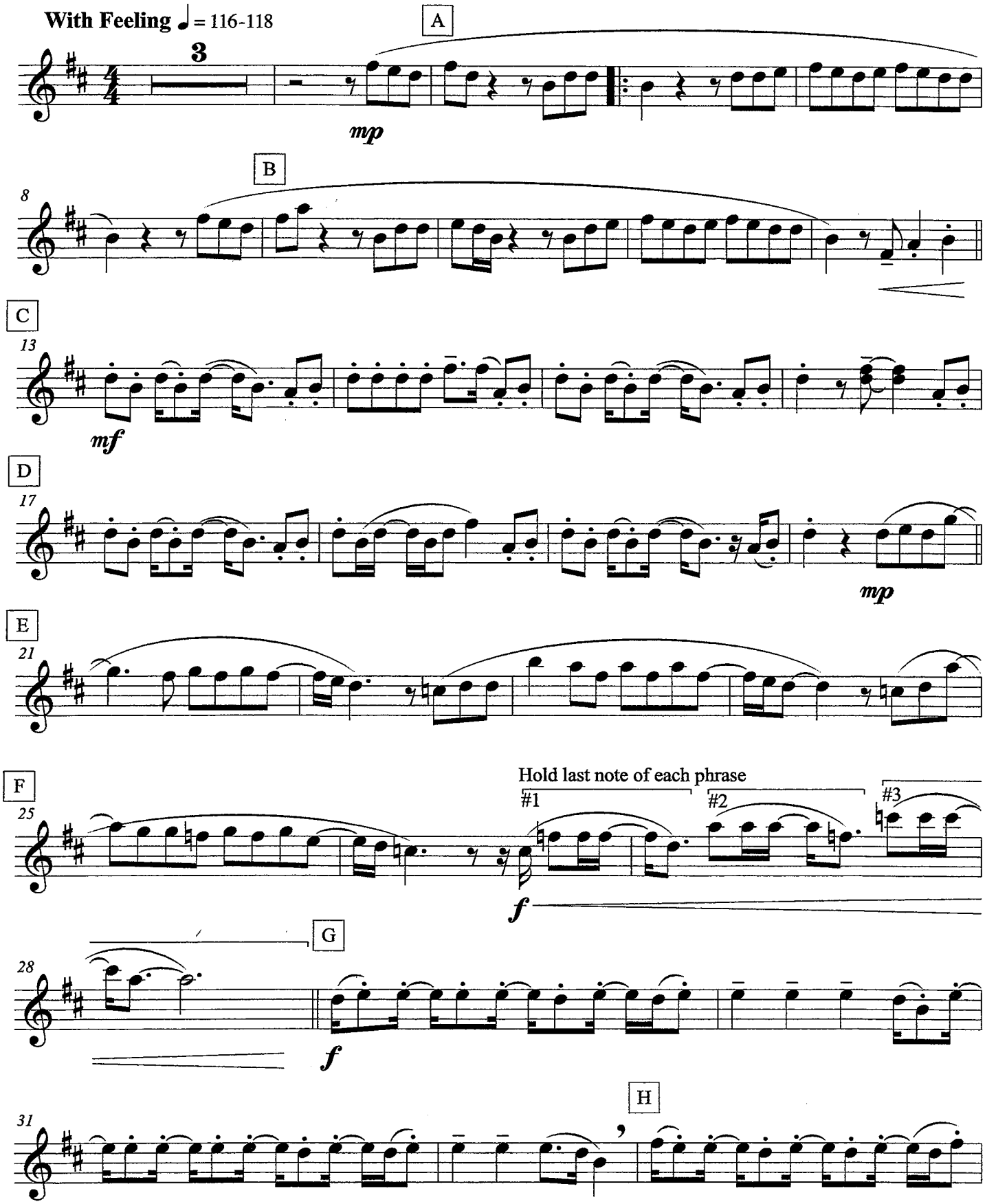


Melody B♭
HIGH

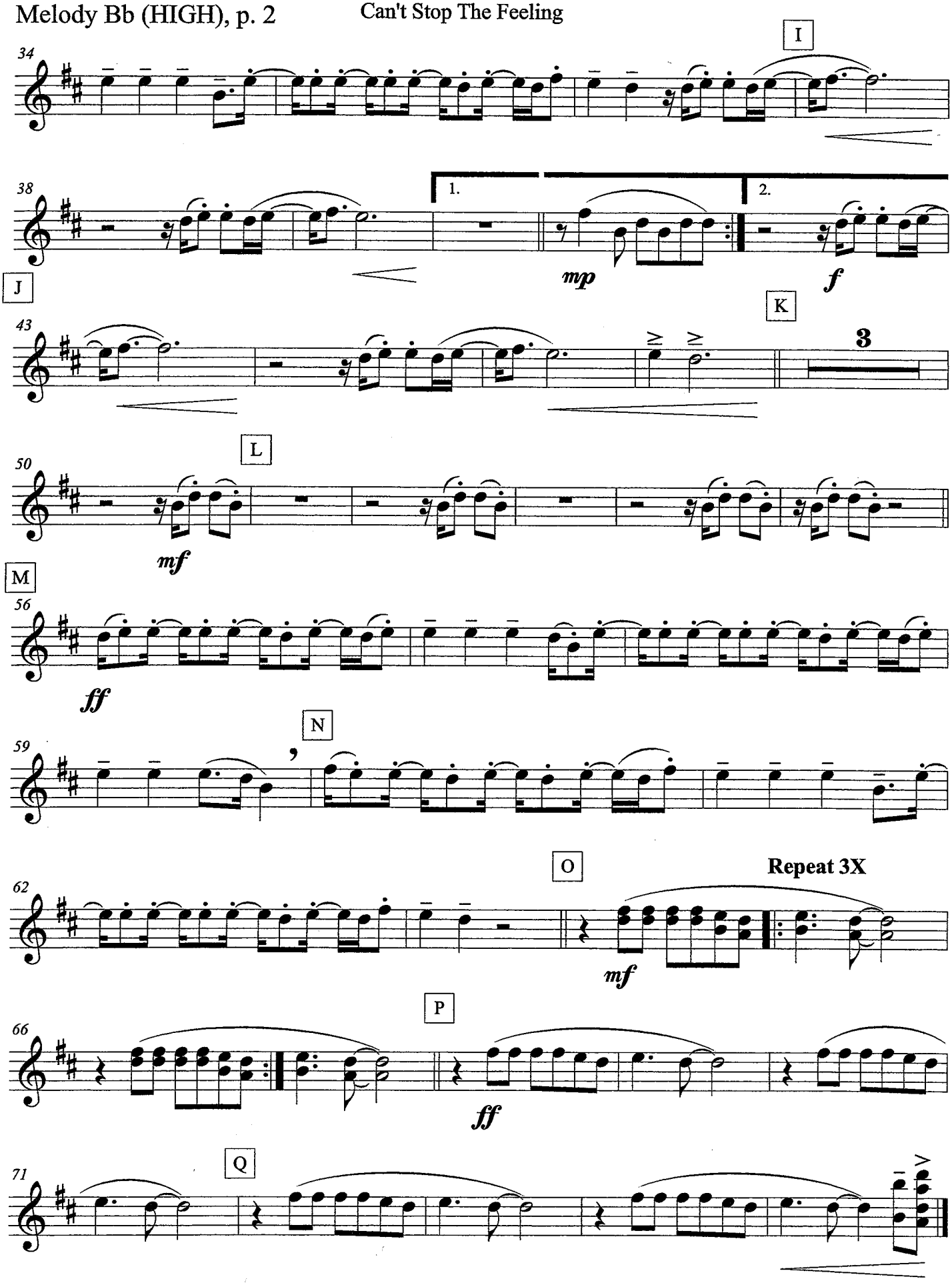
Can't Stop The Feeling

As Recorded by
Justin Timberlake

arr. Bernice



Can't Stop The Feeling

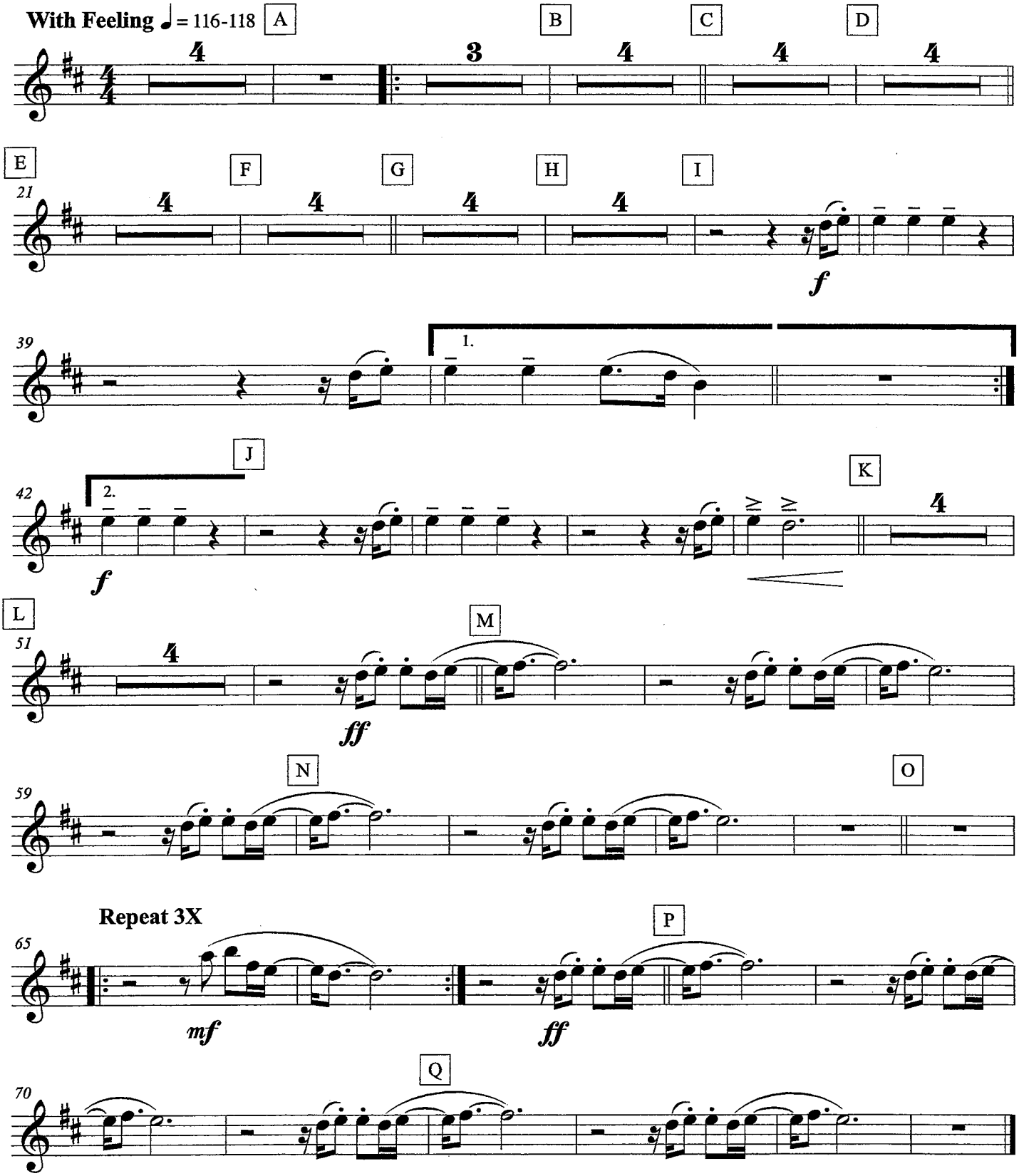


Can't Stop The Feeling

As Recorded by
Justin Timberlake

arr. Bernice

Countermelody Bb (HIGH)

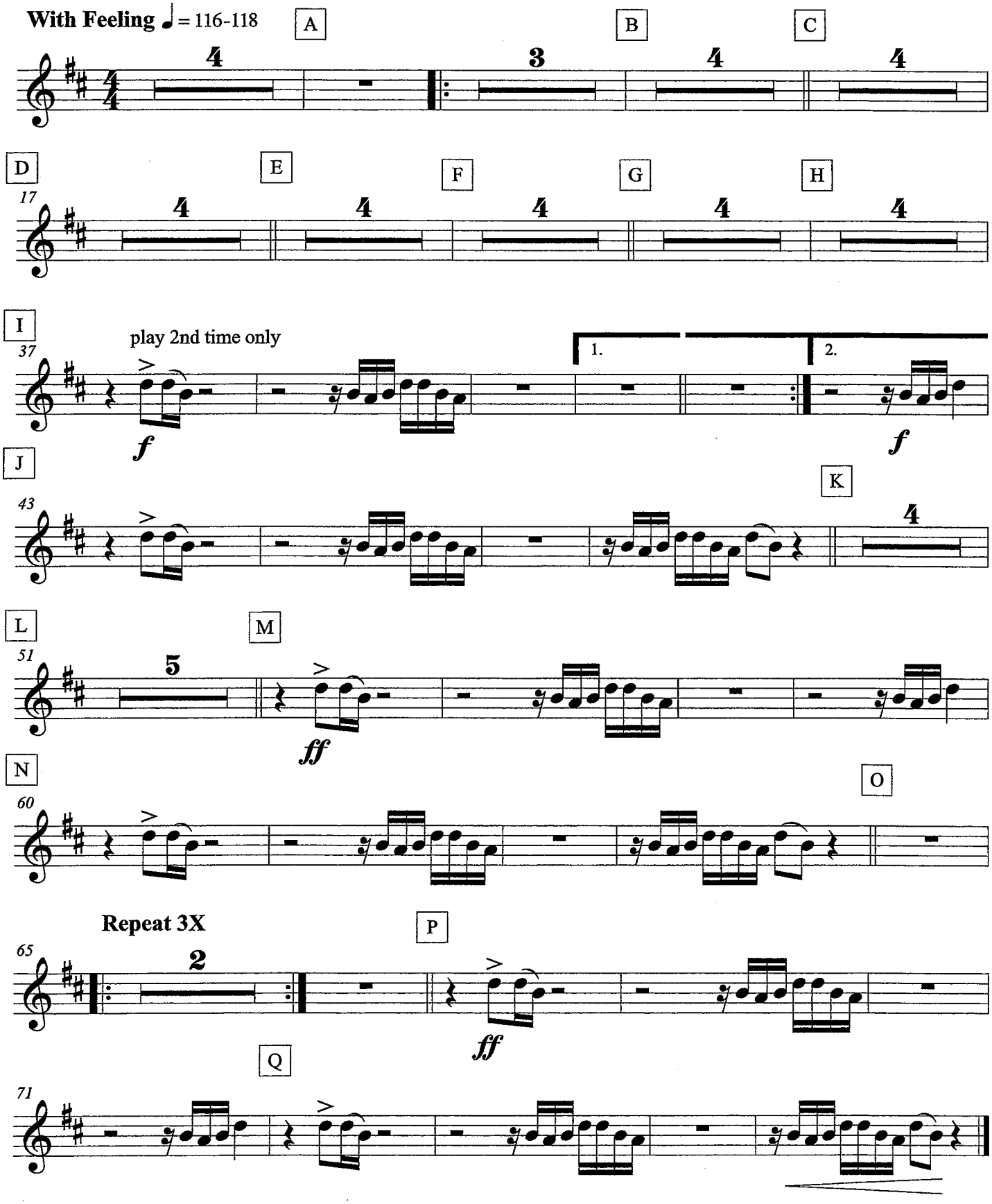


Can't Stop The Feeling

As Recorded by
Justin Timberlake

arr. Bernice

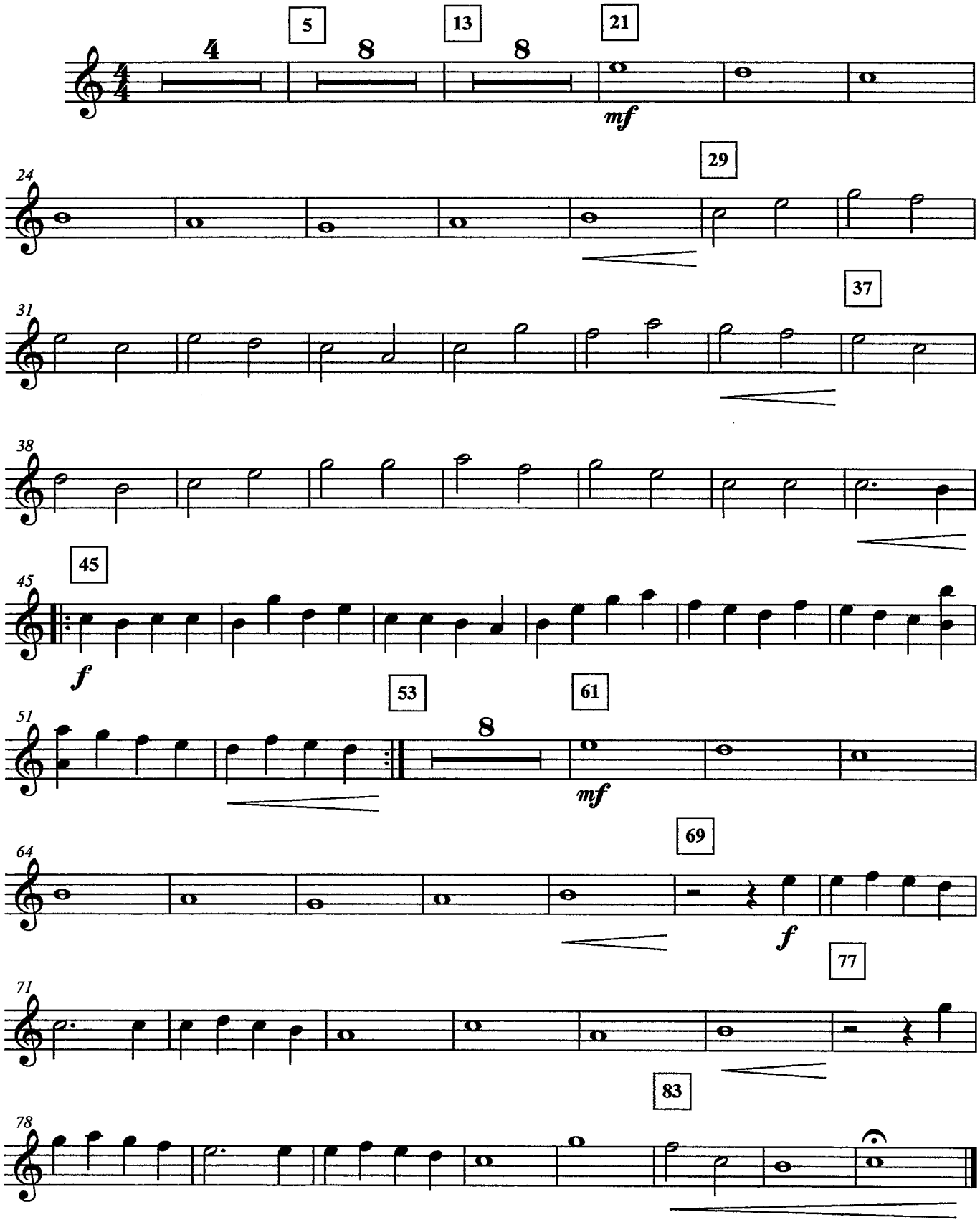
Horn Part Bb (Optional 8va For Tenor & Clarinet)



Tenor Sax.

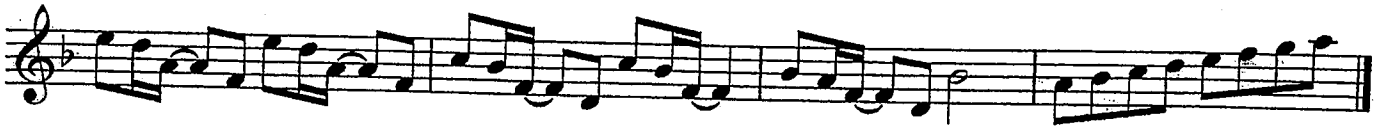
Canon Remix

Pachelbel /Arr. Bernice

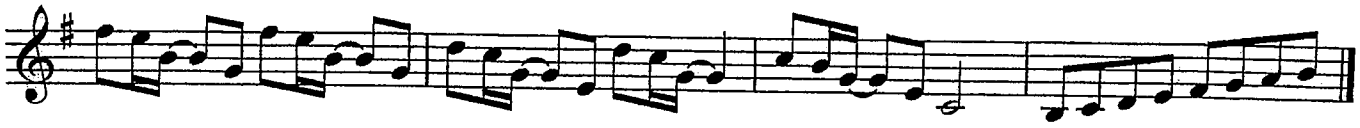


Careless Whisper – Melody

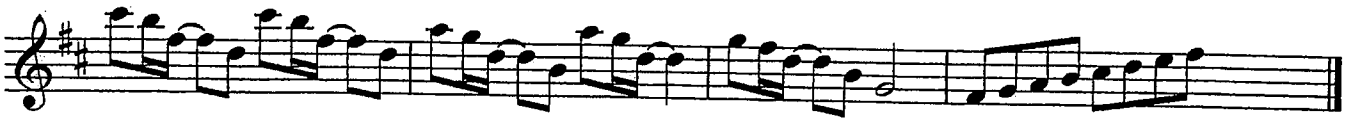
Melody C – Flute



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,

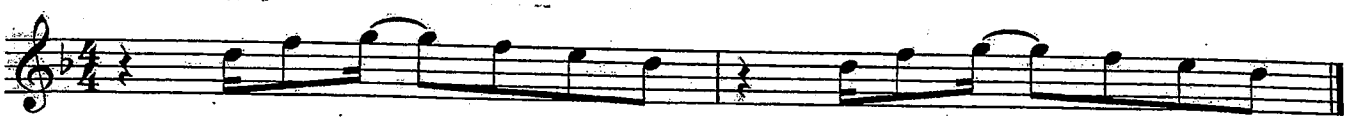
All of the SciTech Band.

We really need your money now,

Just lend us a hand

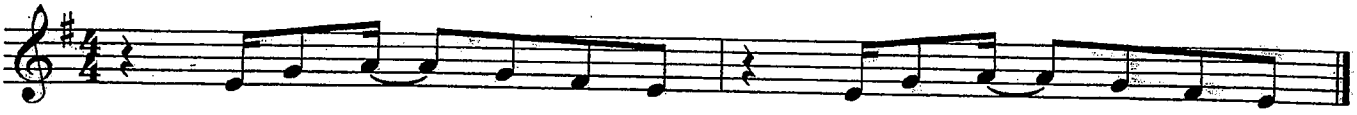
Careless Whisper – Horn Lick

Horn Lick C – Flute



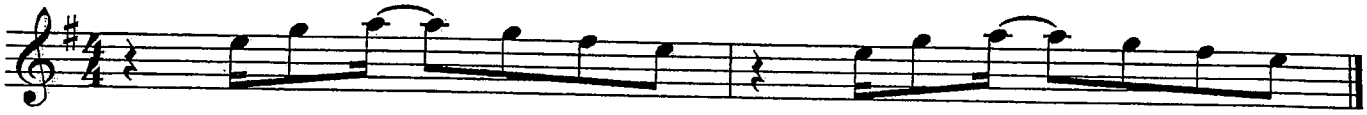
D F G F E D D F G F E D

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



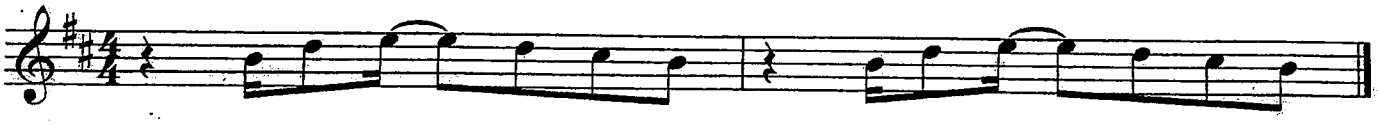
E G A G F# E E G A G F# E

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



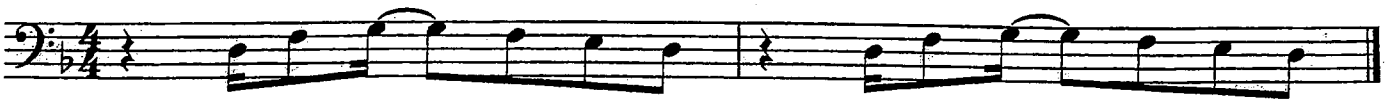
E G A G F# E E G A G F# E

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



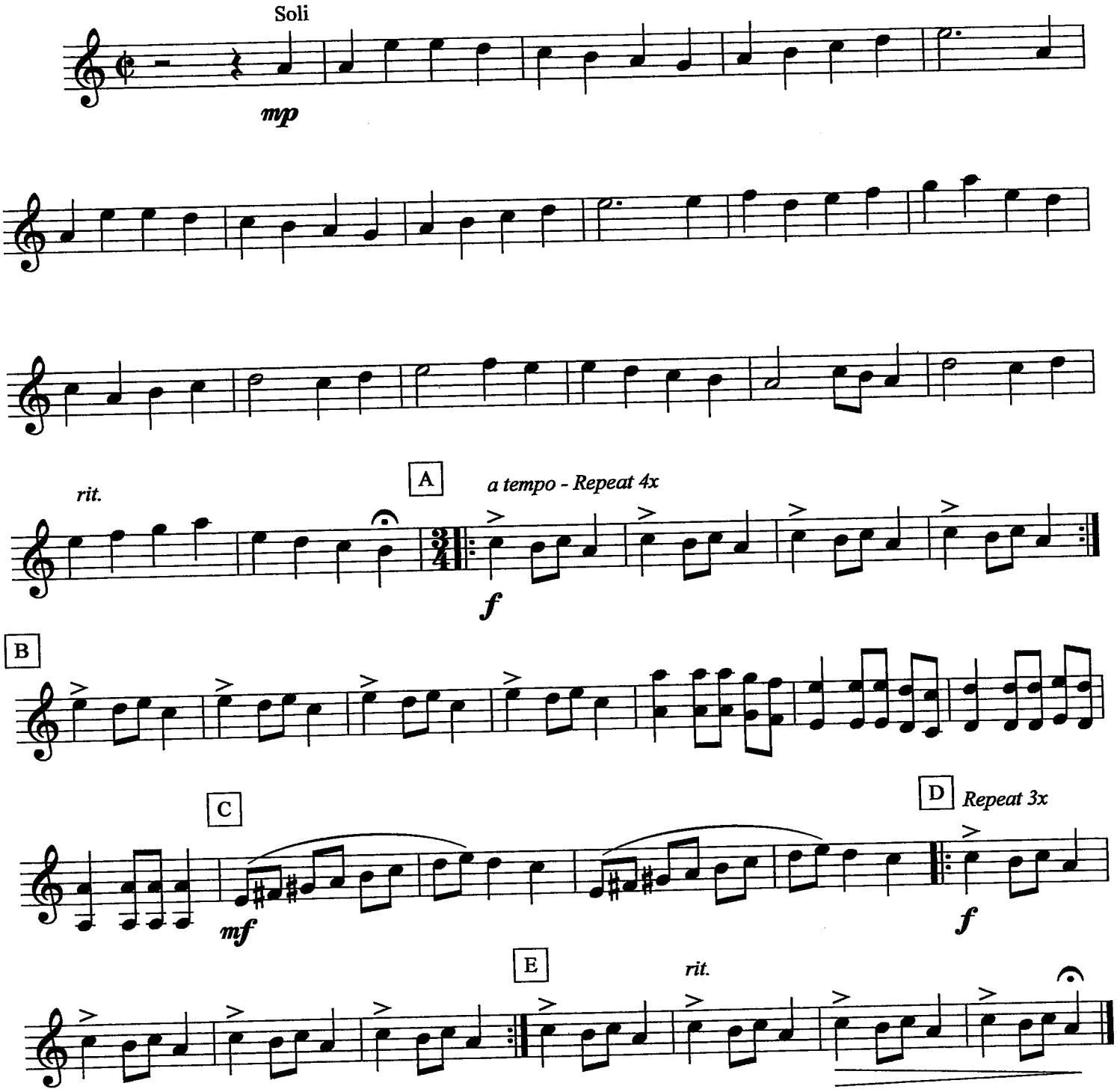
D F G F E D D F G F E D

Melody - Bb
-Trumpet
-Clarinet
-Tenor Sax

Carol of The Bells

Quartet Version

arr. Turgeon & Bernice



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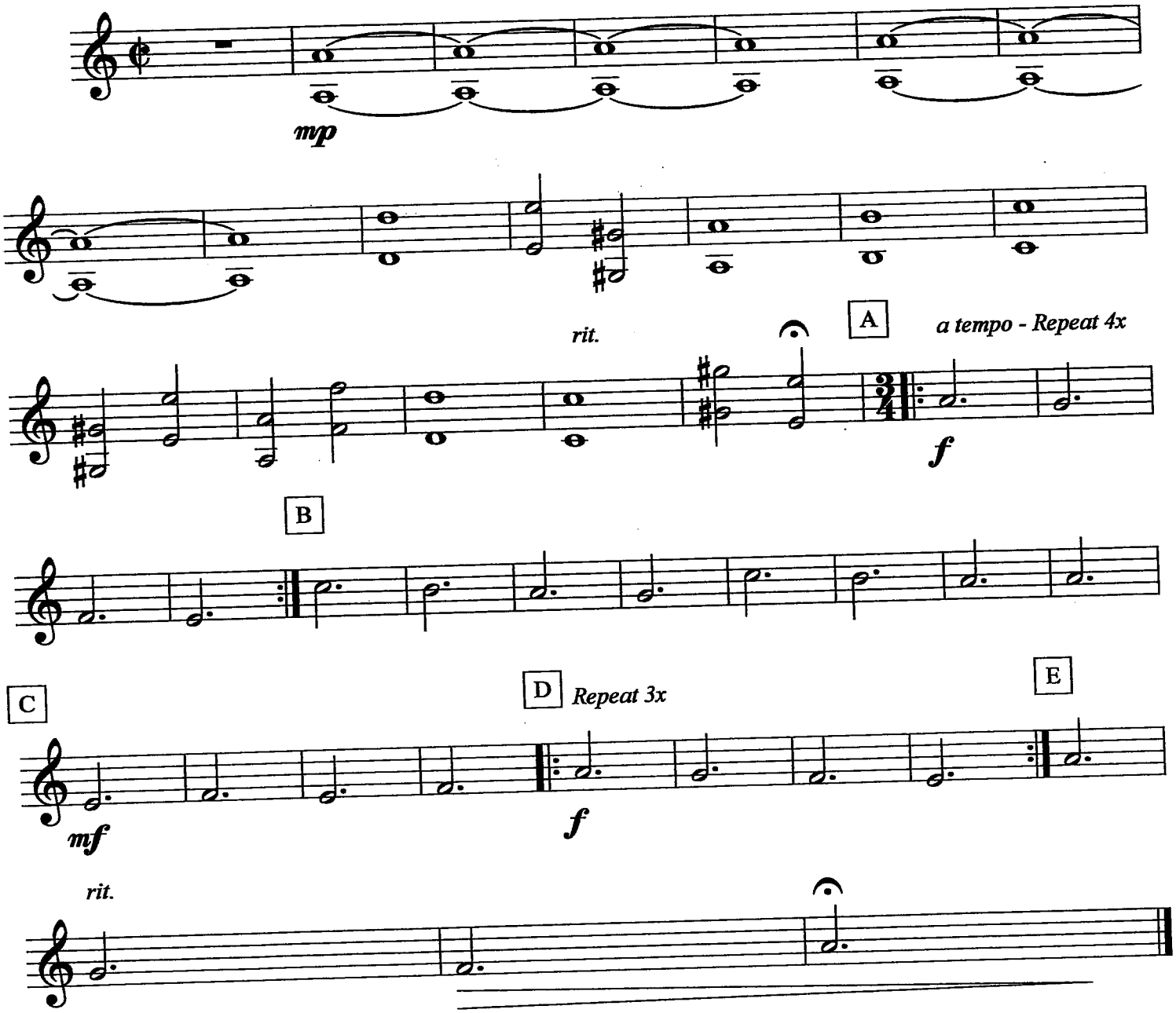
Bass Line - Bb
-Clarinet
-Bass Clarinet
-Trumpet
-Tenor Sax

Carol of The Bells

Quartet Version

arr. Turgeon & Bernice



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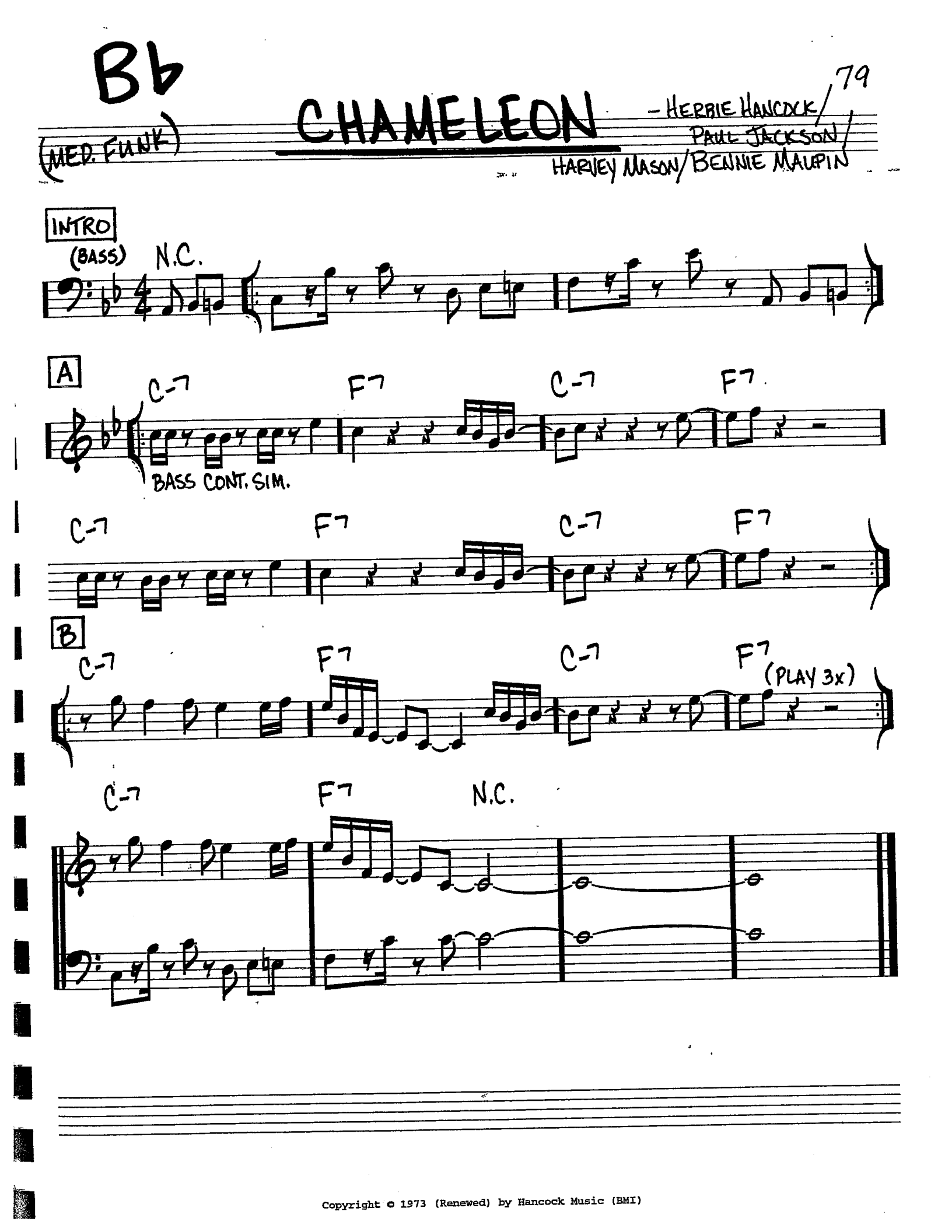

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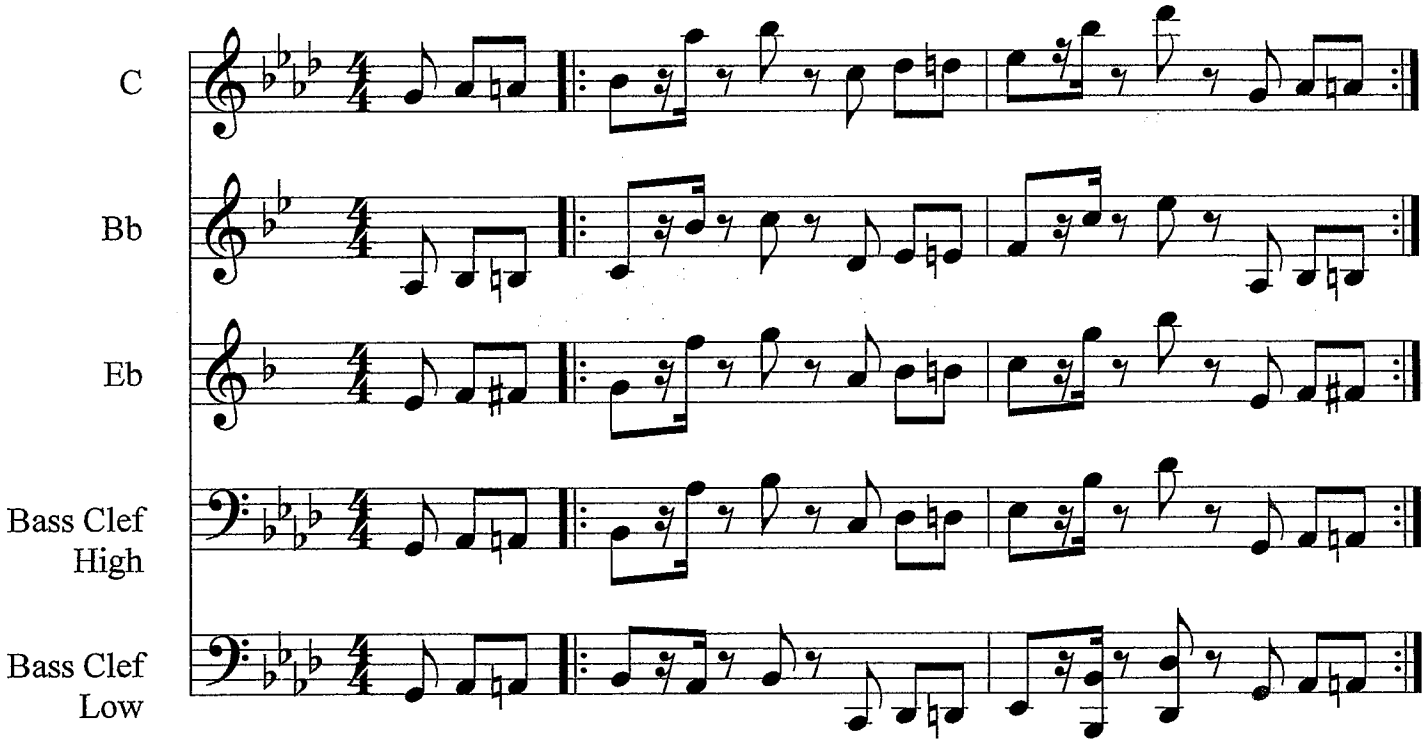
Chameleon Bass Line

Score



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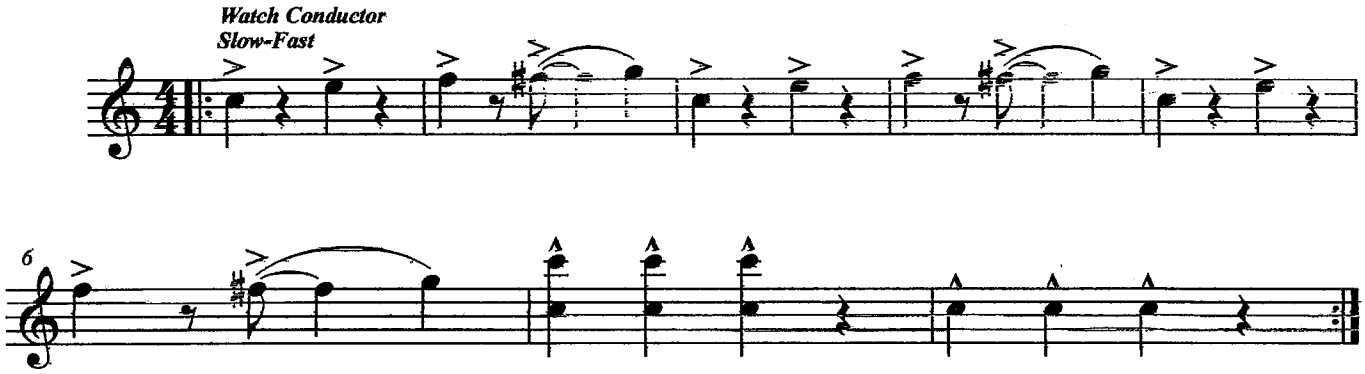
Tenor Sax.

Cheer # 1

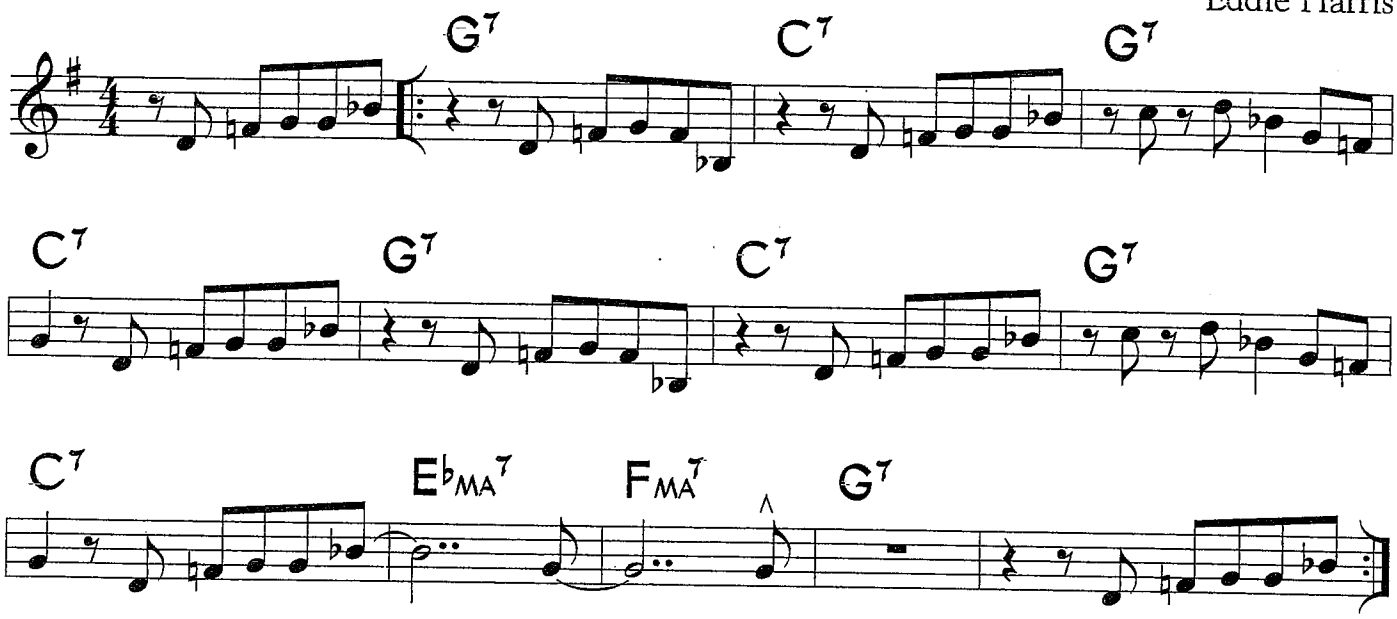
arr. Bernice



Bb

Cold Duck Time

Eddie Harris



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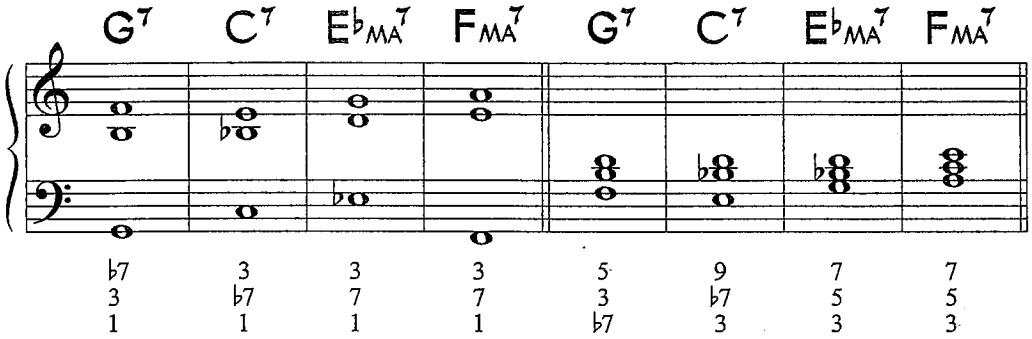
Cold Duck Time has a 12-bar form, but it does not use the typical 12-bar blues chord progression. It was originally played with a straight-eighth feel.

For your use

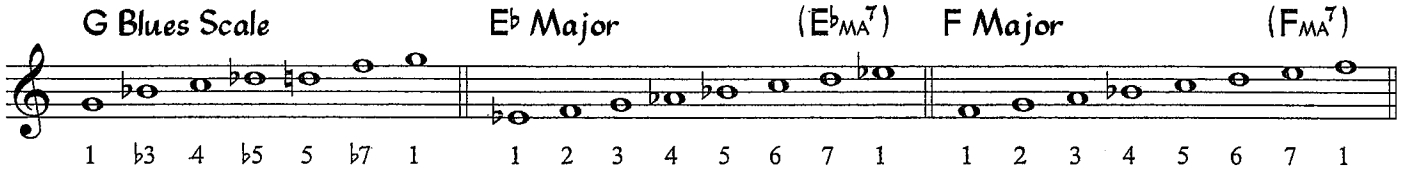
Bb Supplemental Material - Cold Duck Time

Sample Piano Voicings

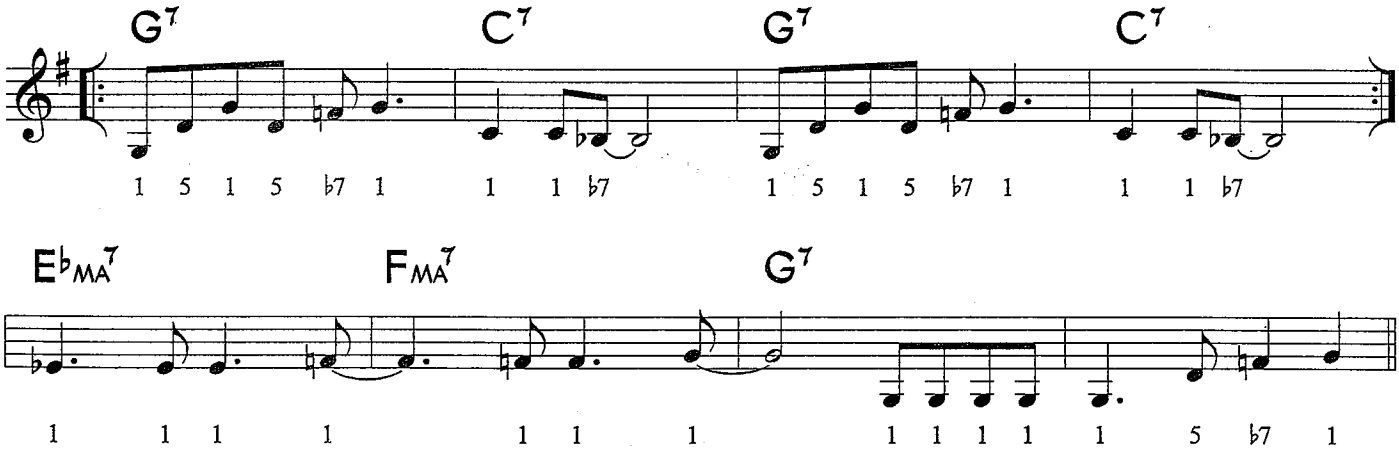
Basic 3-note voicings | Rootless voicings



Useful Scales



Sample Bass Line

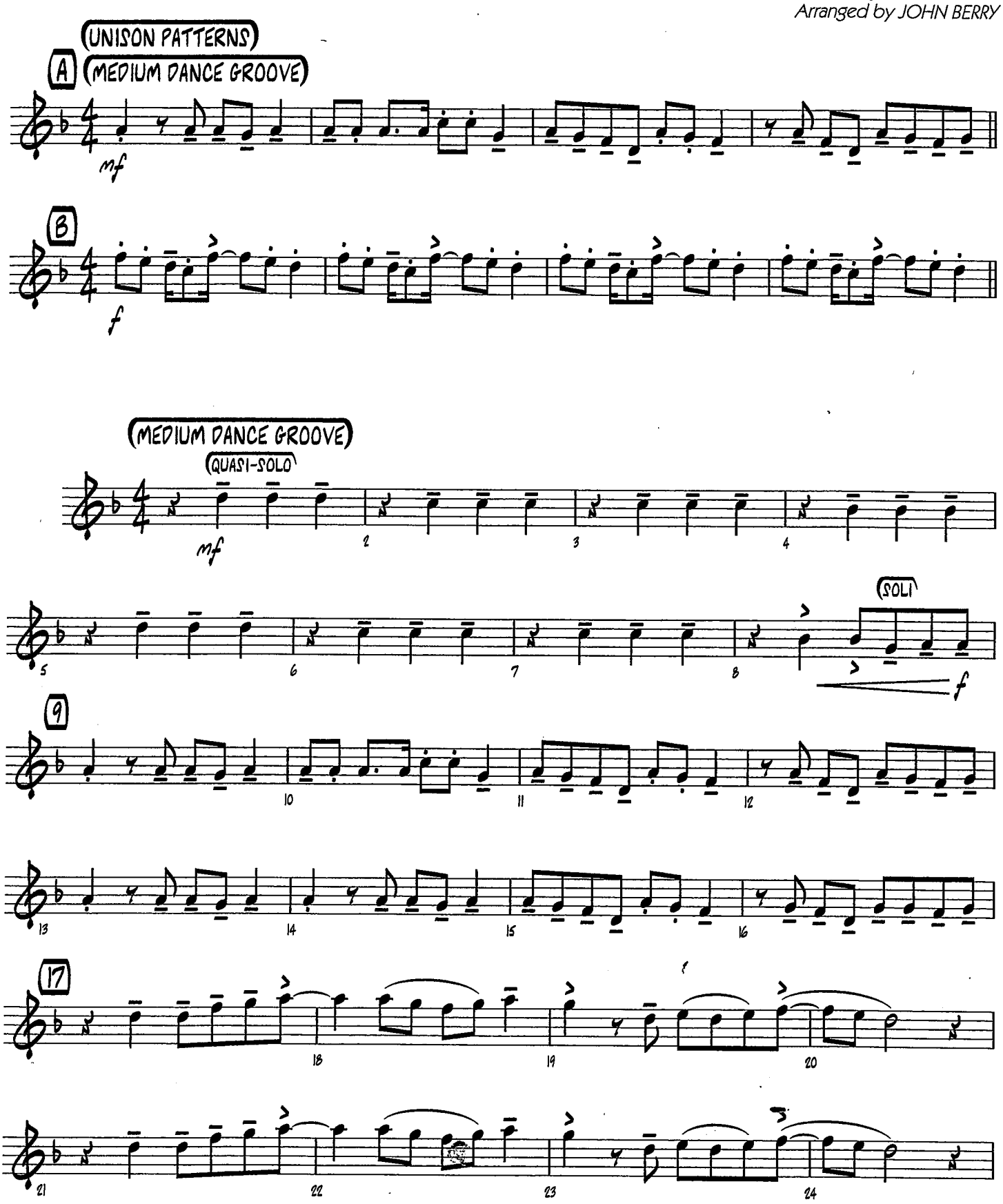


Recorded by OneRepublic

COUNTING STARS

TENOR SAX I

Words and Music by RYAN TEDDER
Arranged by JOHN BERRY



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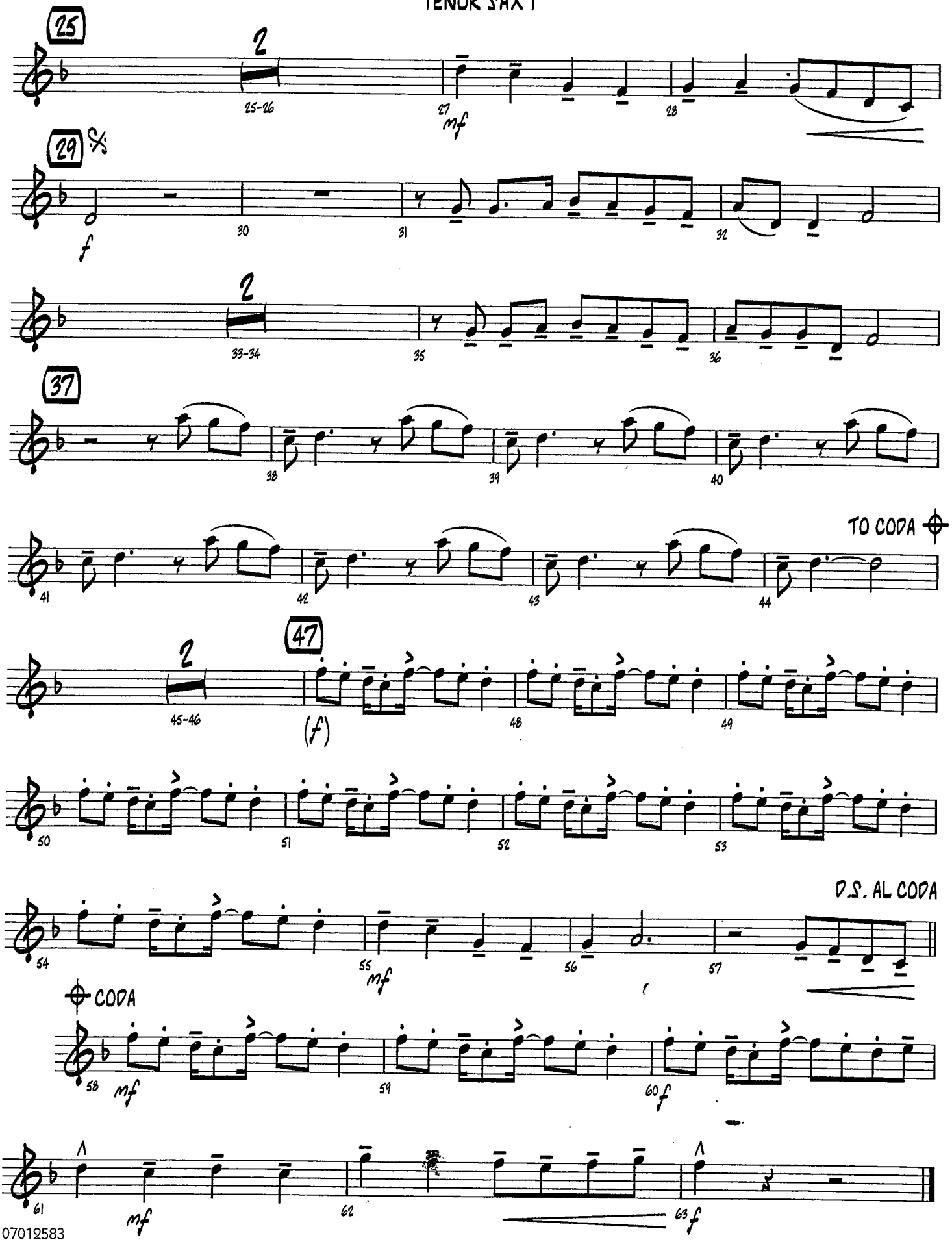
TENOR SAX I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2
25-26
27
mf
28
29
f
30
31
32
2
33-34
35
36
37
38
39
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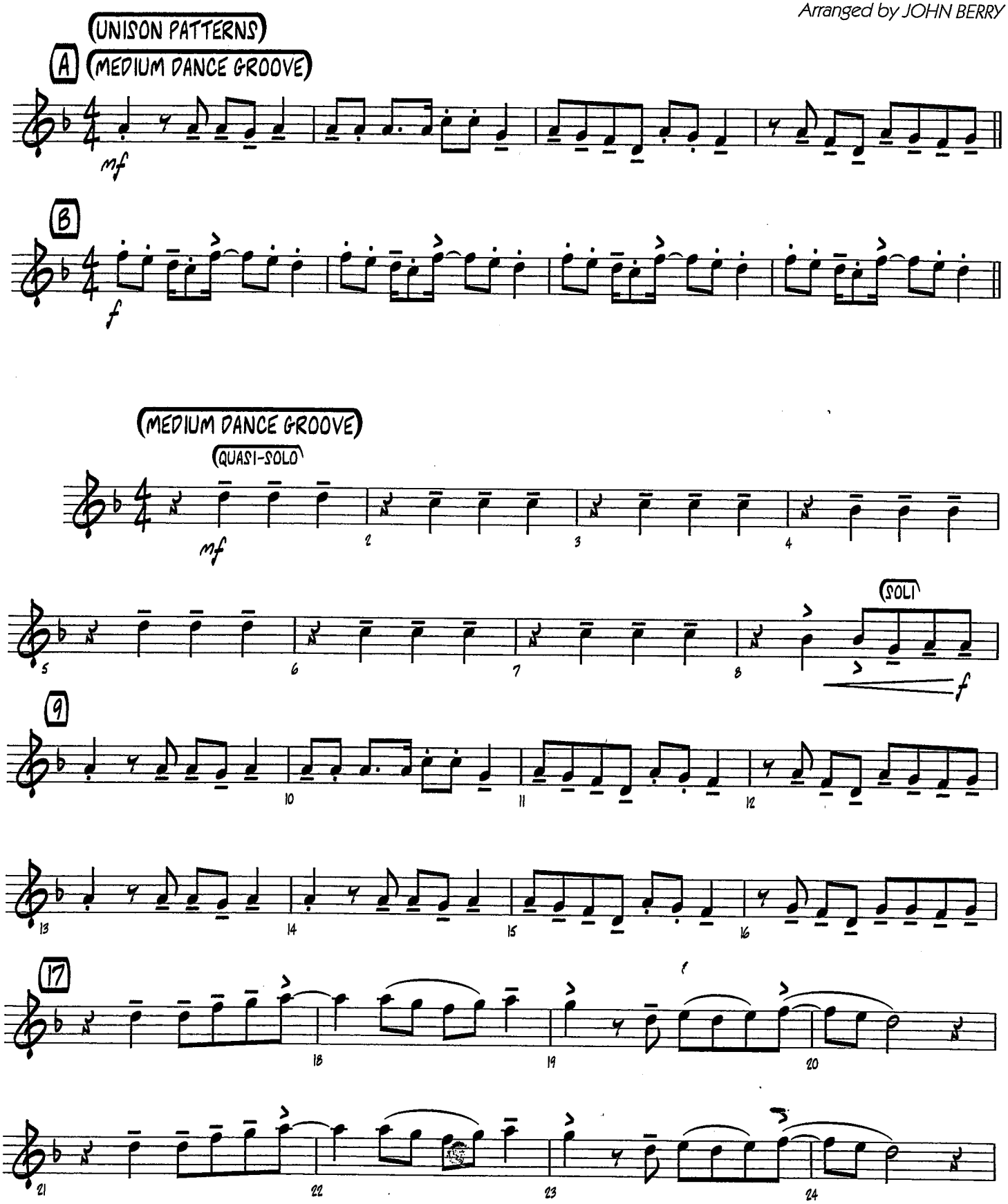
41
42
43
44
TO CODA
2
45-46
47
(f)
48
49
50
51
52
53
54
55
mf
56
57
D.S. AL CODA
CODA
58
mf
59
60
f
61
mf
62
63
f

Recorded by OneRepublic

COUNTING STARS

TENOR SAX 2

Words and Music by RYAN TEDDER
Arranged by JOHN BERRY



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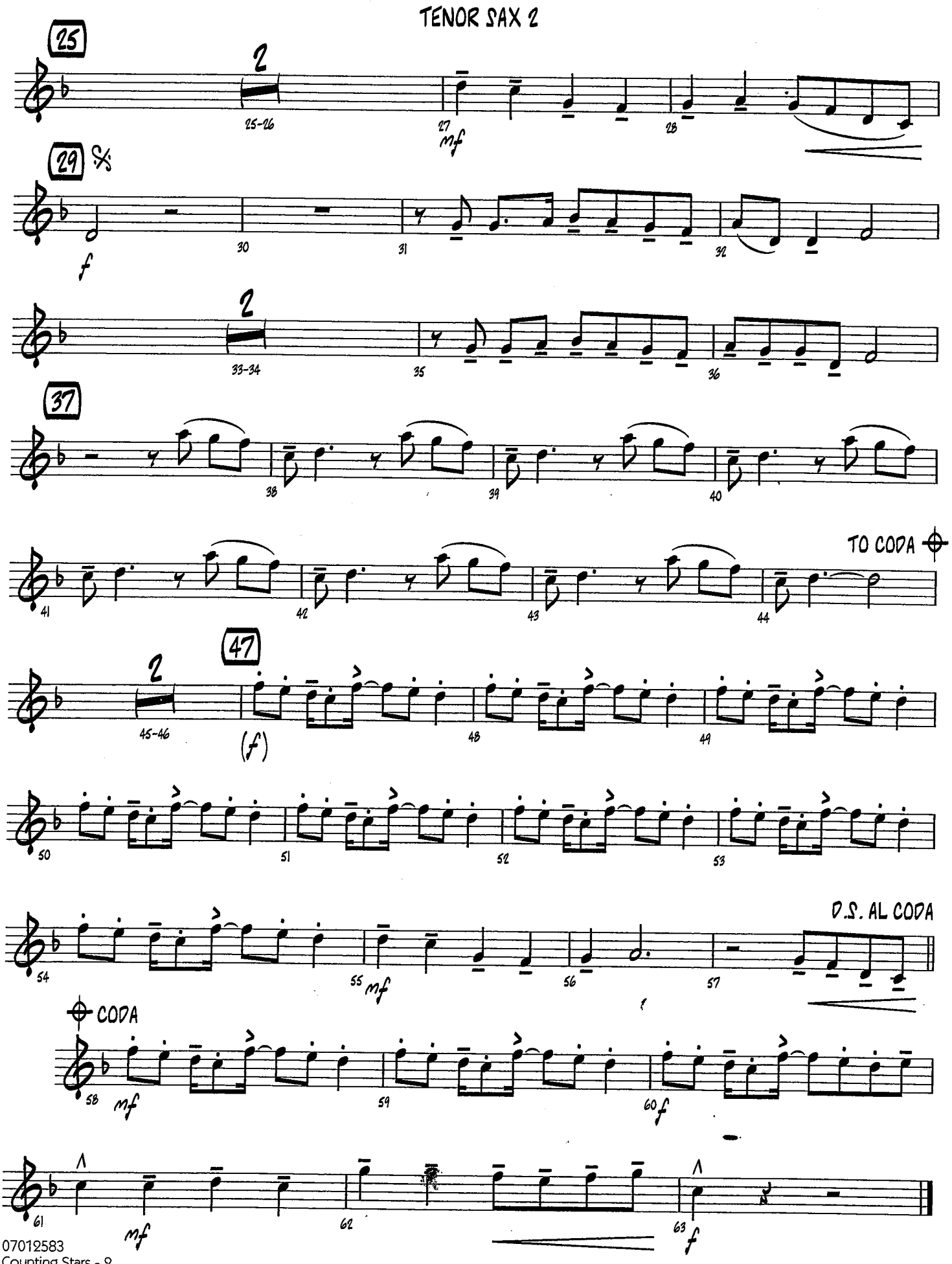
TENOR SAX 2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25-26
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28
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f
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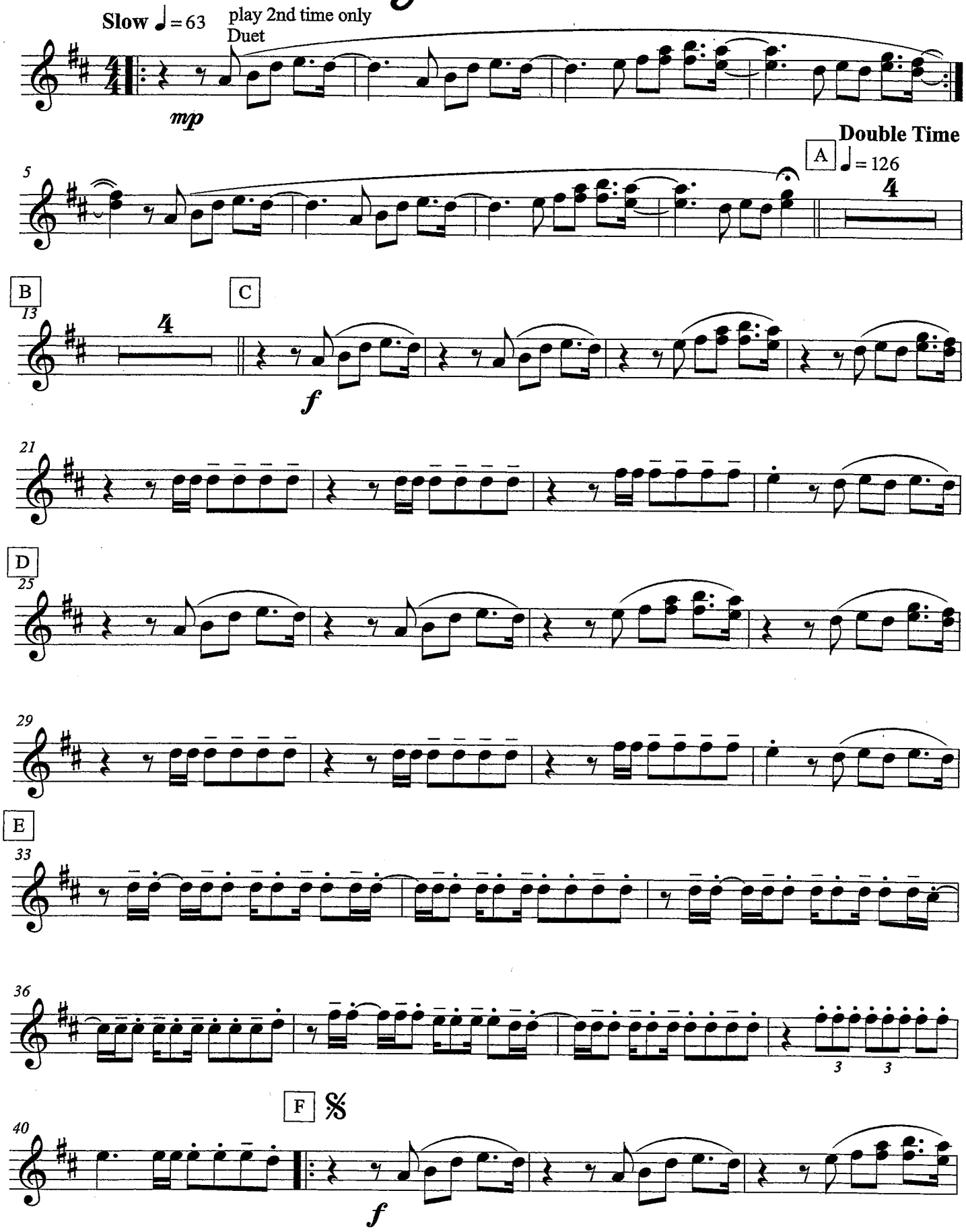
31
32
2
33-34
35
36
37
38
39
40
TO CODA
41
42
43
44
47
2
45-46
(f)
48
49
50
51
52
53
D.S. AL CODA
54
55
mf
56
57
CODA
58
mf
59
60
f
61
mf
62
63
f

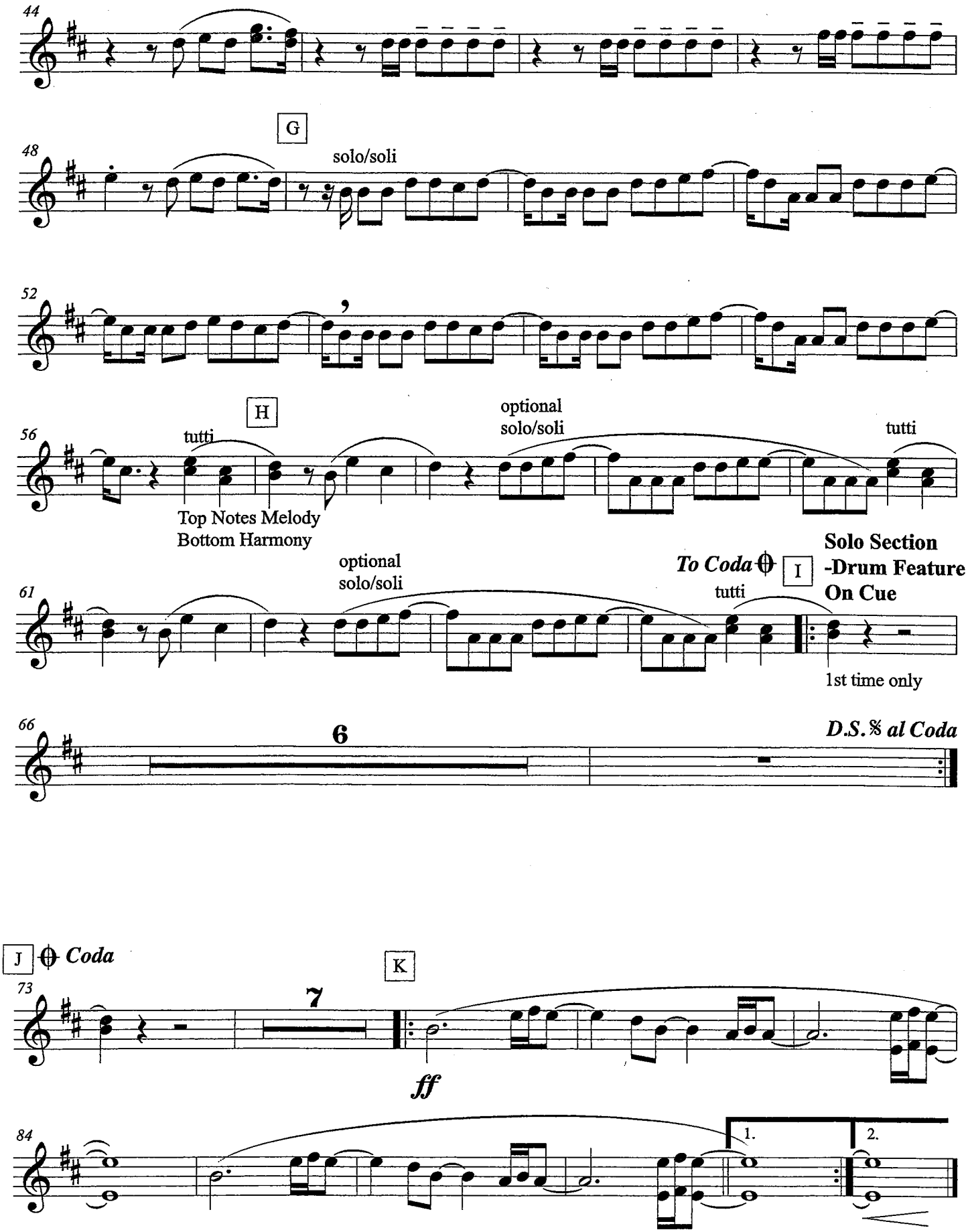
Melody Bb (HIGH)

Danza Kuduro

As Recorded by
Don Omar & Lucenzo
arr. Bernice



Danza Kuduro

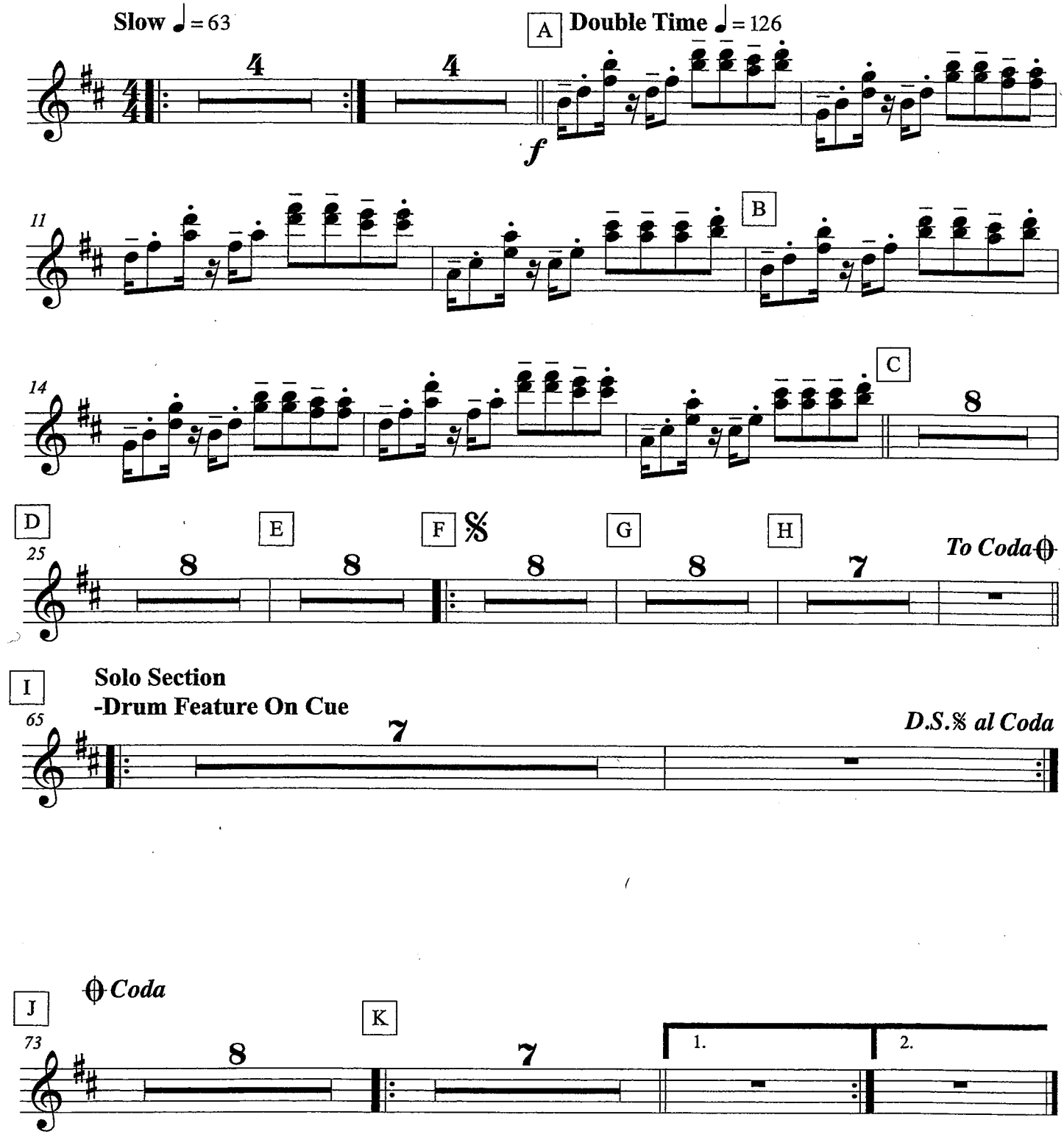


Accordian
Horn Lick Bb (HIGH)
OPTIONAL

Danza Kuduro

As Recorded by
Don Omar & Lucenzo

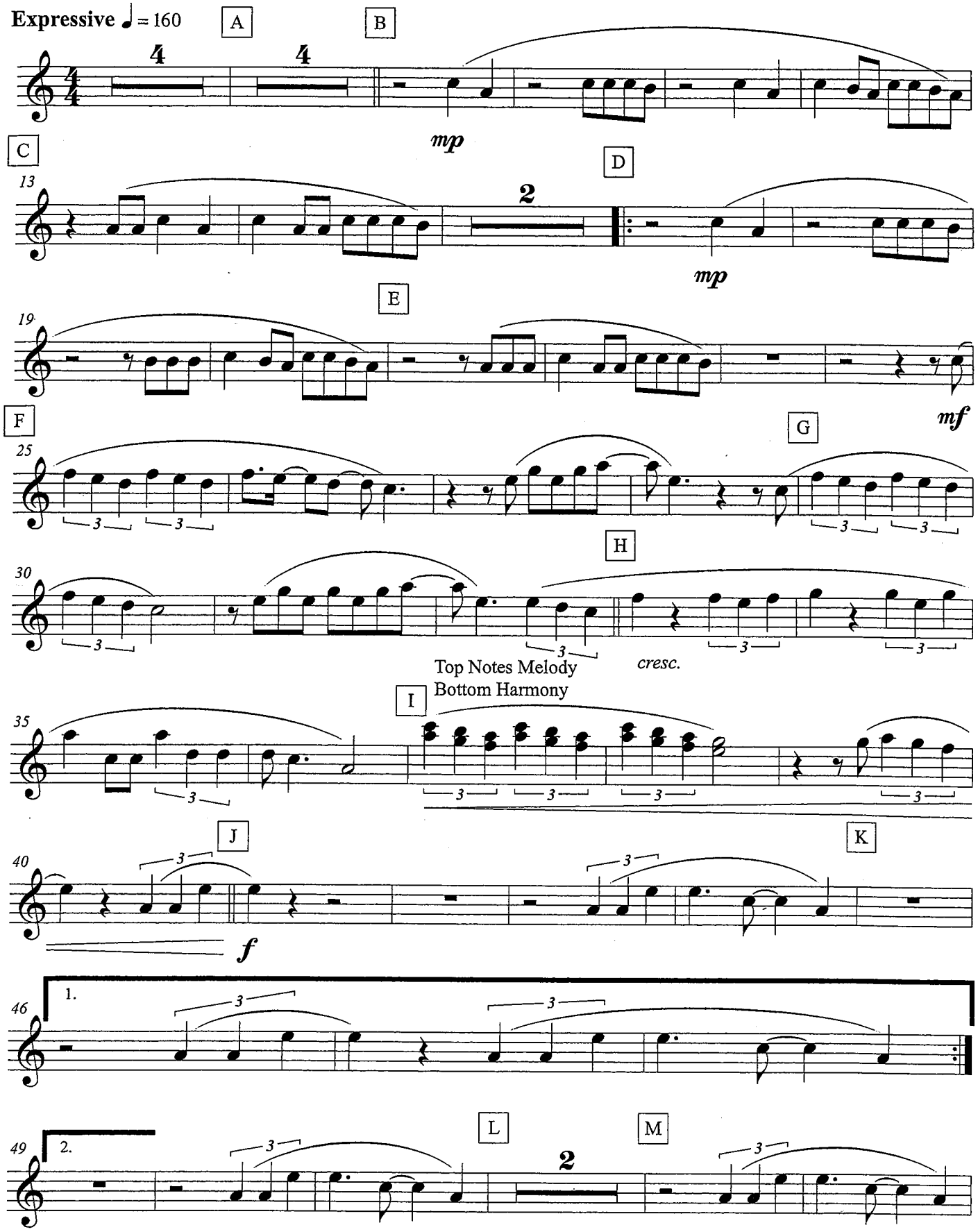
arr. Bernice



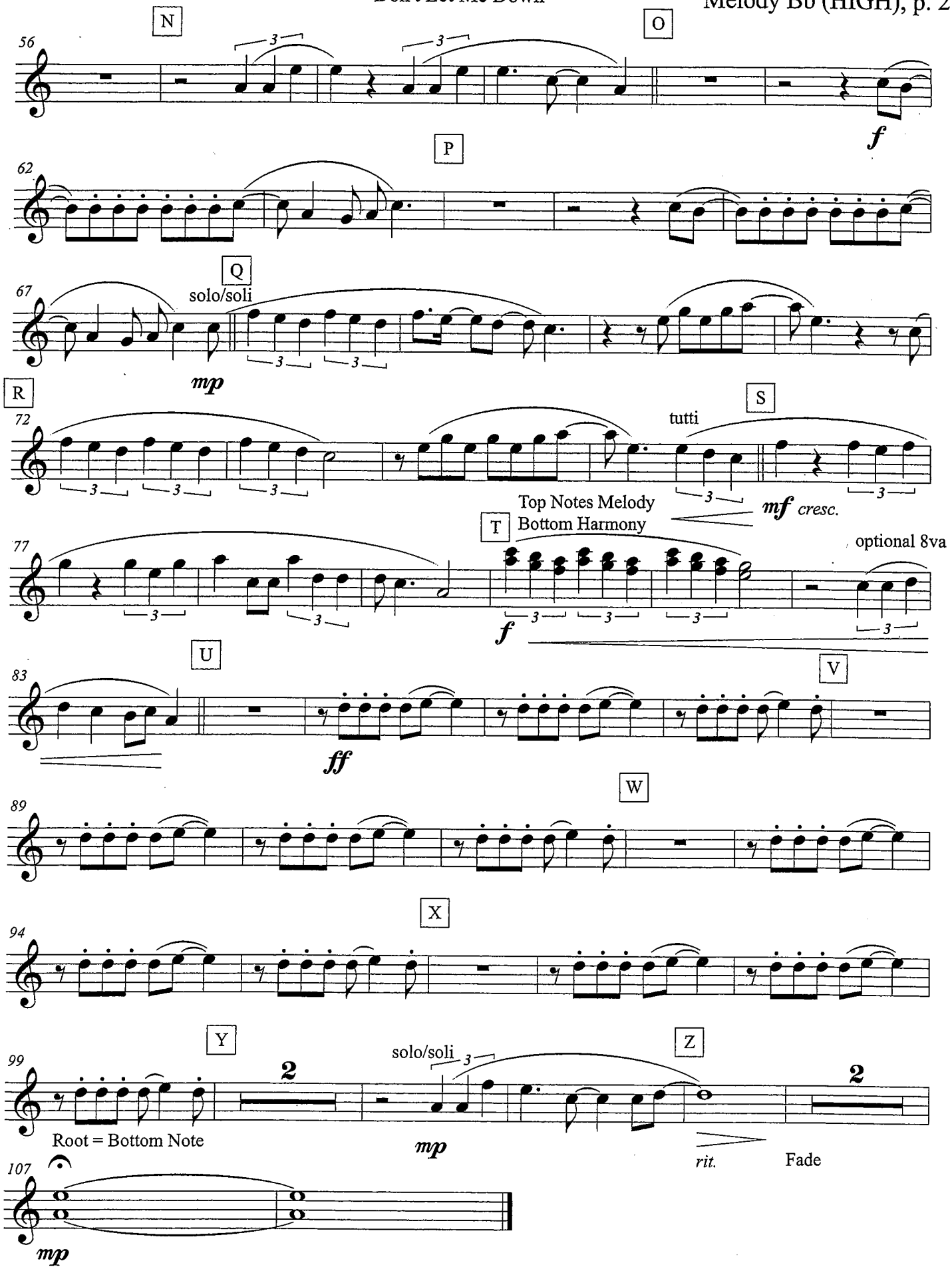
Melody Bb
(HIGH)

Don't Let Me Down

As Recorded by
The Chainsmokers
arr. Bernice



Don't Let Me Down

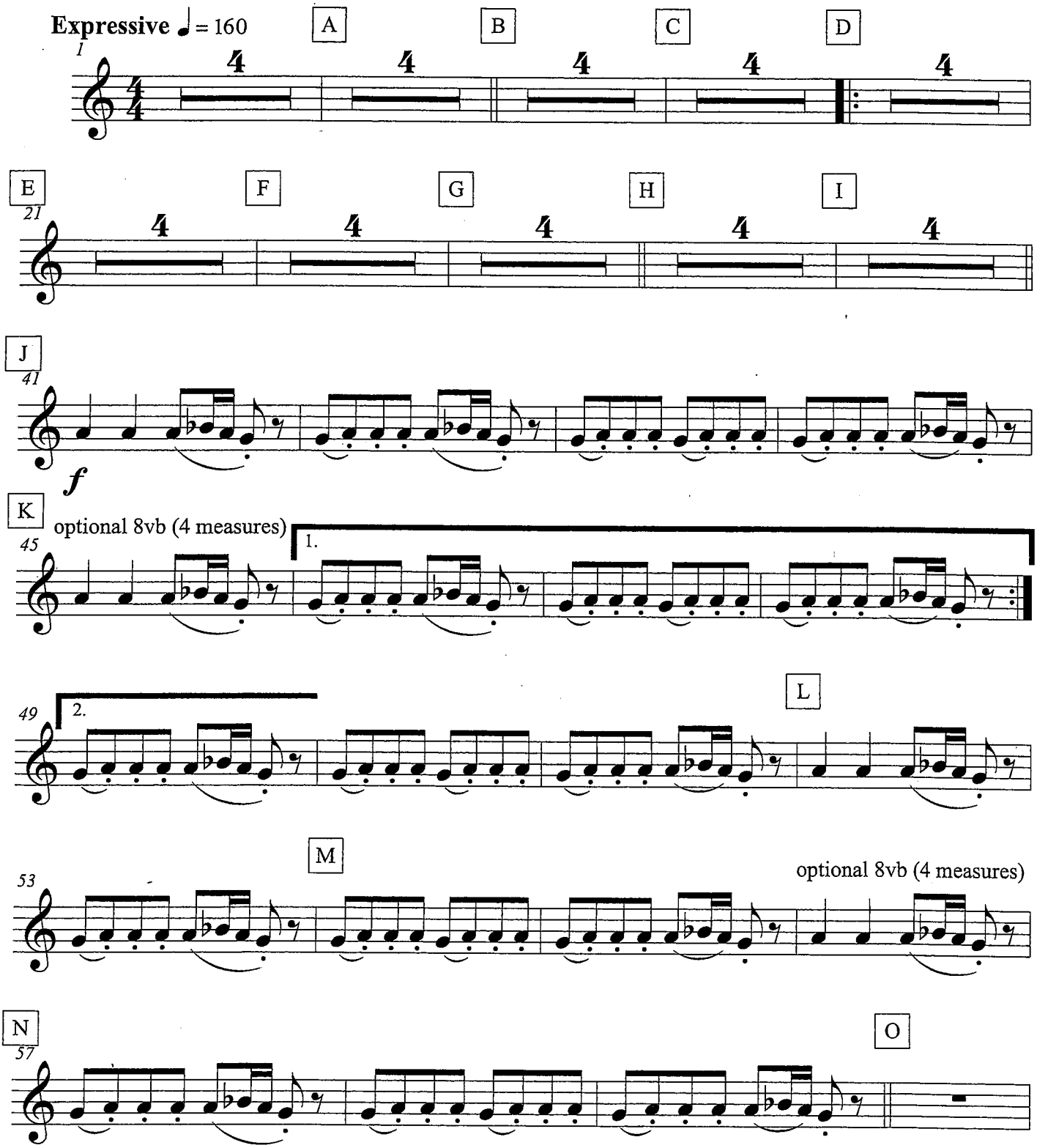


Don't Let Me Down

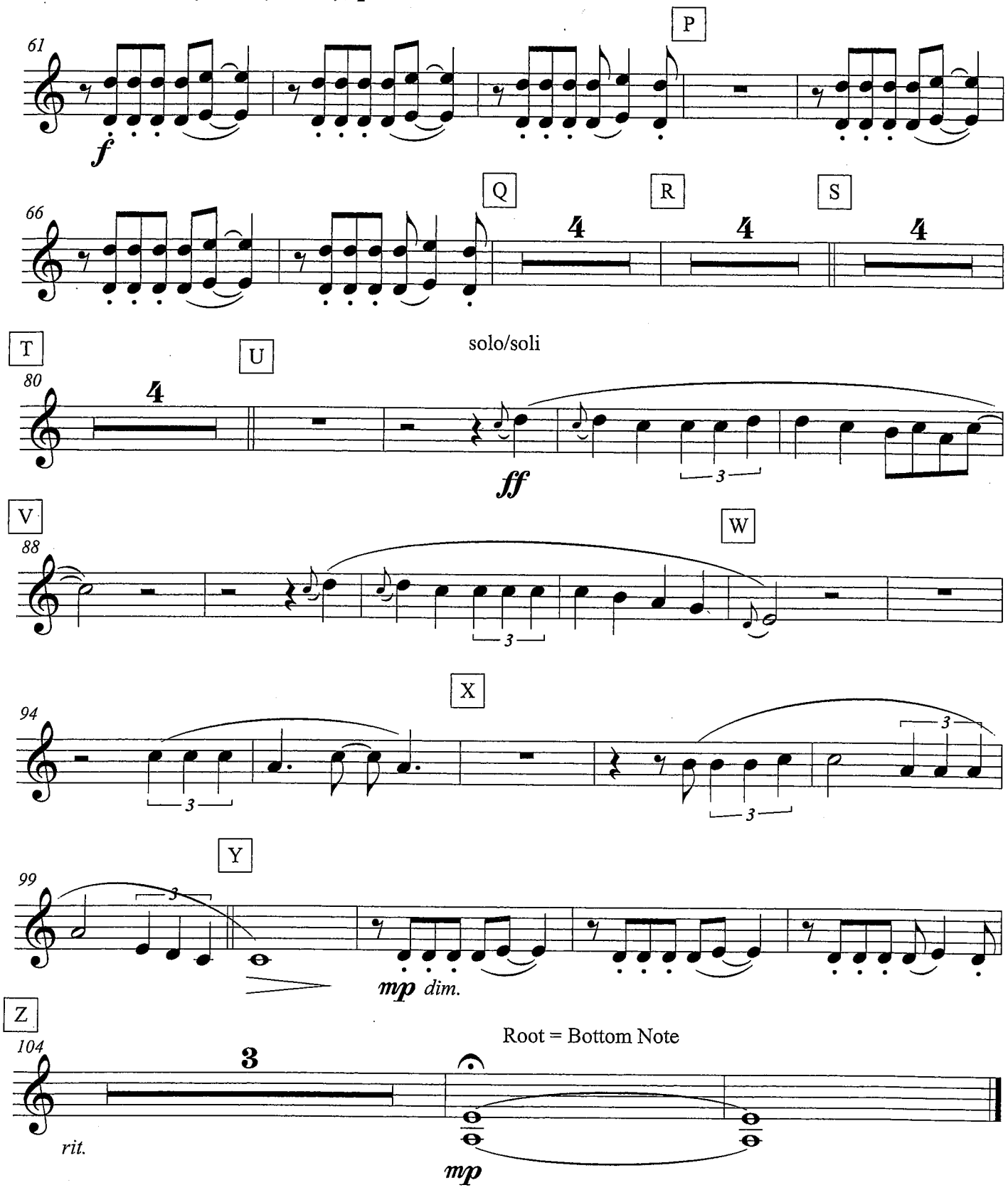
As Recorded by
The Chainsmokers

arr. Bernice

Countermelody Bb
LOW



Countermelody Bb (LOW), p. 2 Don't Let Me Down

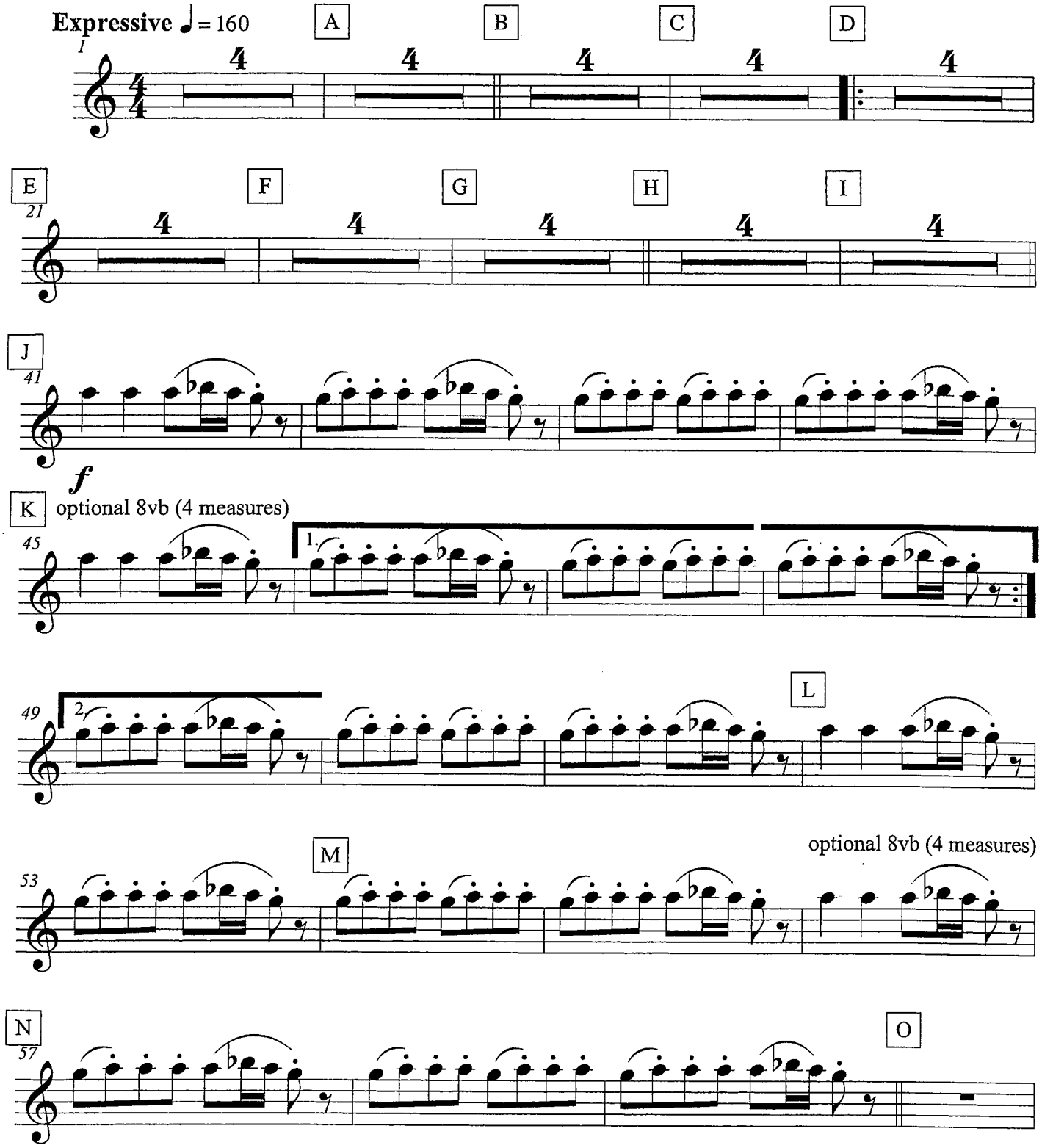


Don't Let Me Down

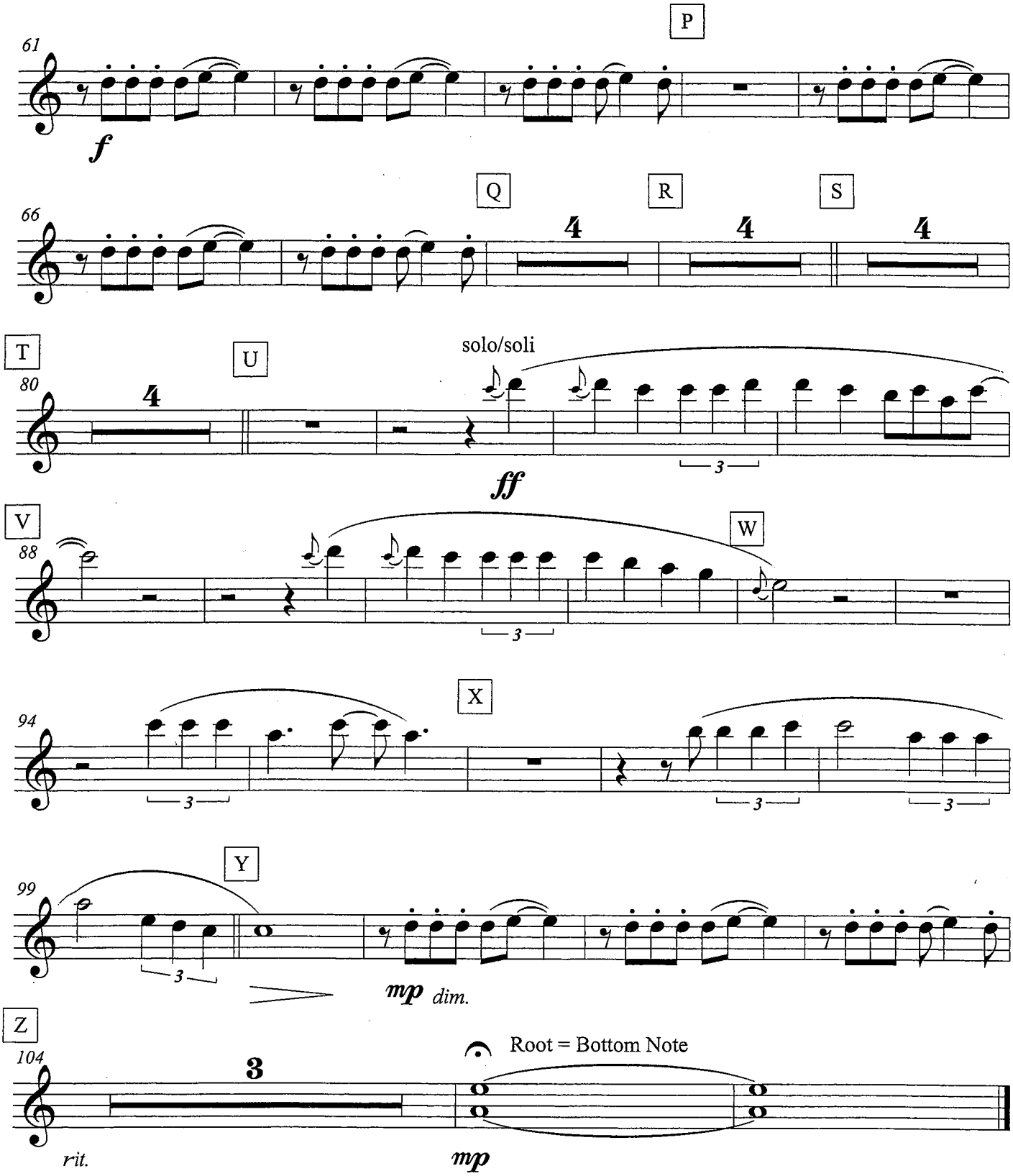
As Recorded by
The Chainsmokers

arr. Bernice

Countermelody Bb
HIGH



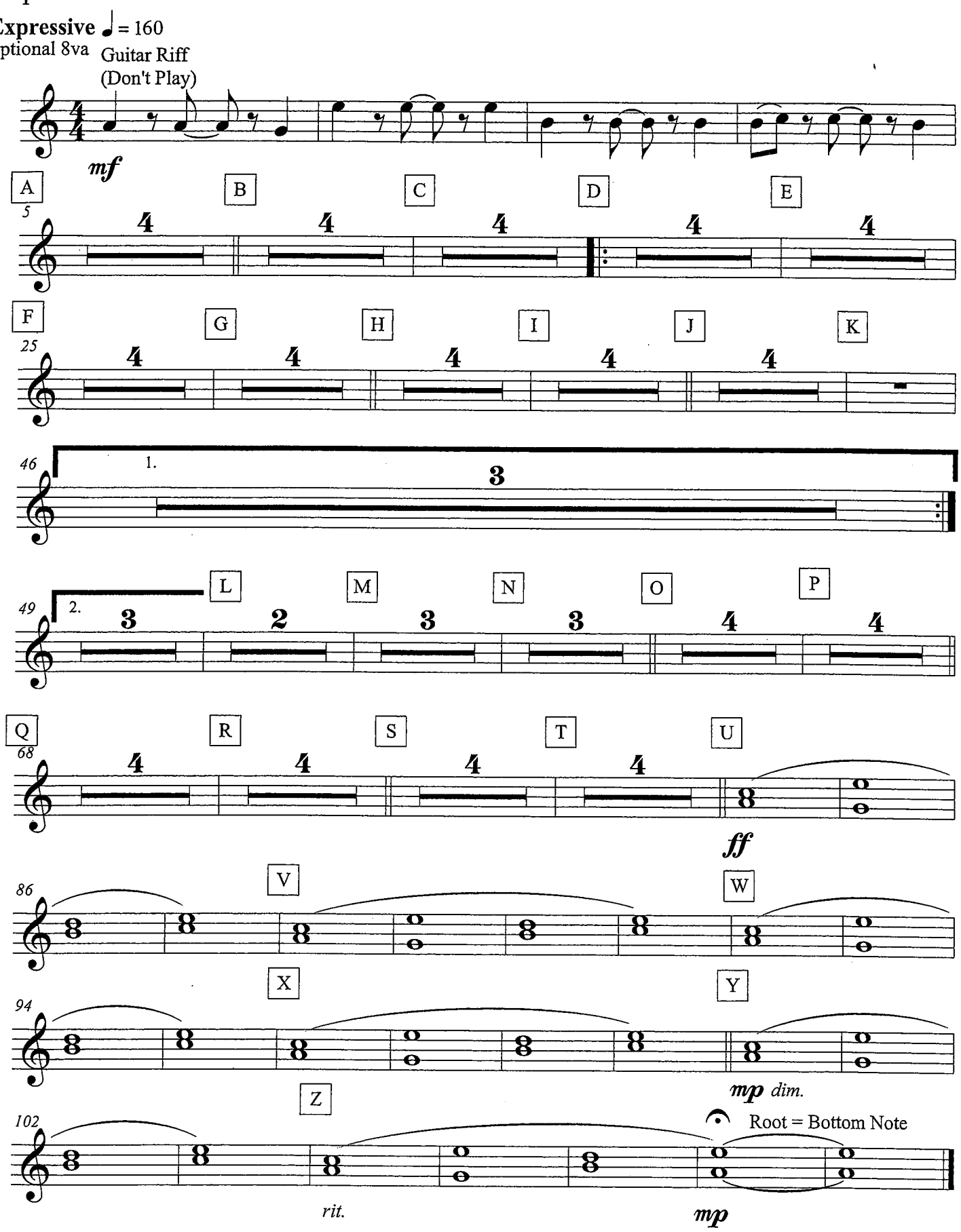
Countermelody Bb (HIGH), p. 2 Don't Let Me Down



Block Chords Bb
-optional

Don't Let Me Down

As Recorded by
The Chainsmokers
arr. Bernice

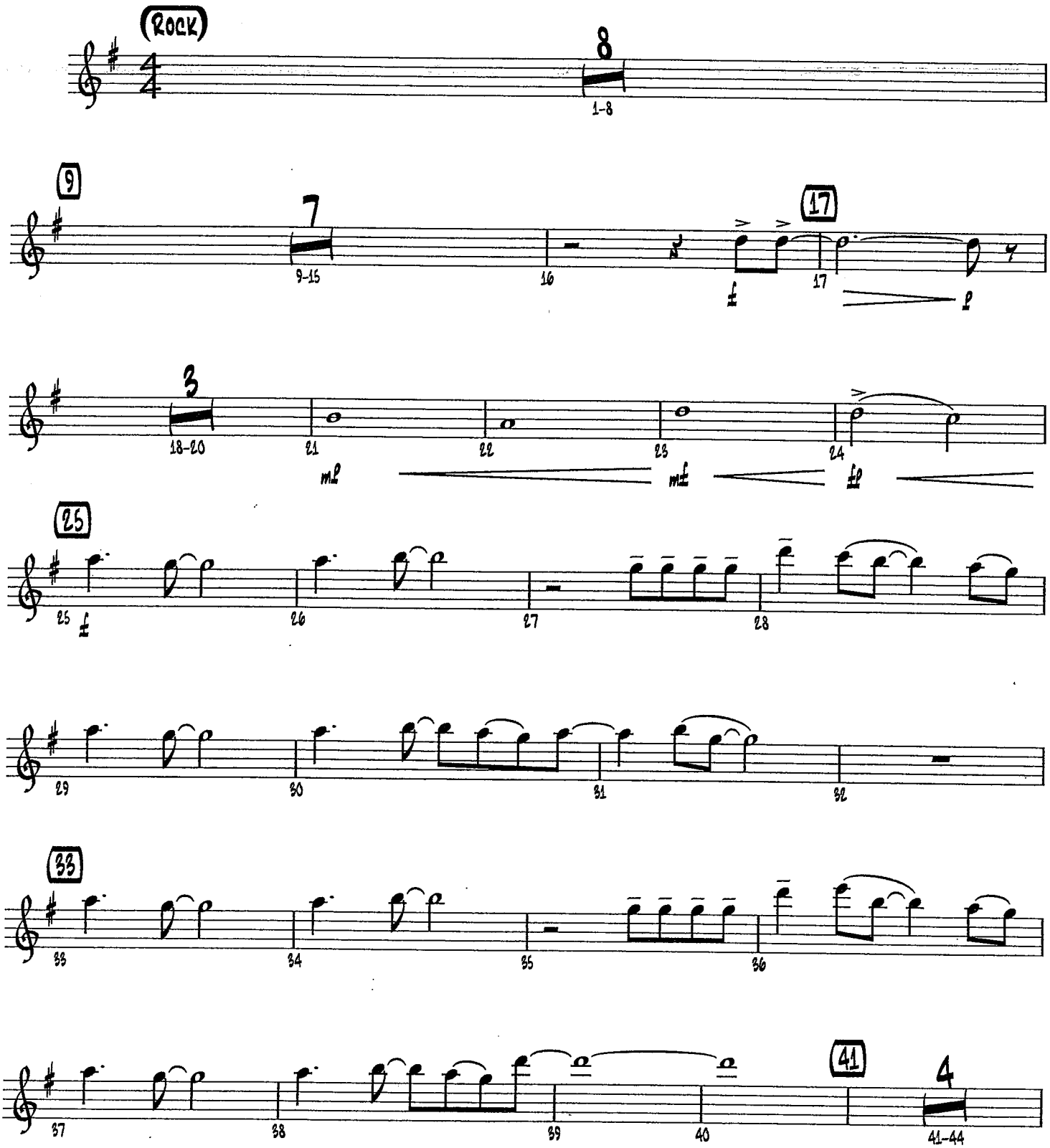


Featured in the Twentieth Century Fox Television Series GLEE

DON'T STOP BELIEVIN'

TENOR SAX 1

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



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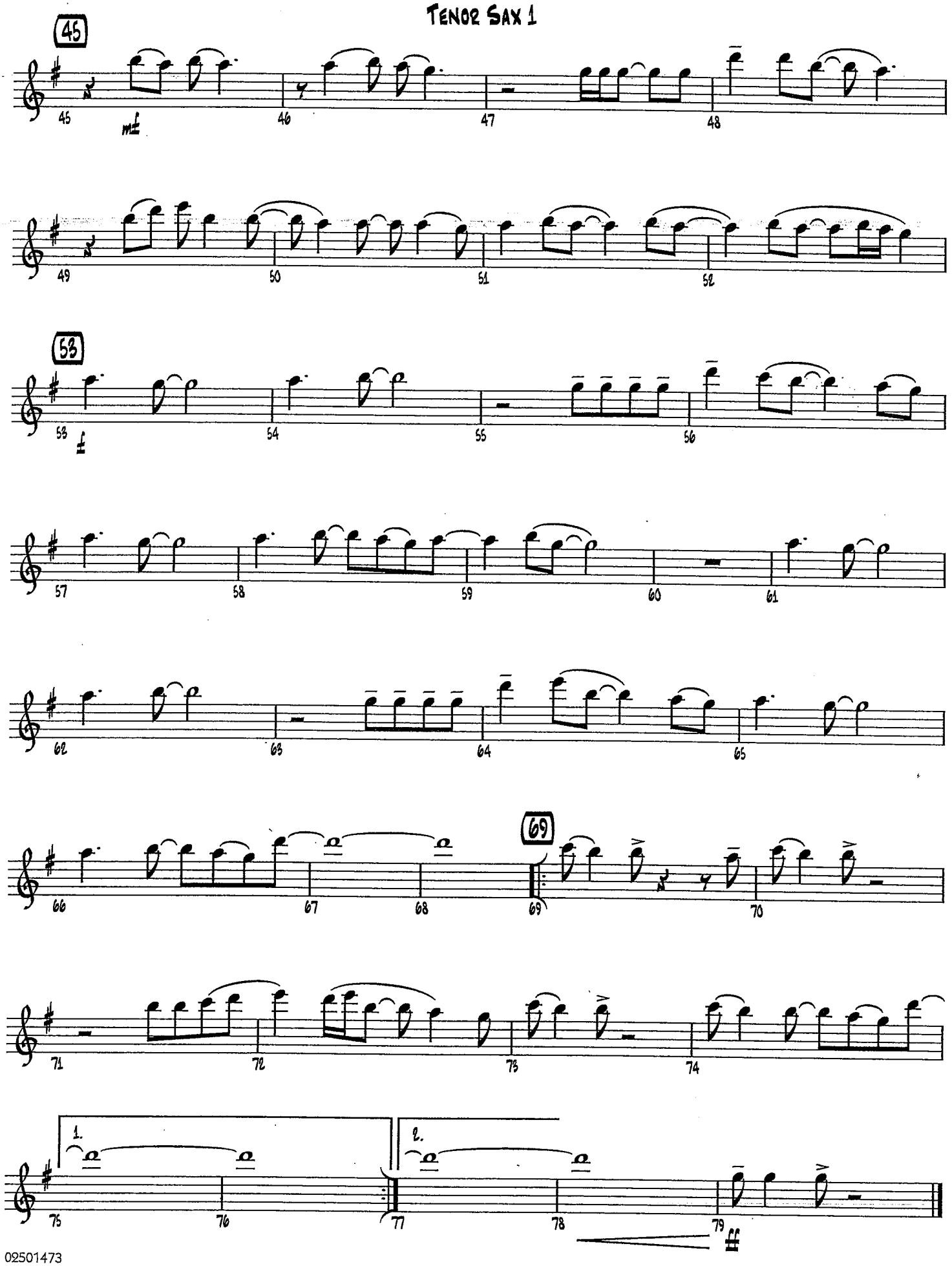
Tenor Sax 1

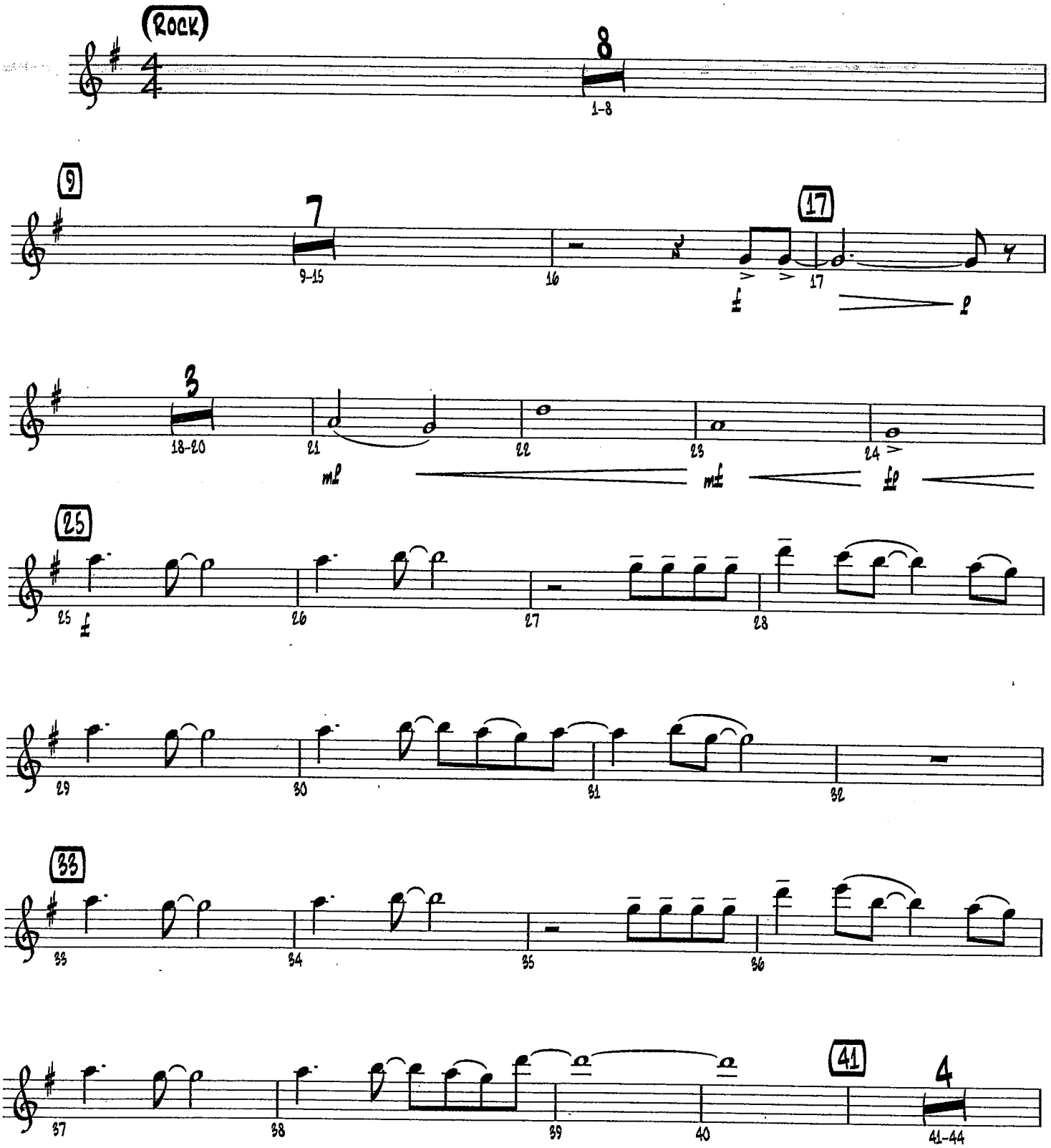


Featured in the Twentieth Century Fox Television Series GLEE

DON'T STOP BELIEVIN'

TENOR SAX 2

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



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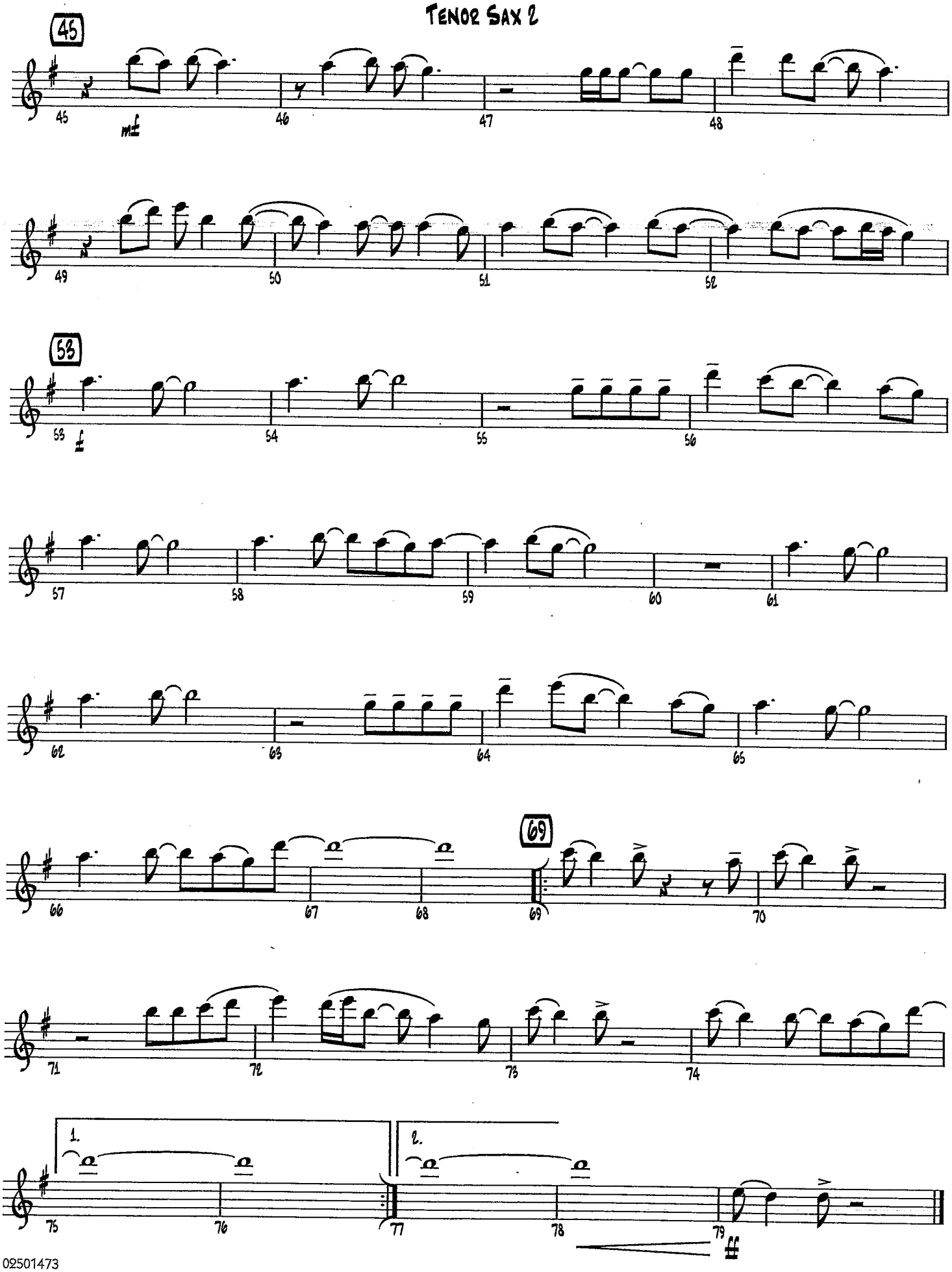
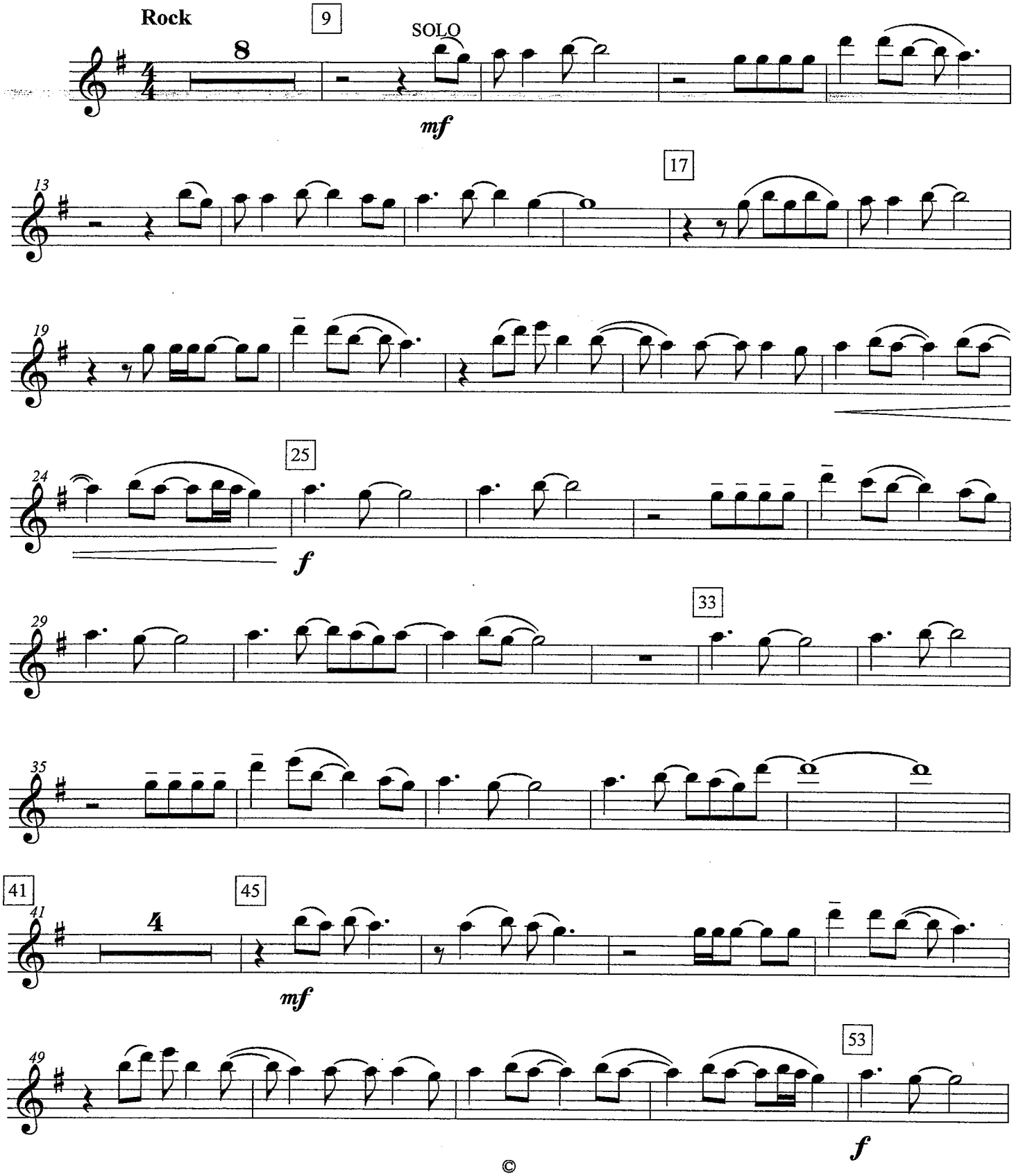
Tenor Sax 2



Don't Stop Belevin'

Bb HIGH
(Doubles Alto Sax)

arr. Murtha



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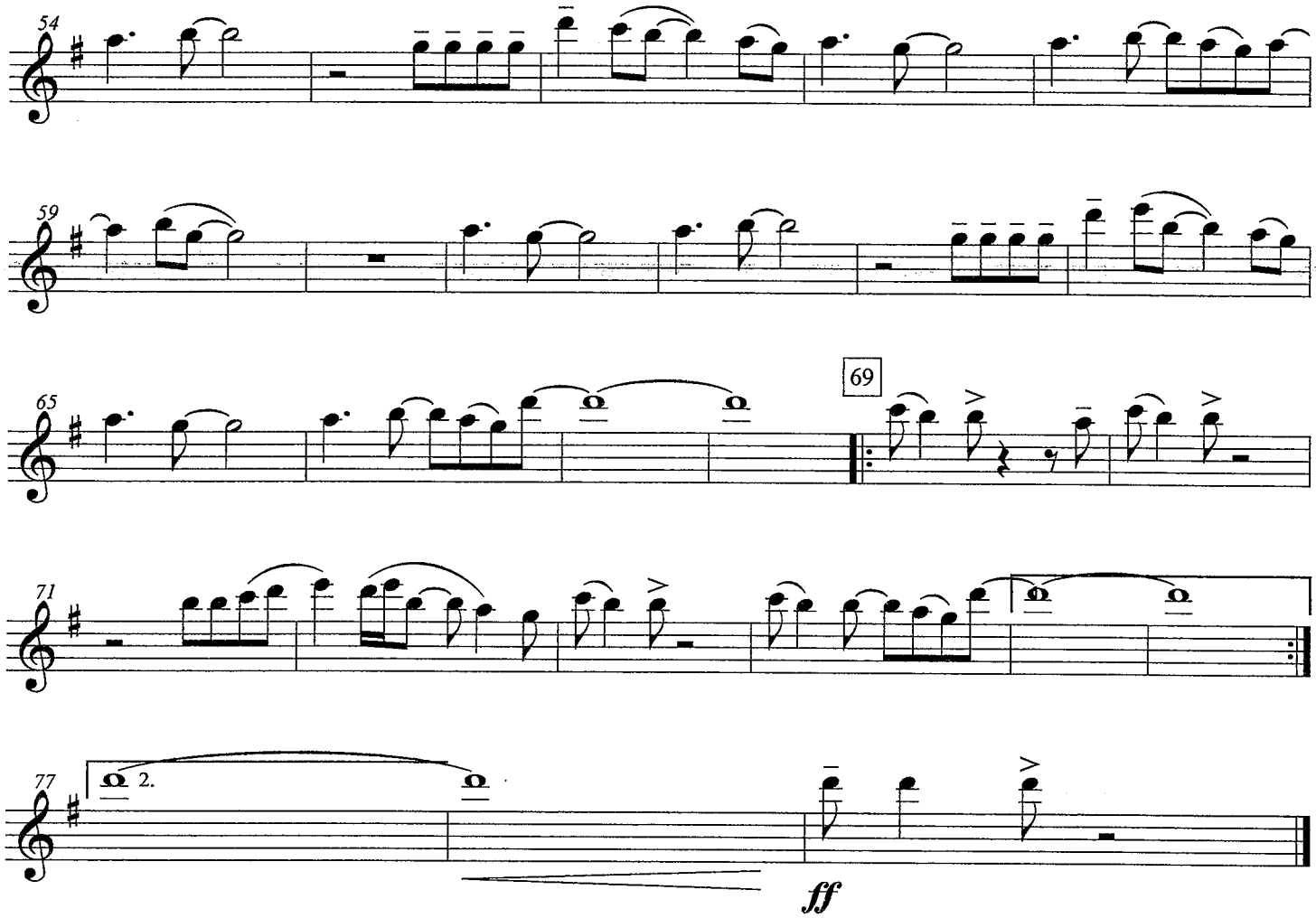
Don't Stop Belevin'



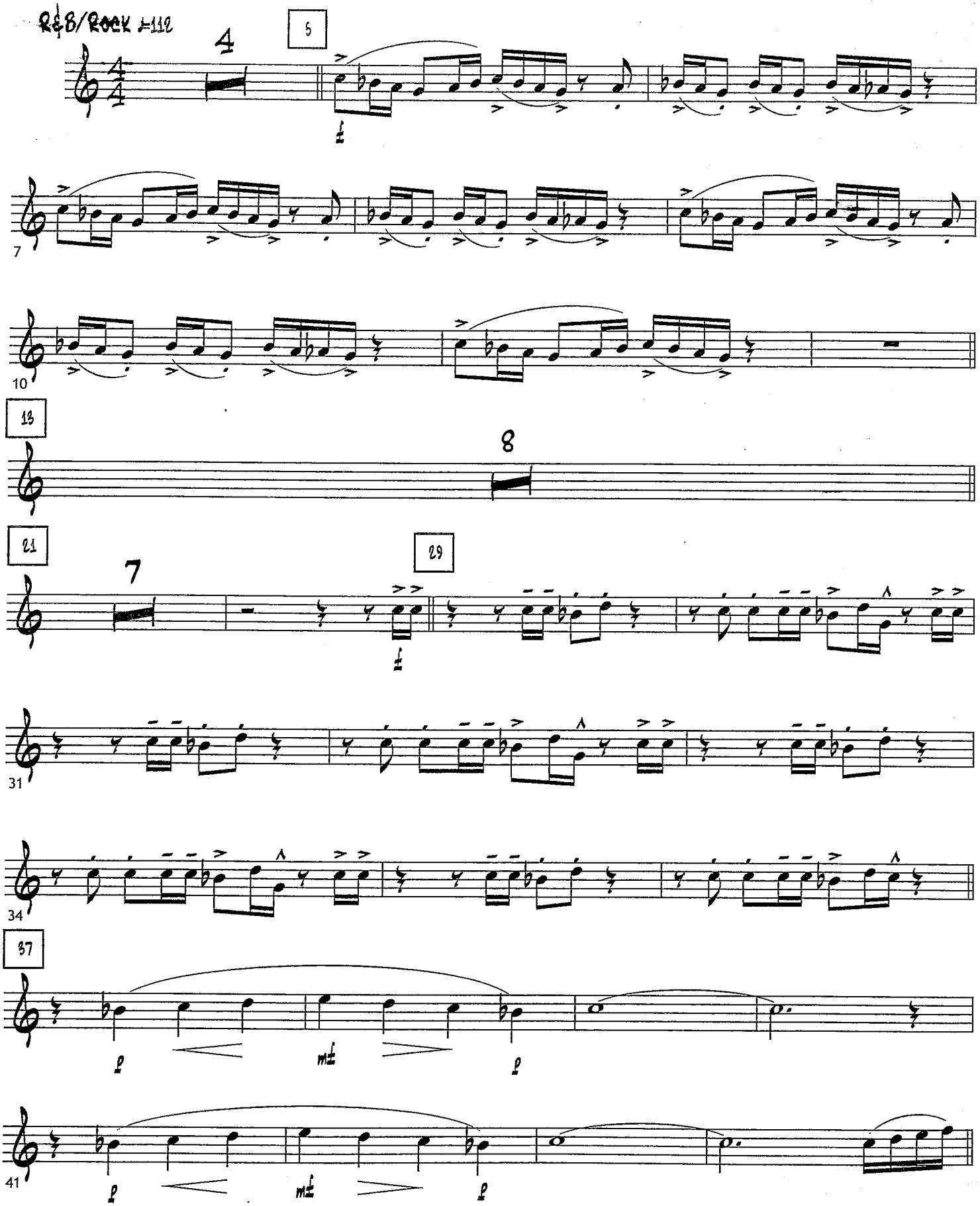
Jalen Jazz Band

Tenor Sax 1

Don't Stop 'Til You Get Enough

Written By Michael Jackson

Arr. Dallas C. Burke



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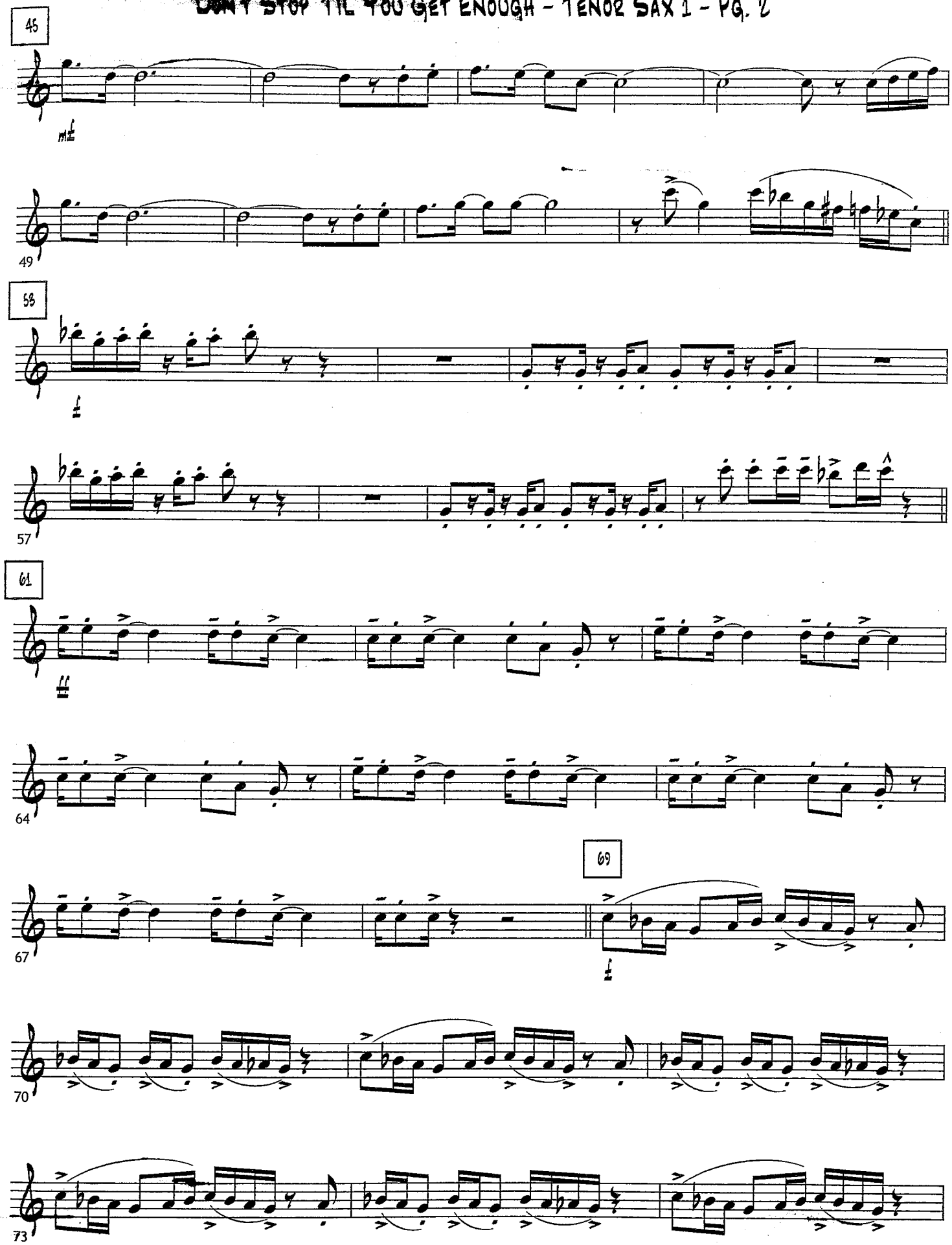
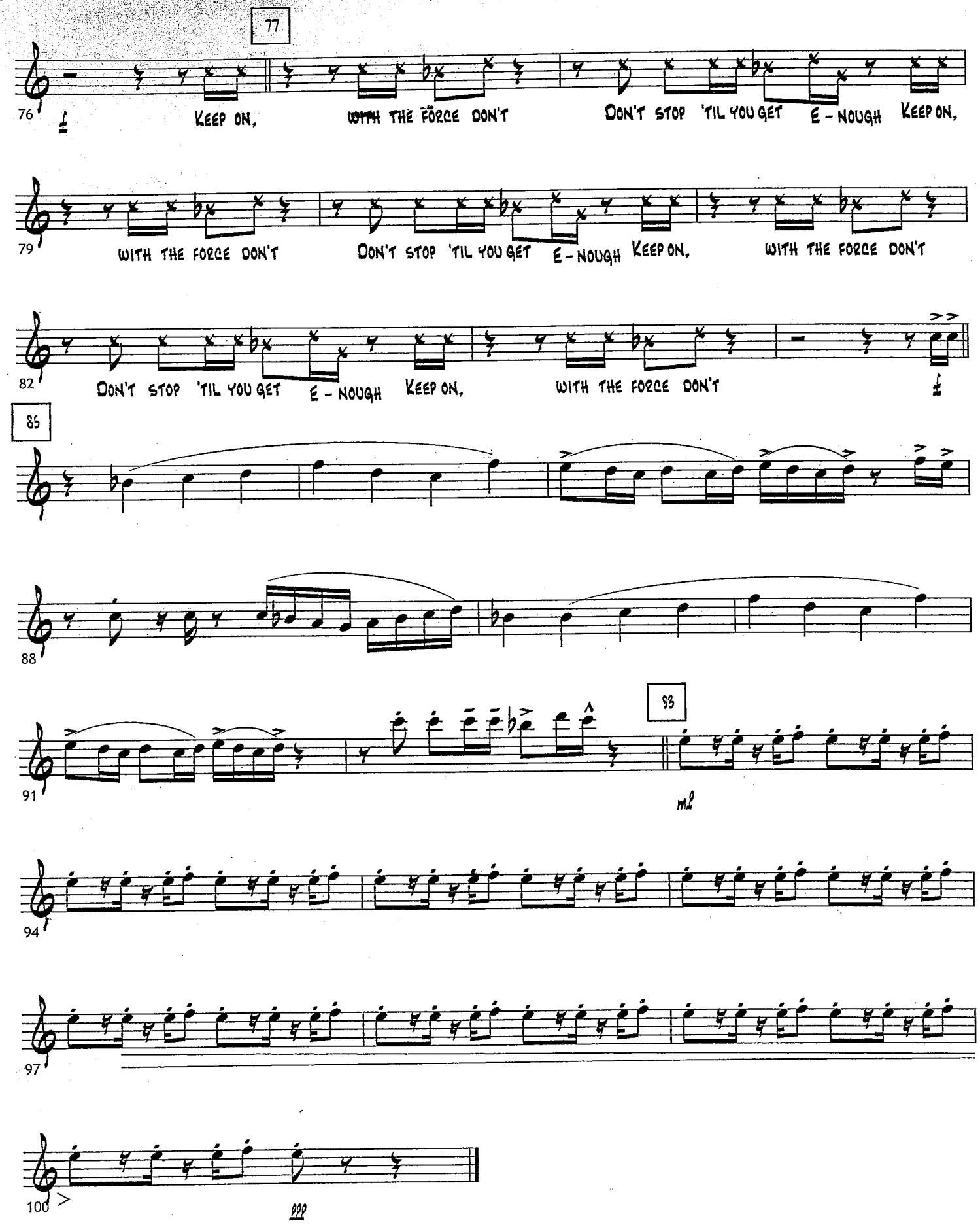
Don't Stop 'Til You Get Enough - Tenor Sax 1 - Pg. 2



Don't Stop 'Til You Get Enough - Tenor Sax 1 - Pg. 3



Jalen Jazz Band

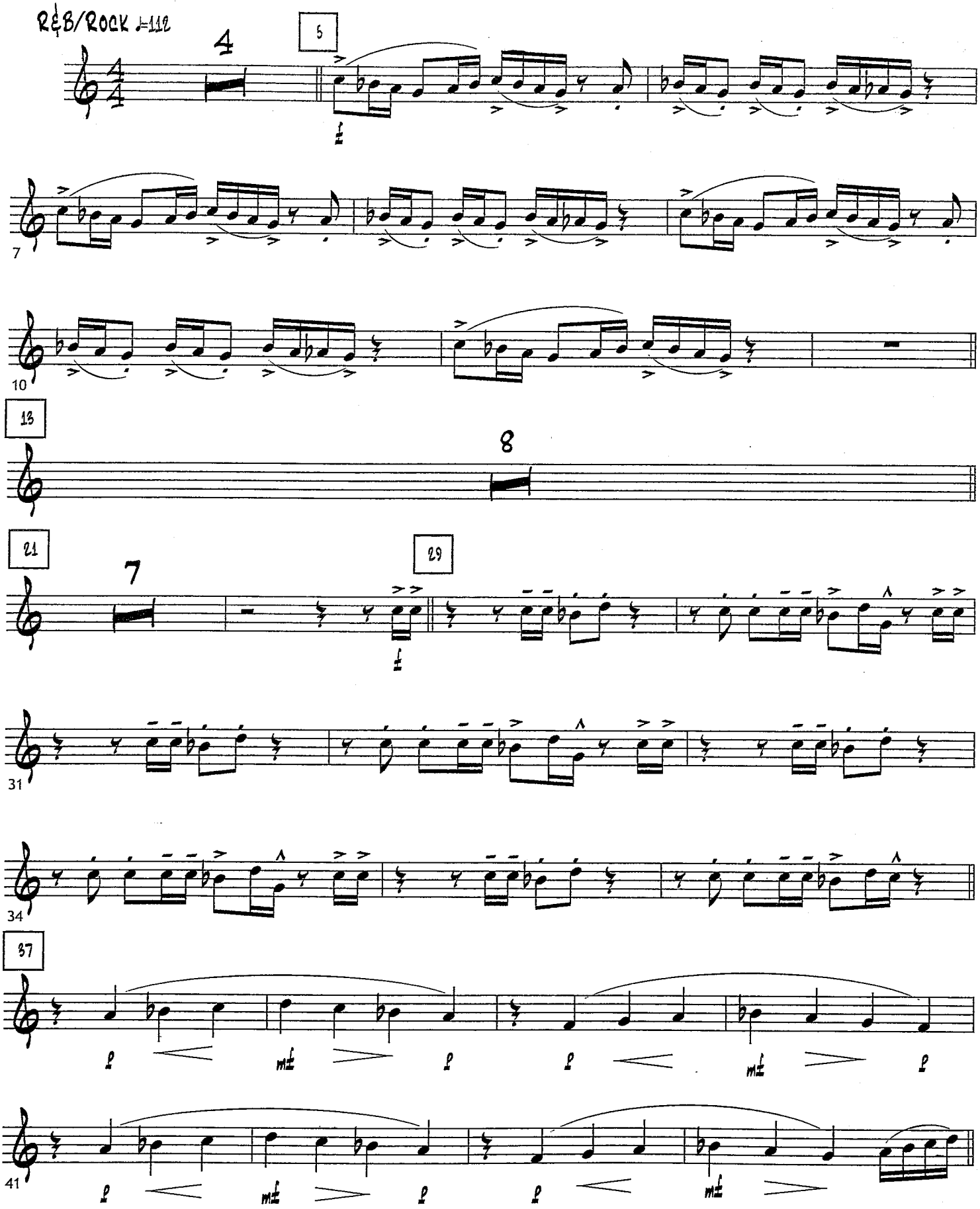
Tenor Sax 2

Don't Stop 'Til You Get Enough

Written By Michael Jackson

Arr. Dallas C. Burke

R&B/Rock ♩=112



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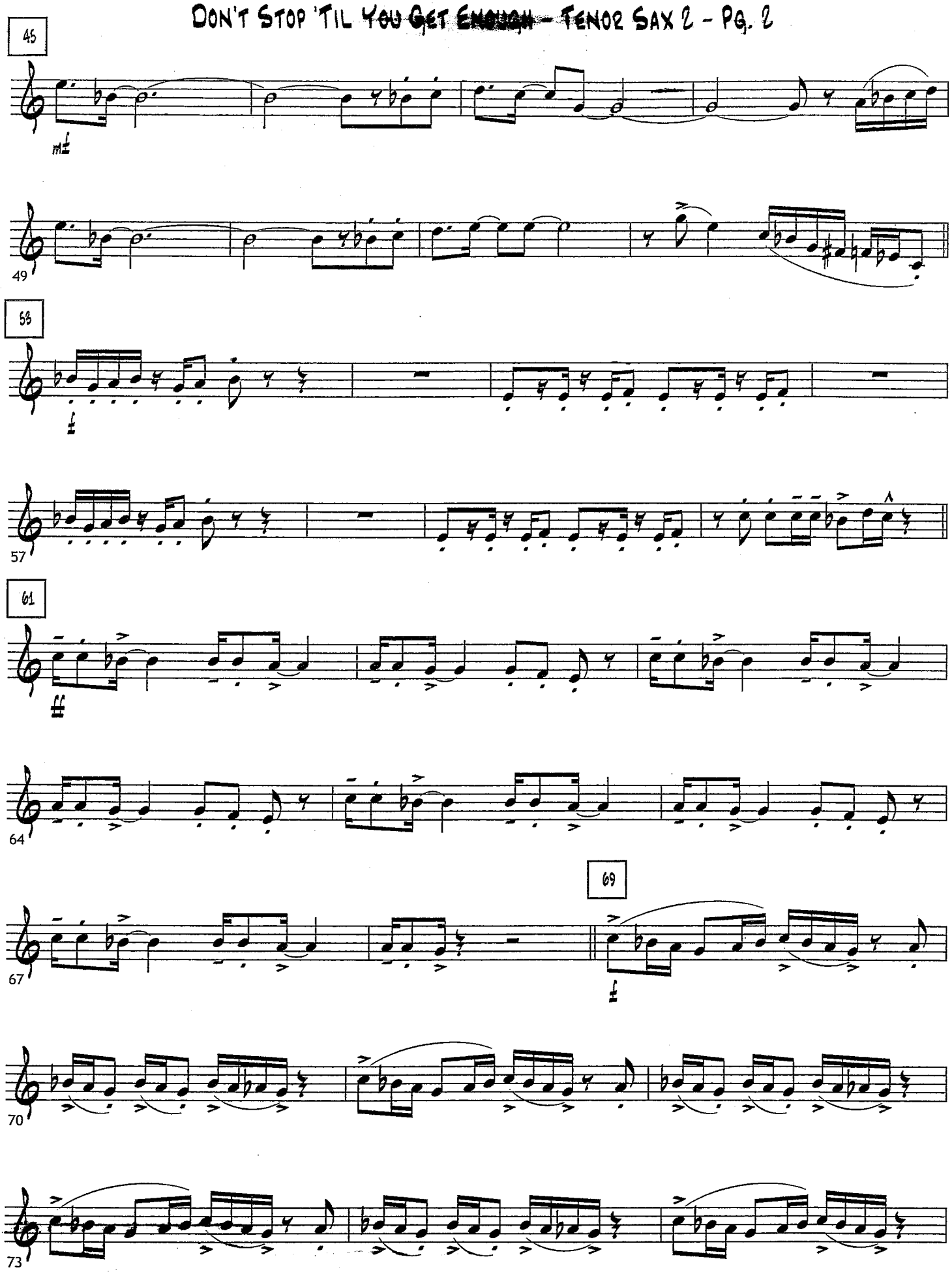
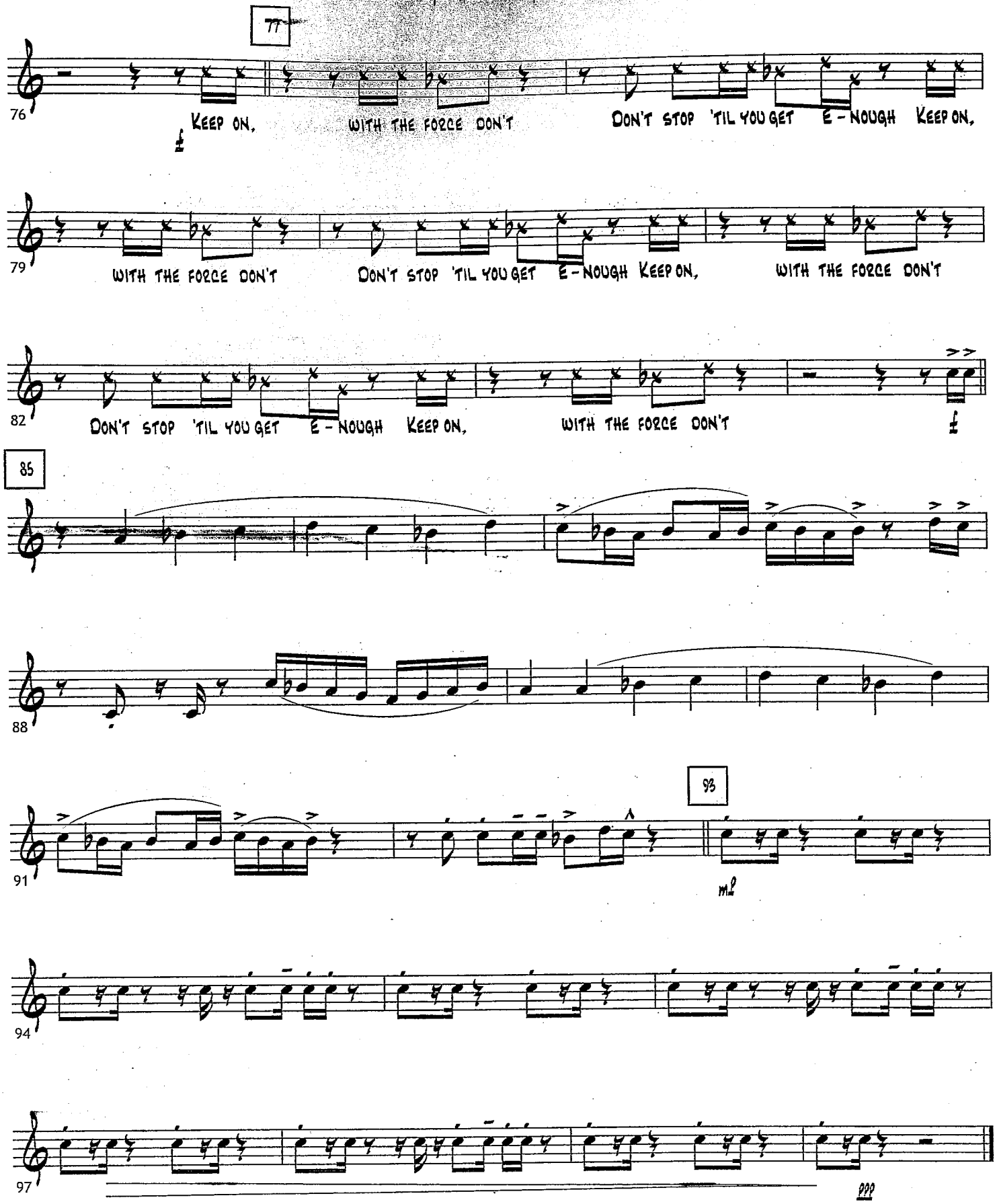
Don't Stop 'Til You Get Enough – Tenor Sax 2 – Pg. 2

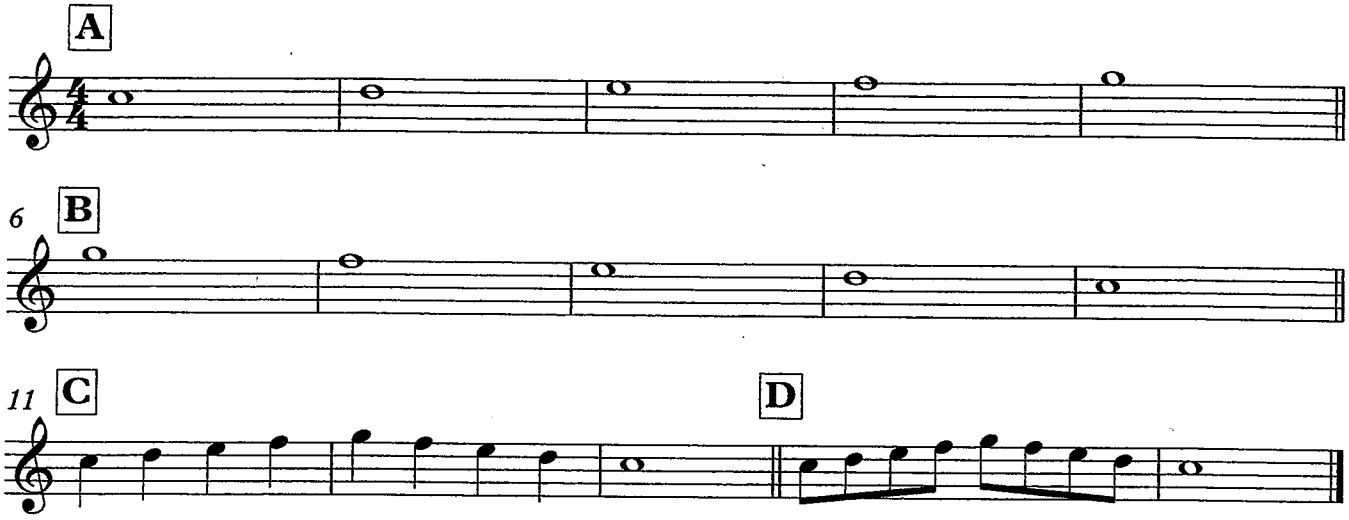


Don't Stop 'Til You Get Enough - Tenor Sax 2 - Pg. 3

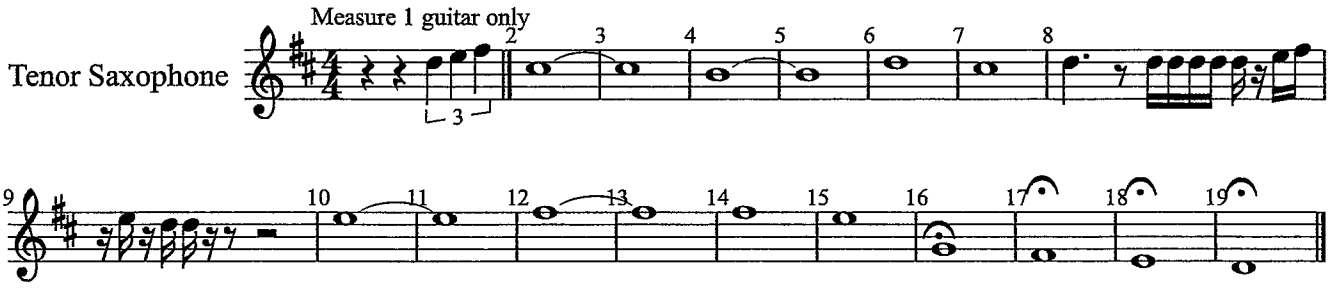


Bb Instruments (High)

First Five Note Exercises



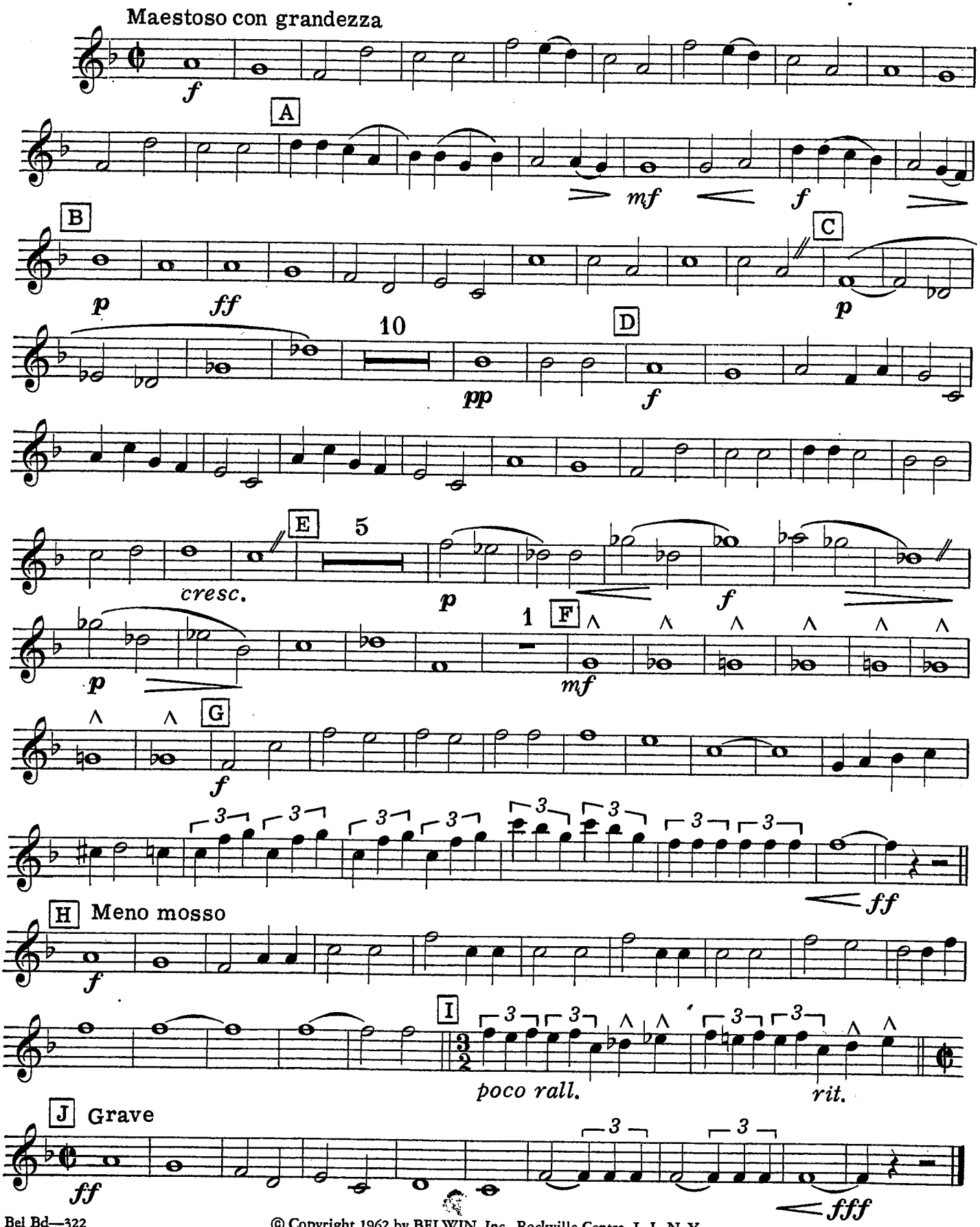
Forever Young



THE GREAT GATE OF KIEV

MODEST MOUSSORGSKY
Arranged by DALE W. EYMANN

B♭ Tenor Saxophone



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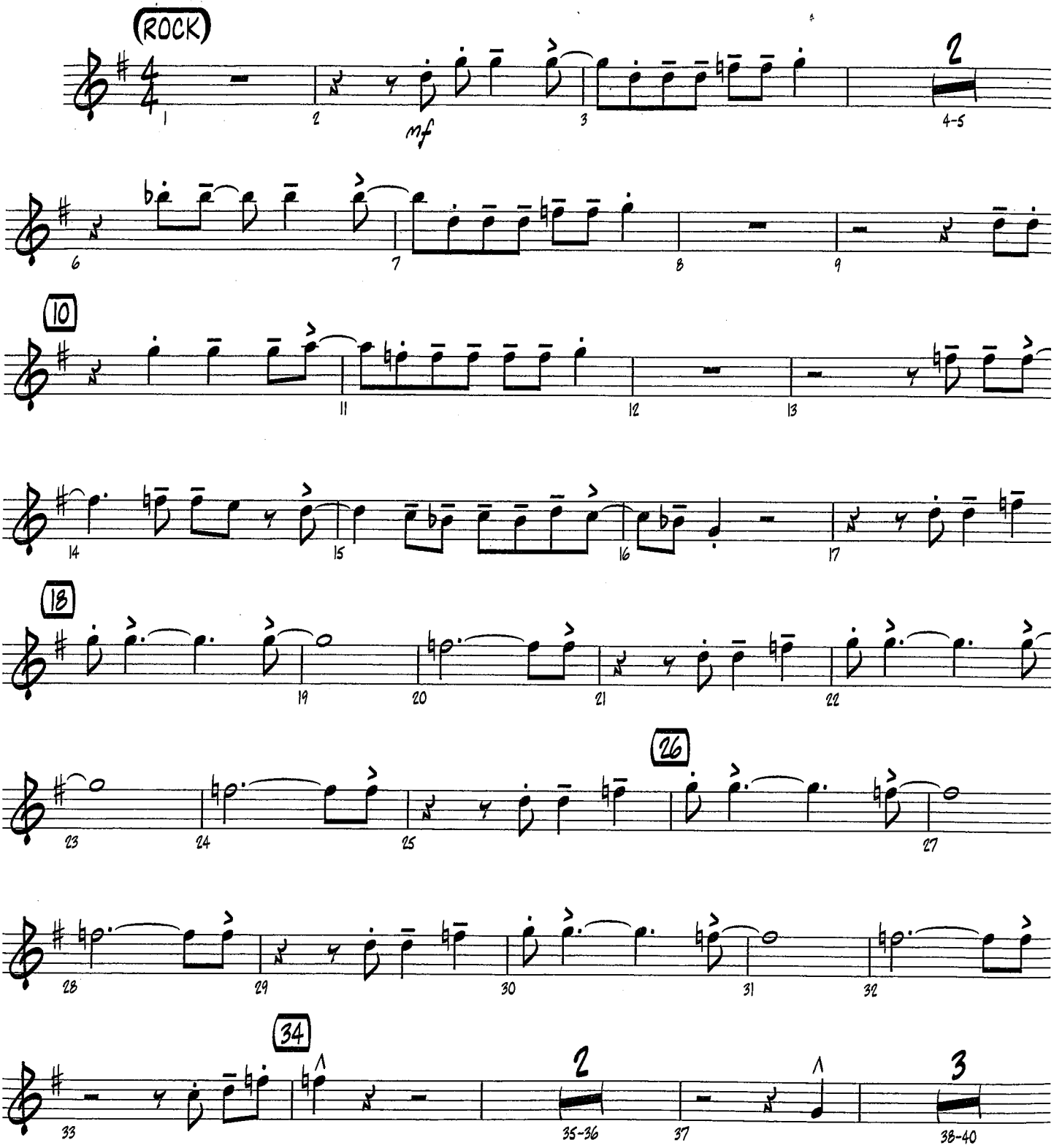
Recorded by PHARRELL

HAPPY

from DESPICABLE ME 2

TENOR SAX I

Words and Music b
PHARRELL WILLIAM
Arranged by MIKE TOMAR



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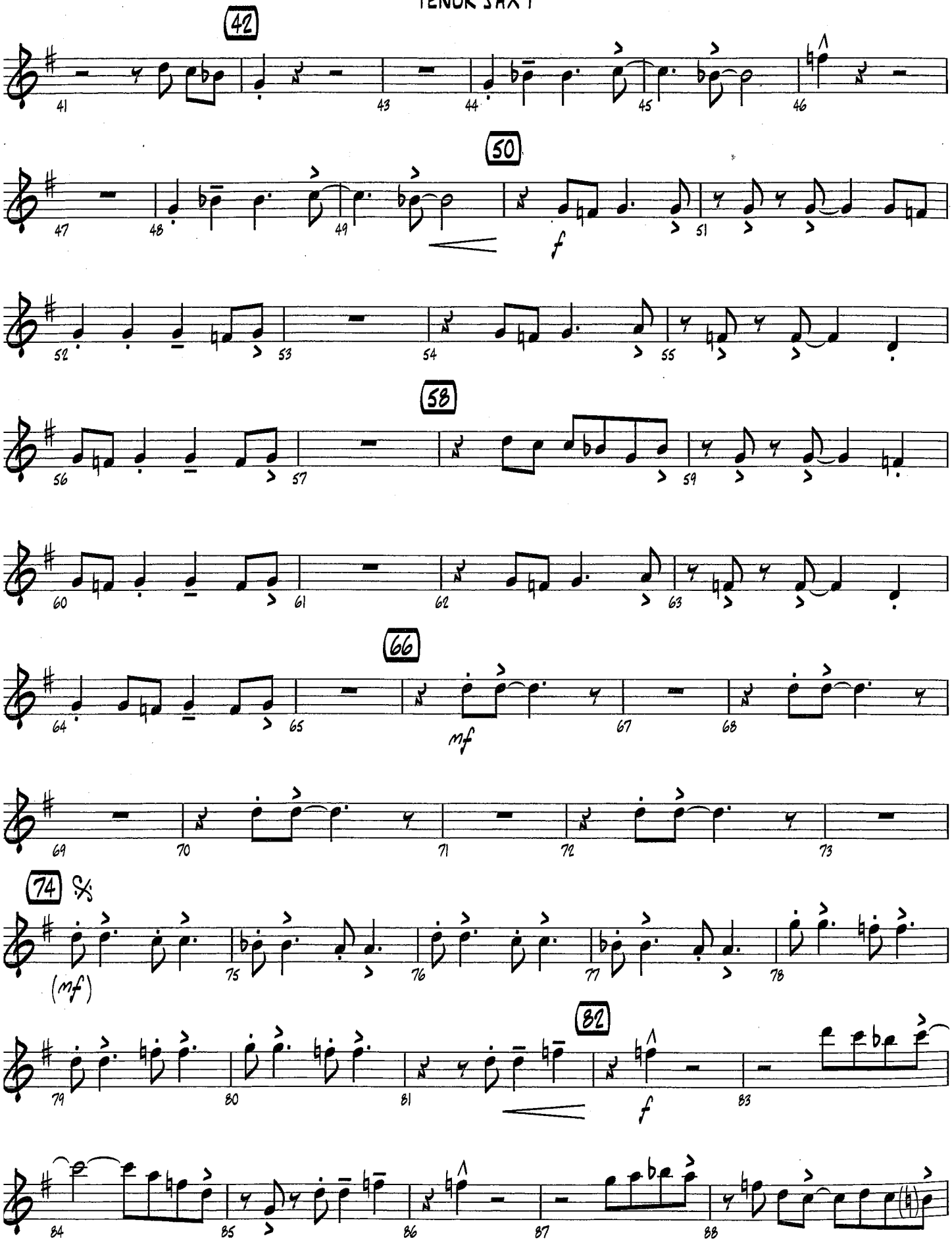
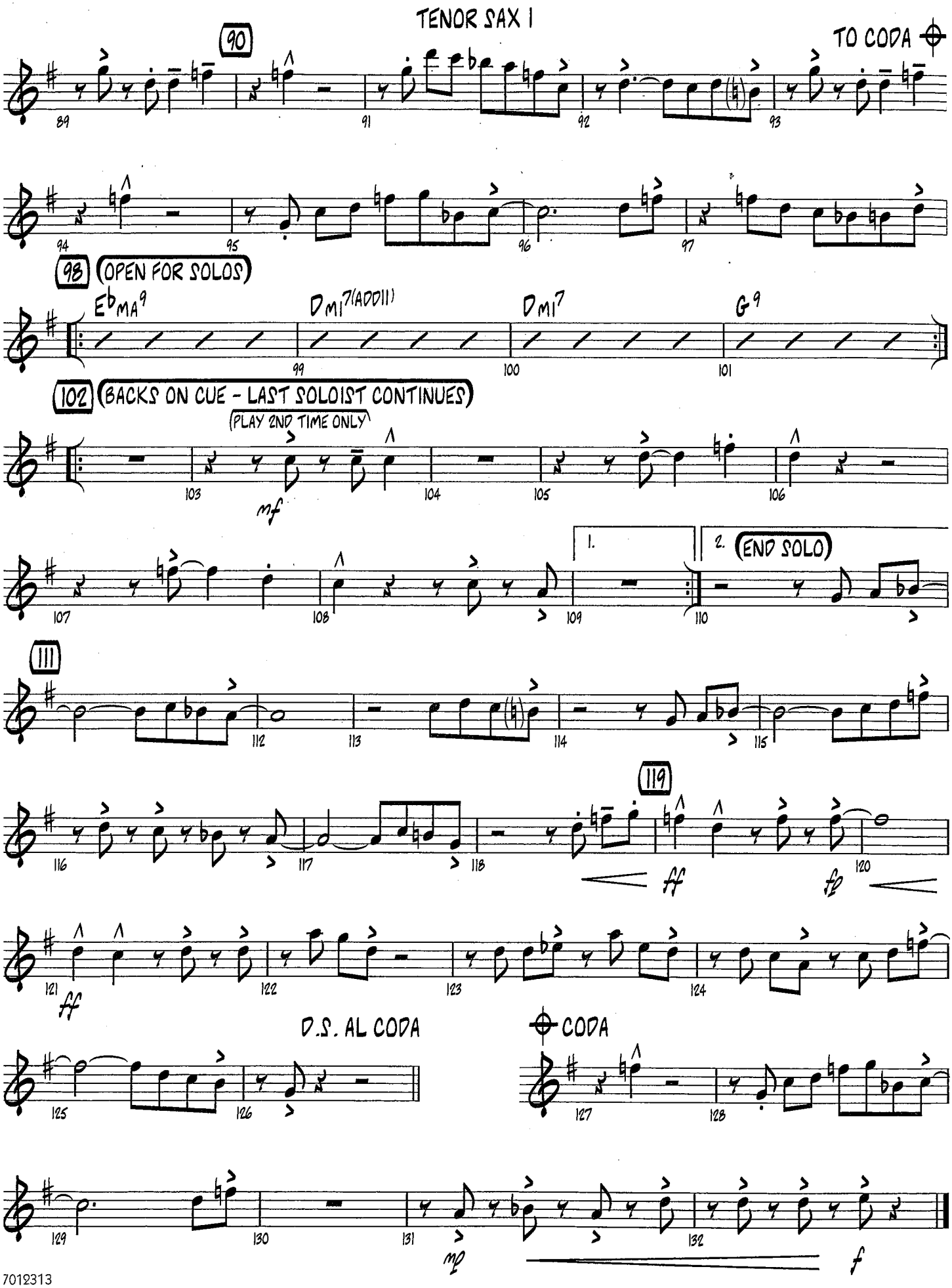
TENOR SAX I




TENOR SAX I
90
TO CODA
98
(OPEN FOR SOLOS)
Eb MA9
D MI7(ADD11)
D MI7
G9
102
(BACKS ON CUE - LAST SOLOIST CONTINUES)
(PLAY 2ND TIME ONLY)
mf
1.
2.
(END SOLO)
111
119
ff
fp
ff
D.S. AL CODA
CODA
mp
f

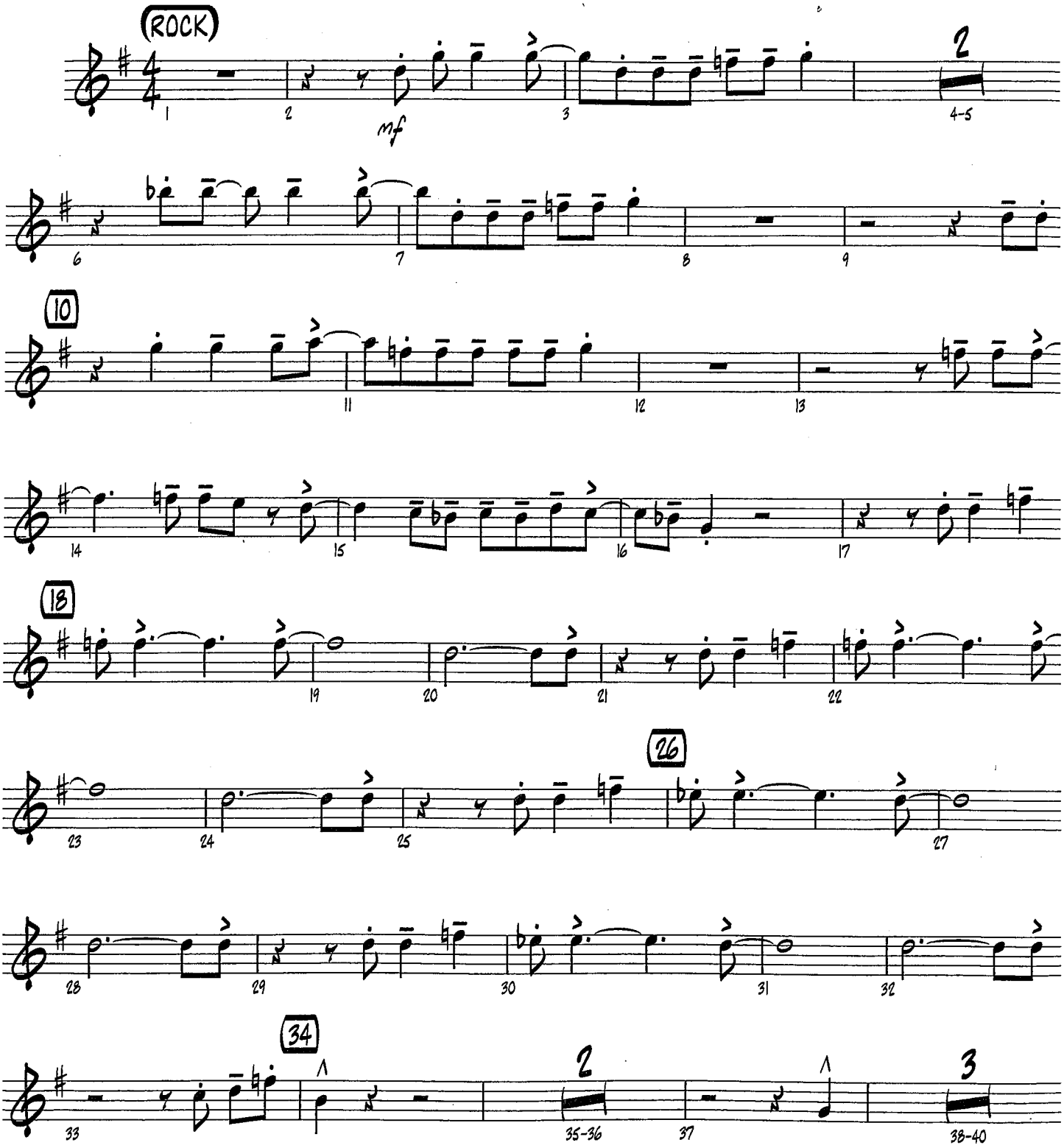
Recorded by PHARRELL

HAPPY

from DESPICABLE ME 2

TENOR SAX 2

Words and Music b
PHARRELL WILLIAM
Arranged by MIKE TOMAR



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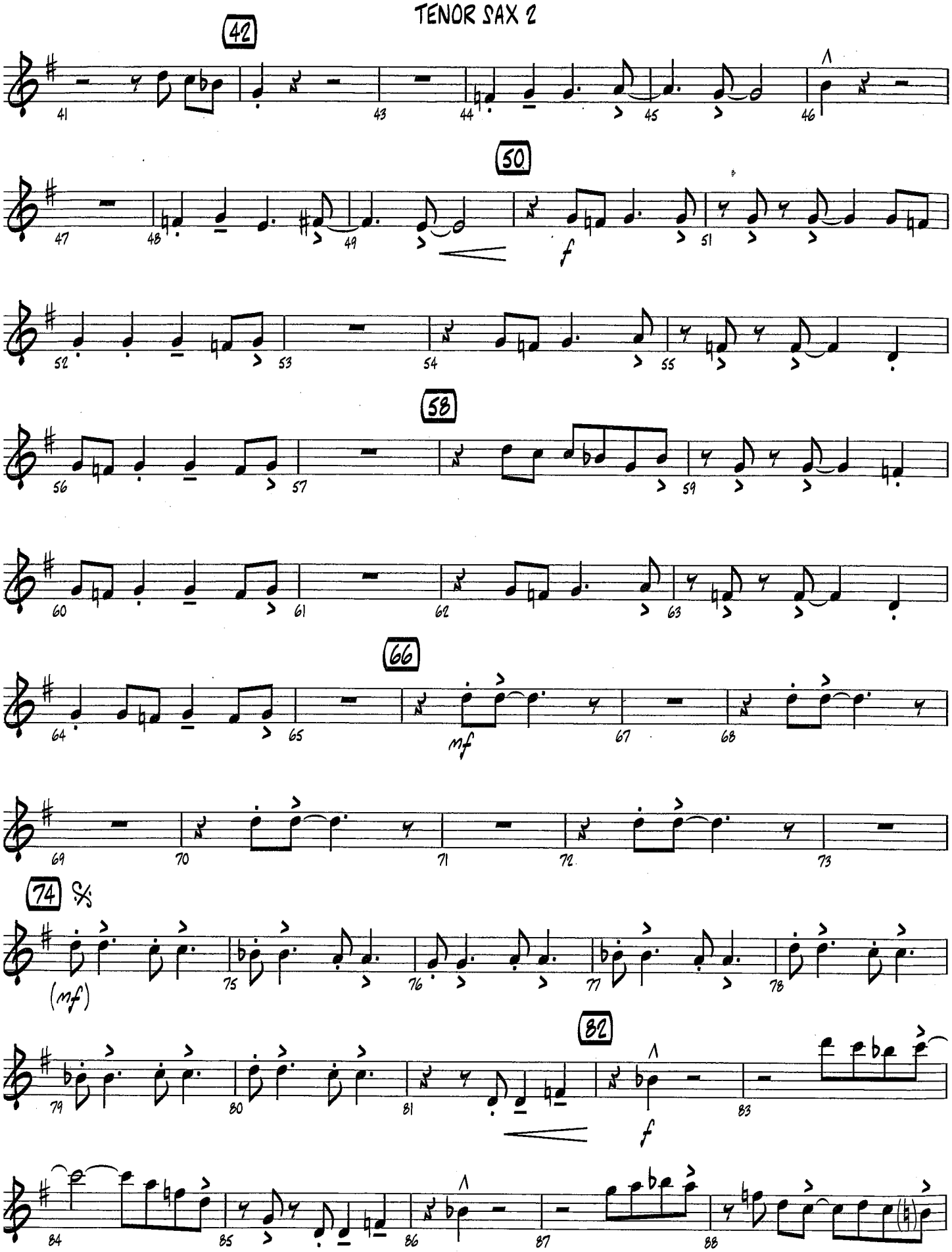
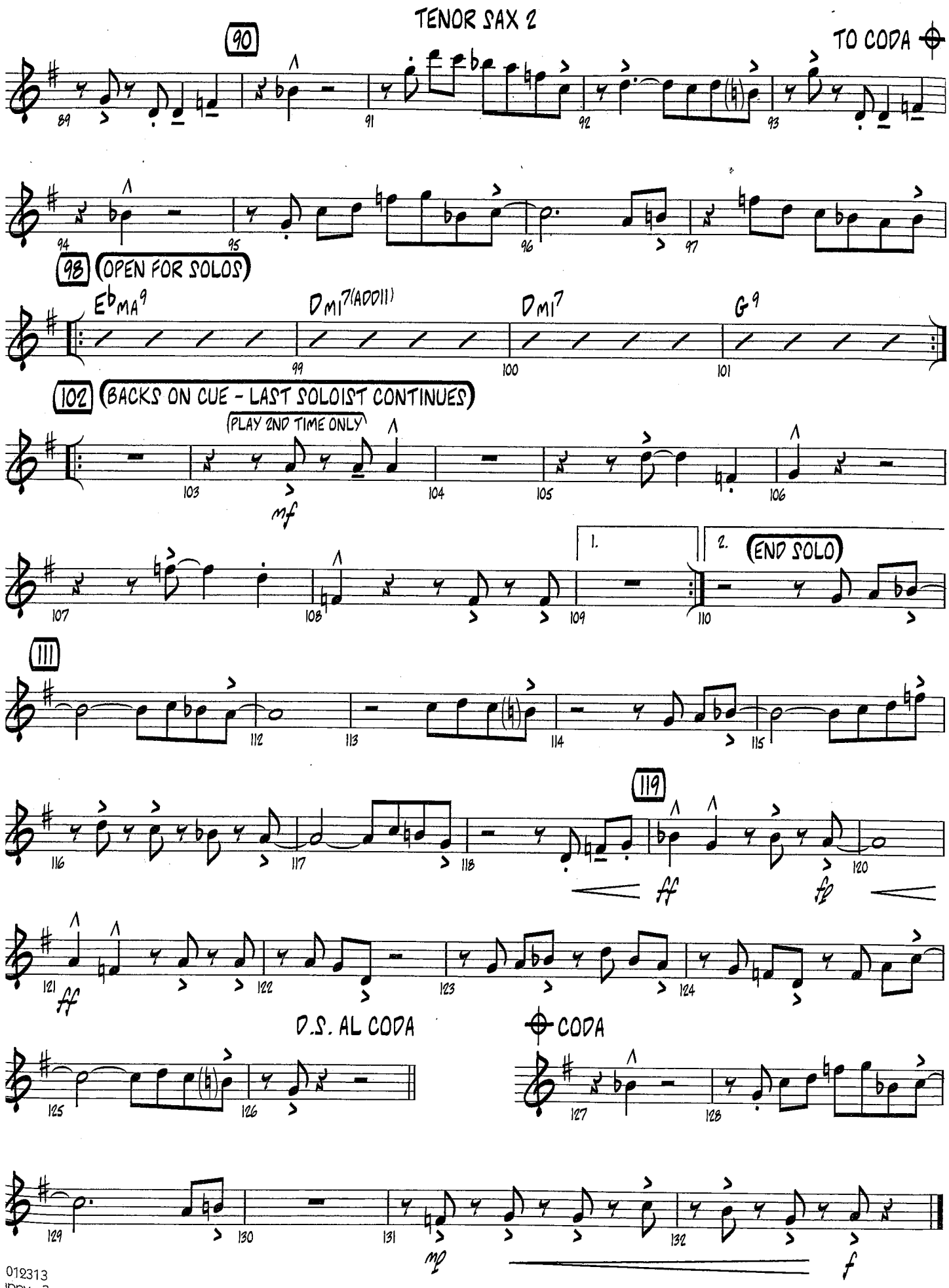
TENOR SAX 2

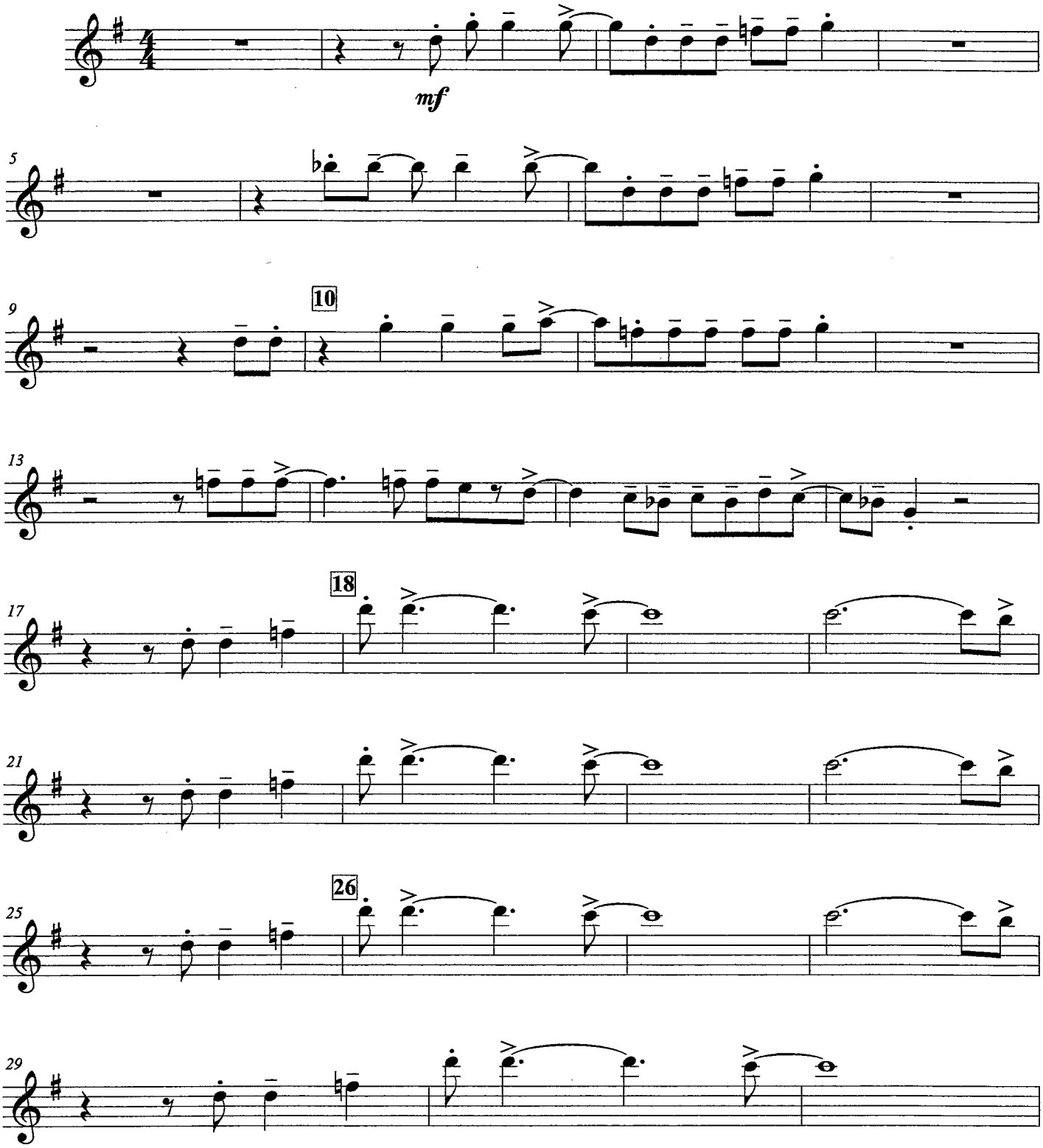



TENOR SAX 2
90
TO CODA
98
(OPEN FOR SOLOS)
E♭MA9
DMI7(ADD11)
DMI7
G9
102
(BACKS ON CUE - LAST SOLOIST CONTINUES)
(PLAY 2ND TIME ONLY)
mf
1.
2.
(END SOLO)
111
119
ff
fp
ff
D.S. AL CODA
CODA
mp
f

Happy

Bb HIGH

Pharrell Williams



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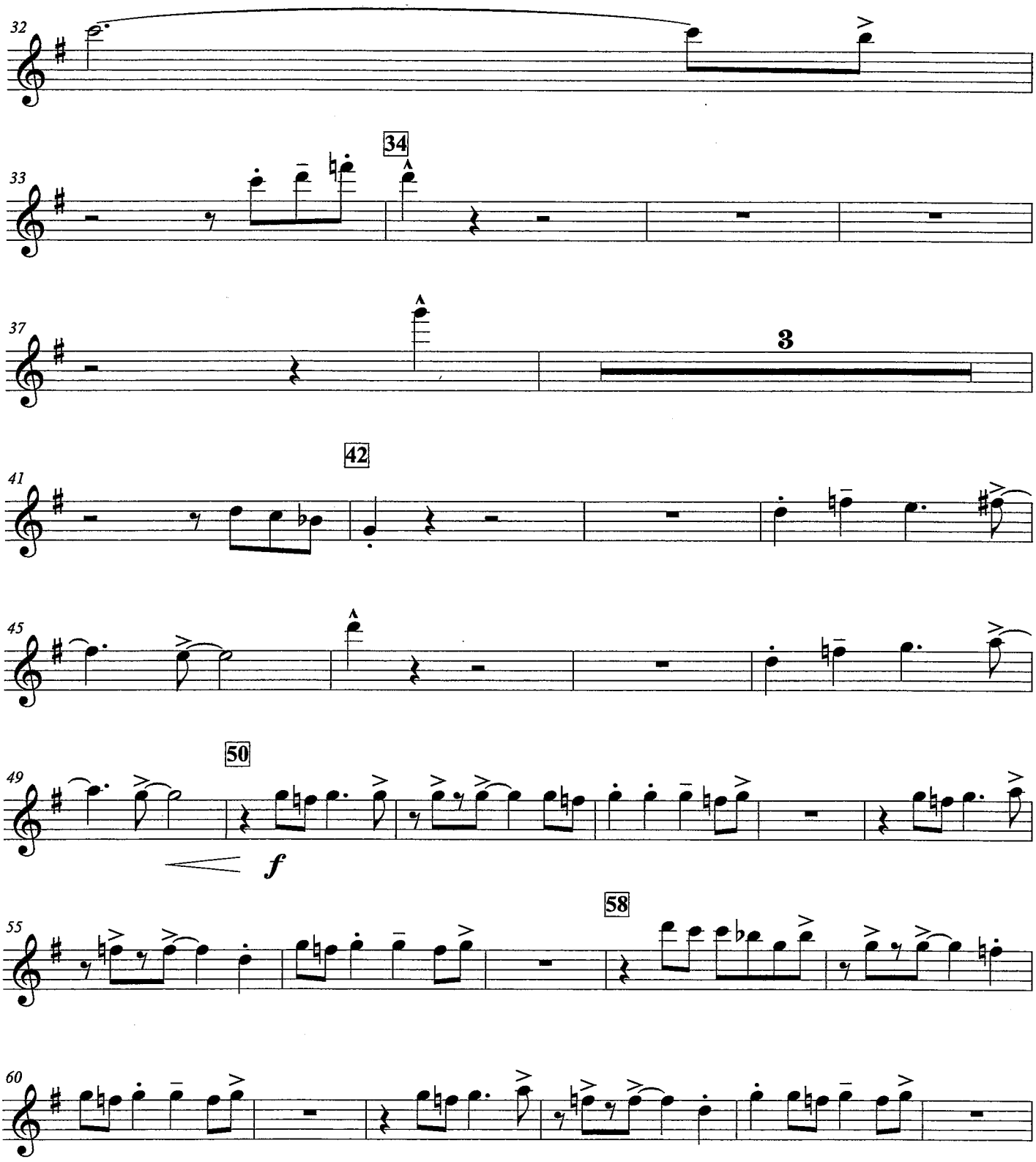
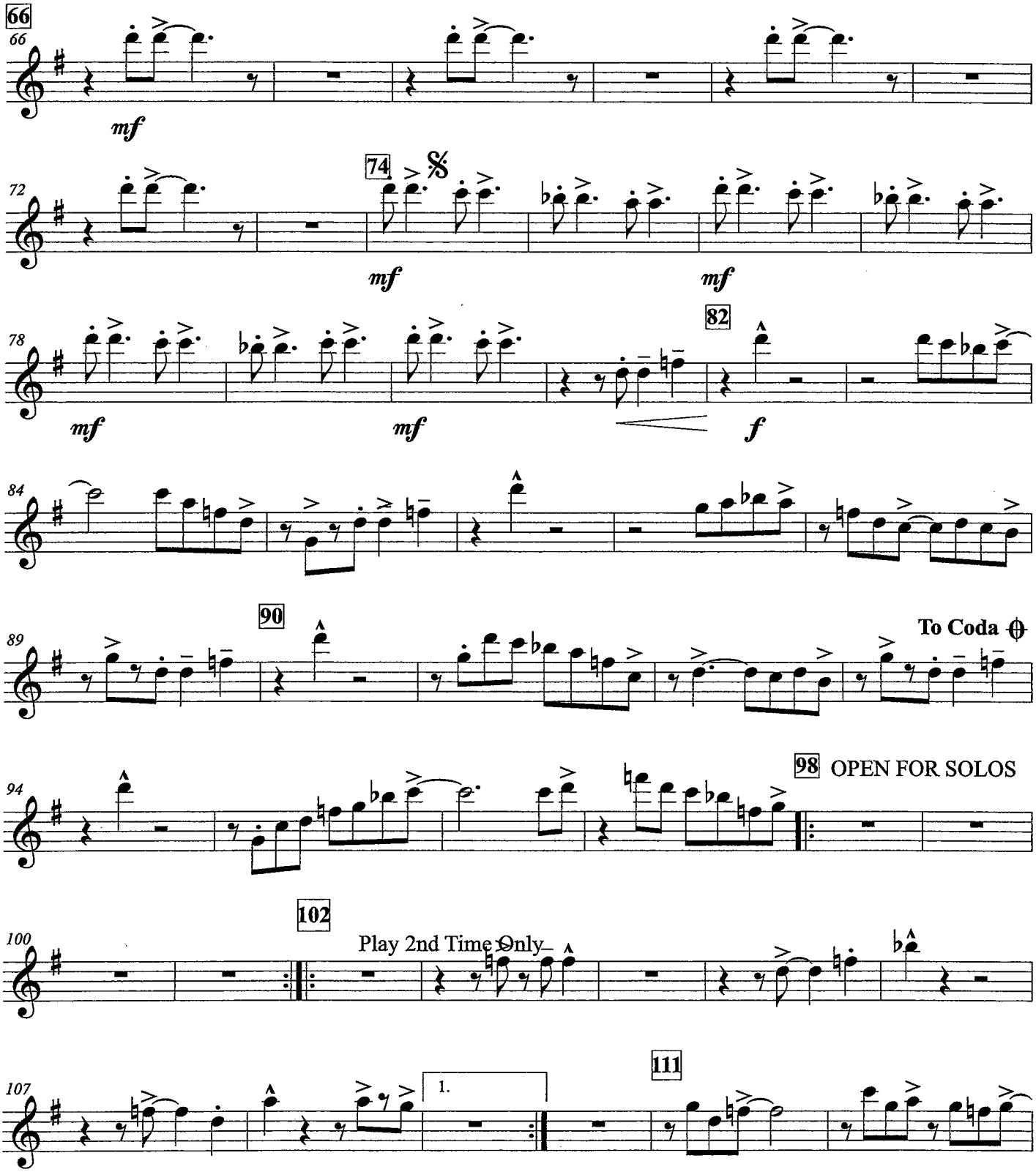
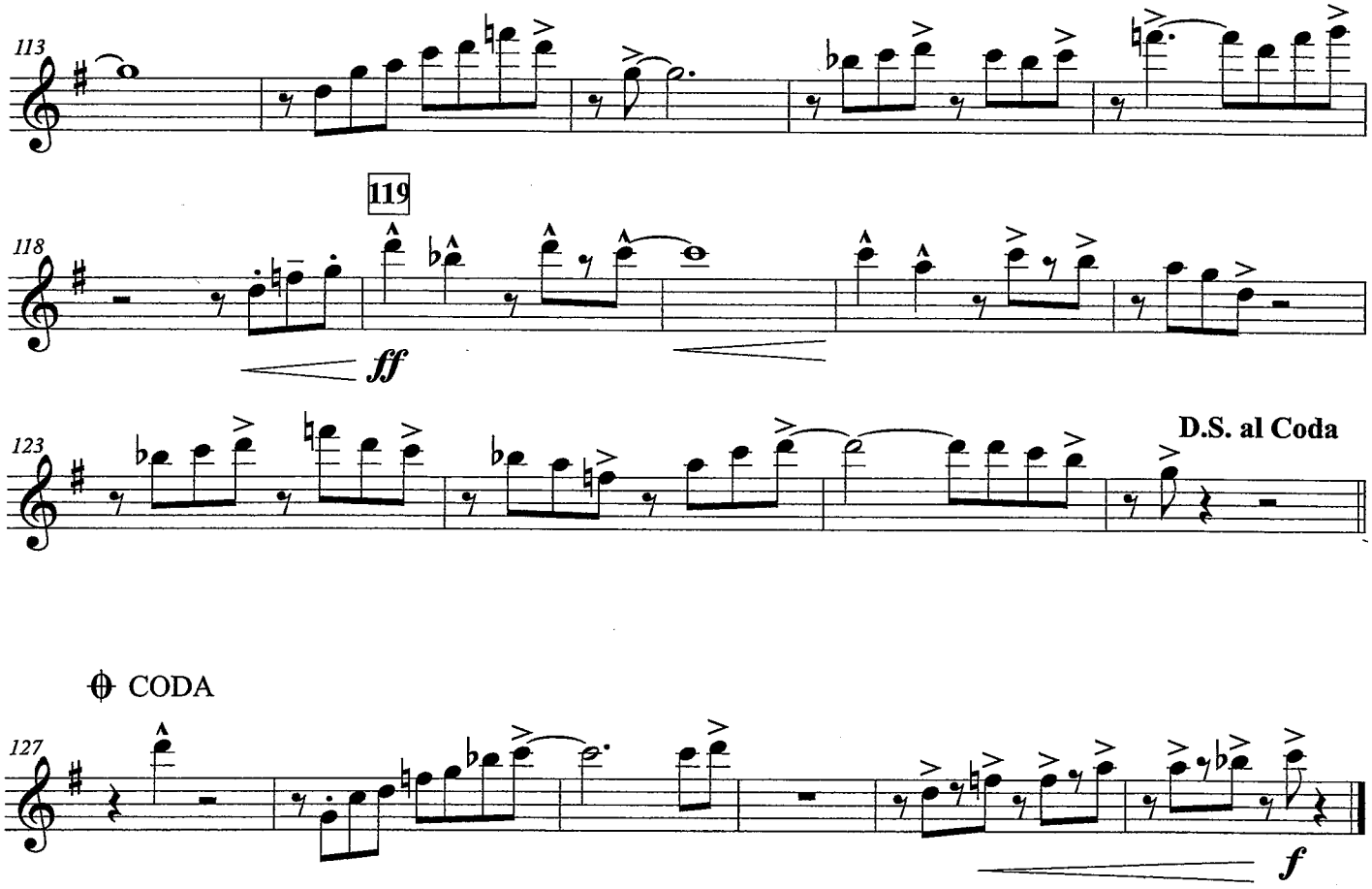

32
33
34
37
3
41
42
45
49
50
f
55
58
60


66
mf
74
mf
mf
78
mf
mf
82
f
84
90
To Coda
89
94
98 OPEN FOR SOLOS
100
102
Play 2nd Time Only
107
1.
111


113
118
119
ff
123
D.S. al Coda
CODA
127
f

Recorded by PHARRELL

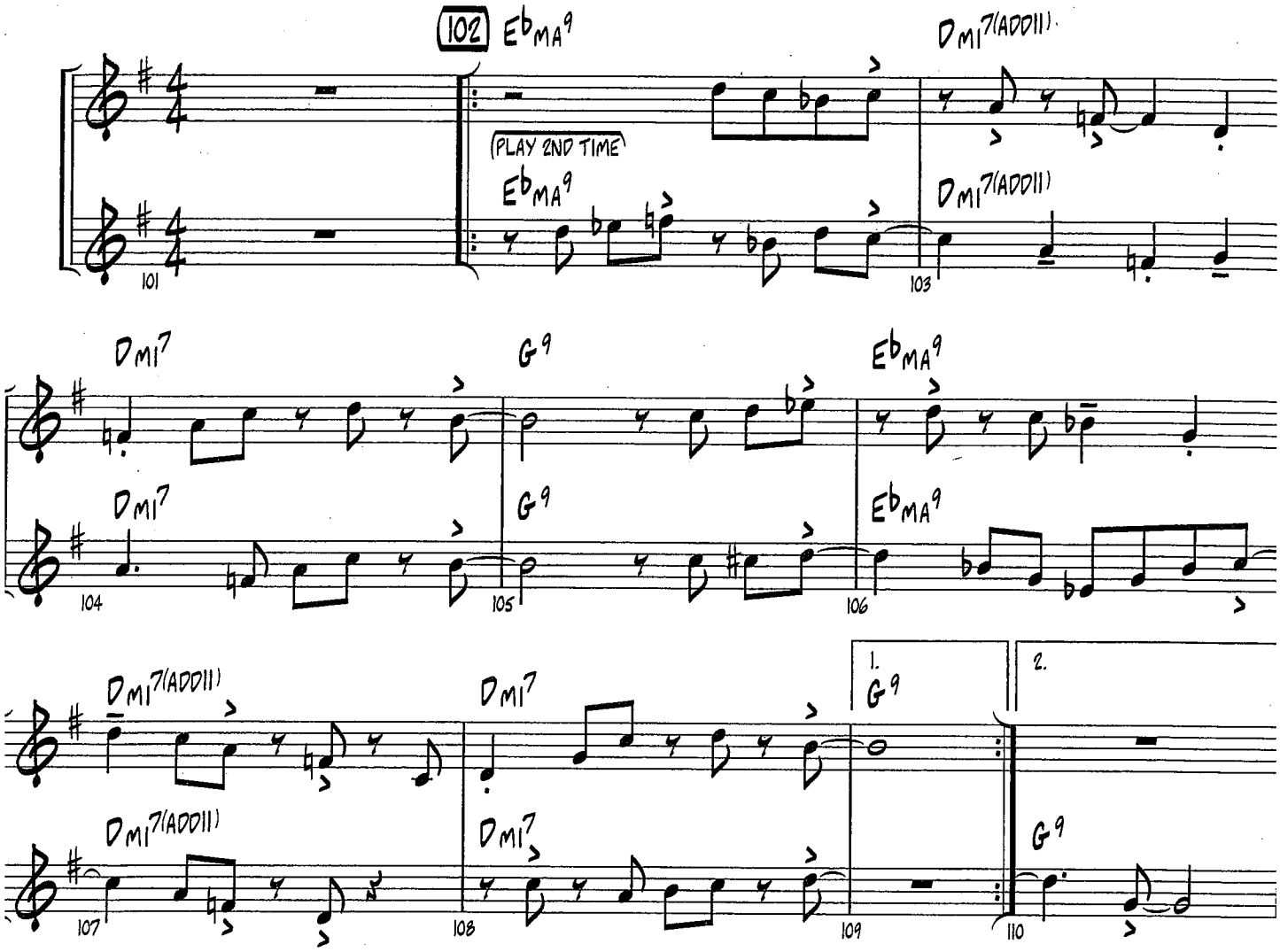
HAPPY

from DESPICABLE ME 2

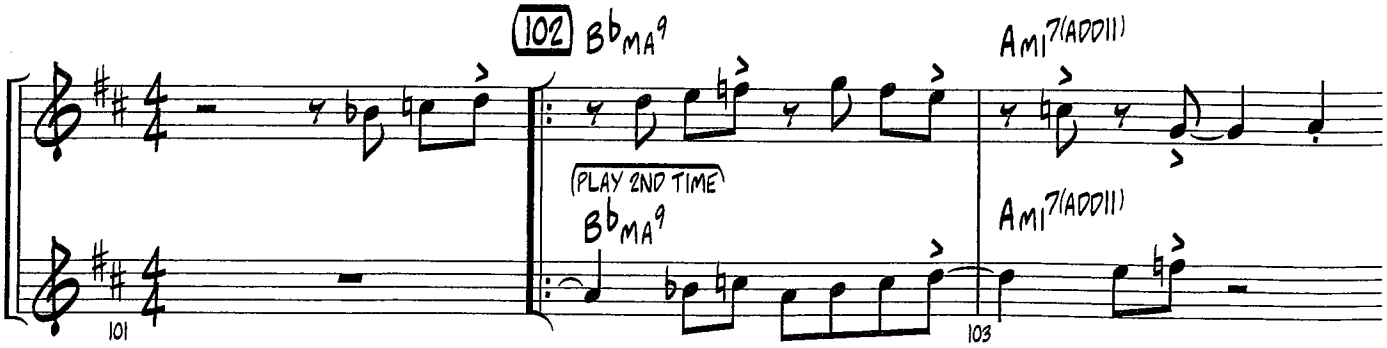
SAMPLE SOLOS

B♭ INSTRUMENTS

Words and Music b
PHARRELL WILLIAM
Arranged by MIKE TOMAR



E♭ INSTRUMENTS



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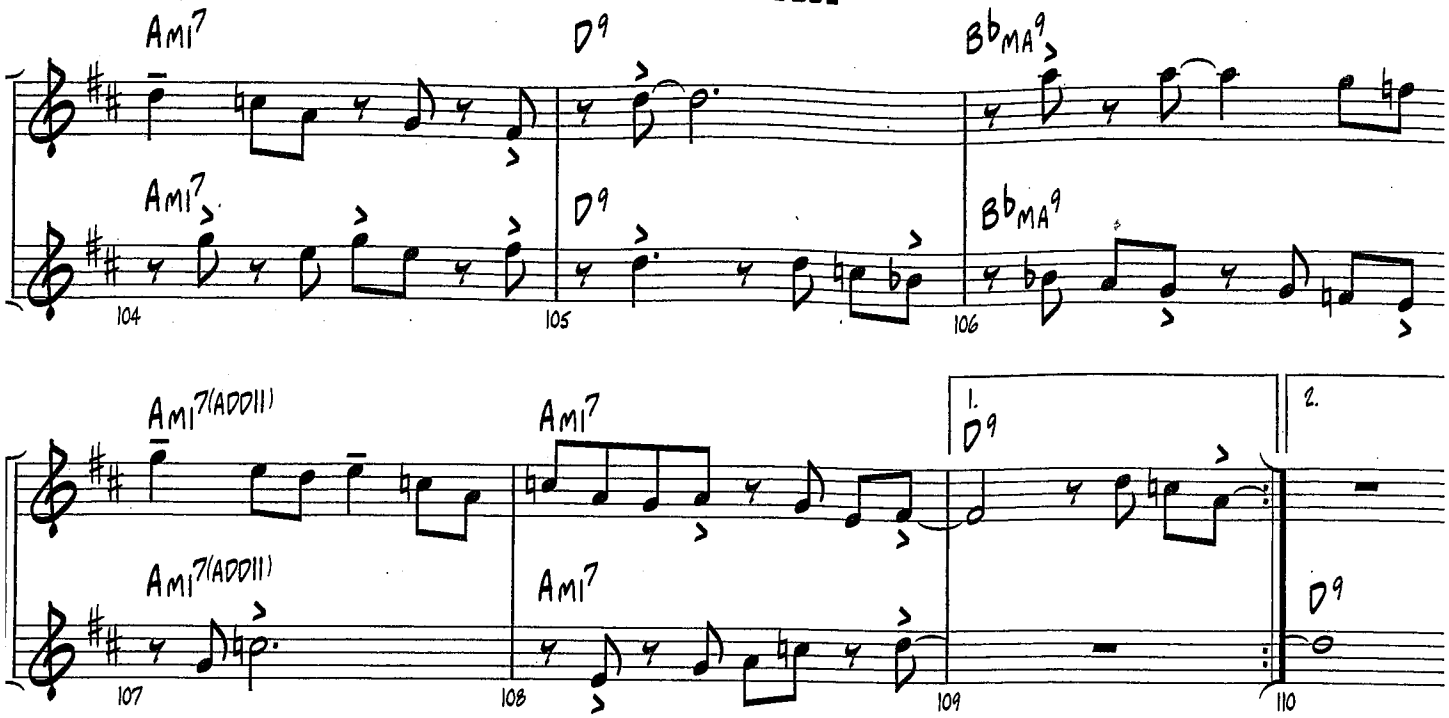
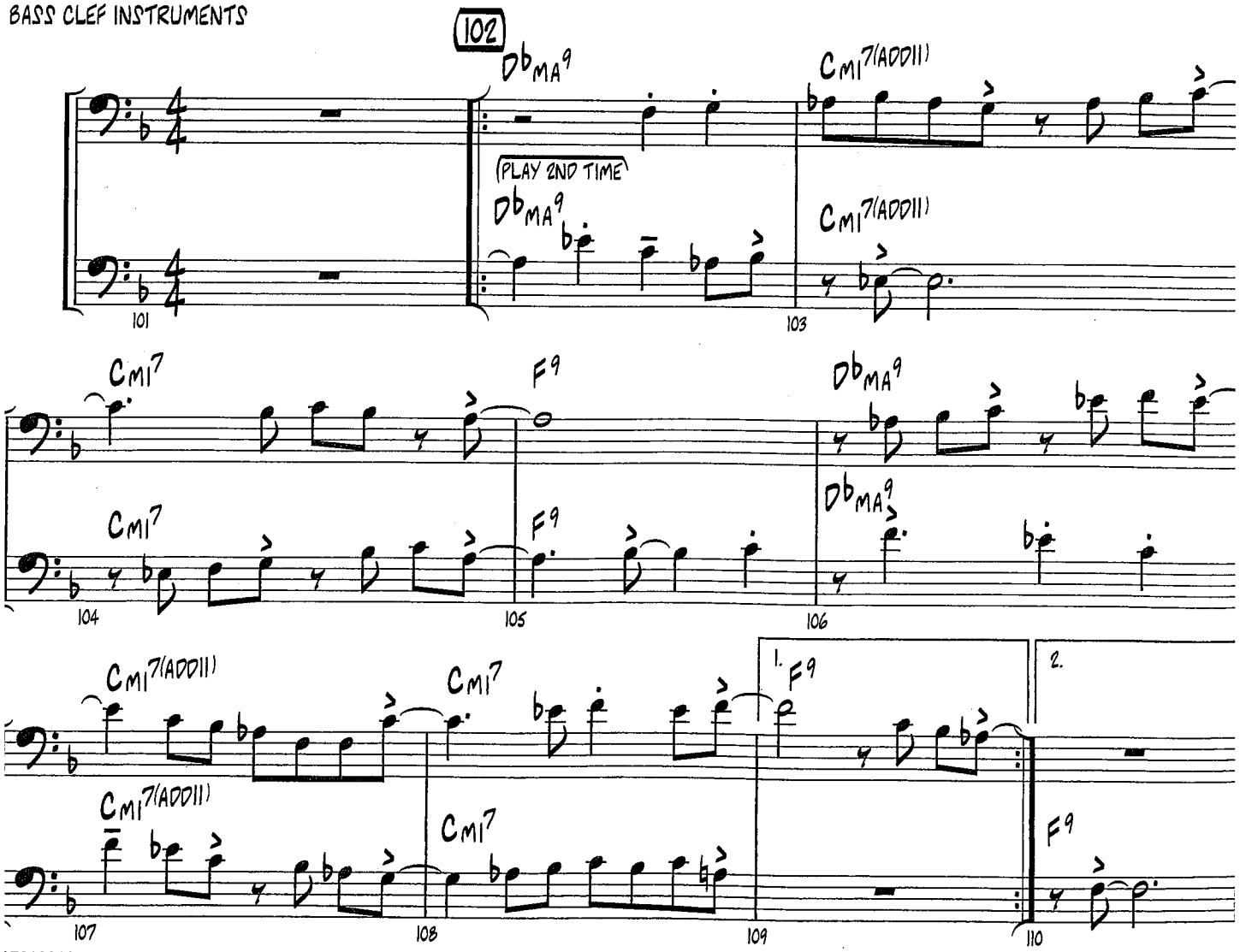
SAMPLE SOLOS

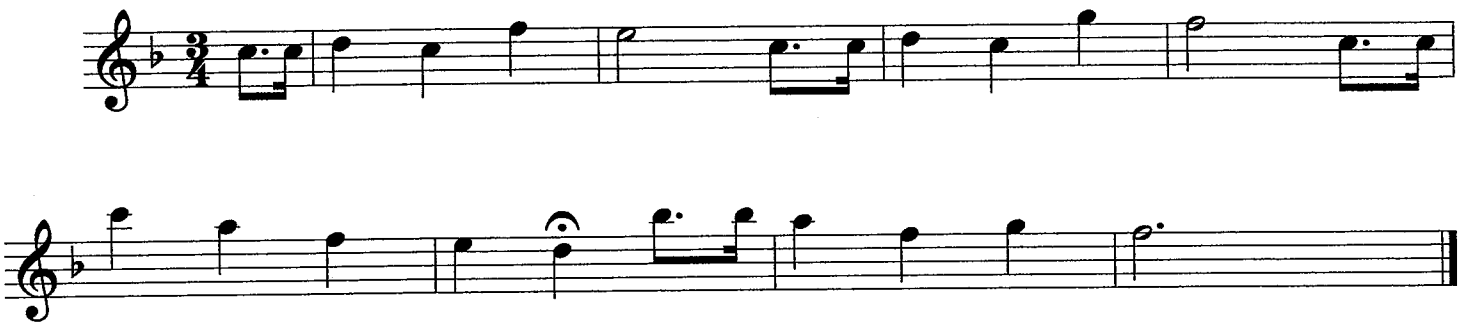


BASS CLEF INSTRUMENTS



Tenor Sax.

?



1) Name_____

2) Write in note names...

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

4) Play the piece...

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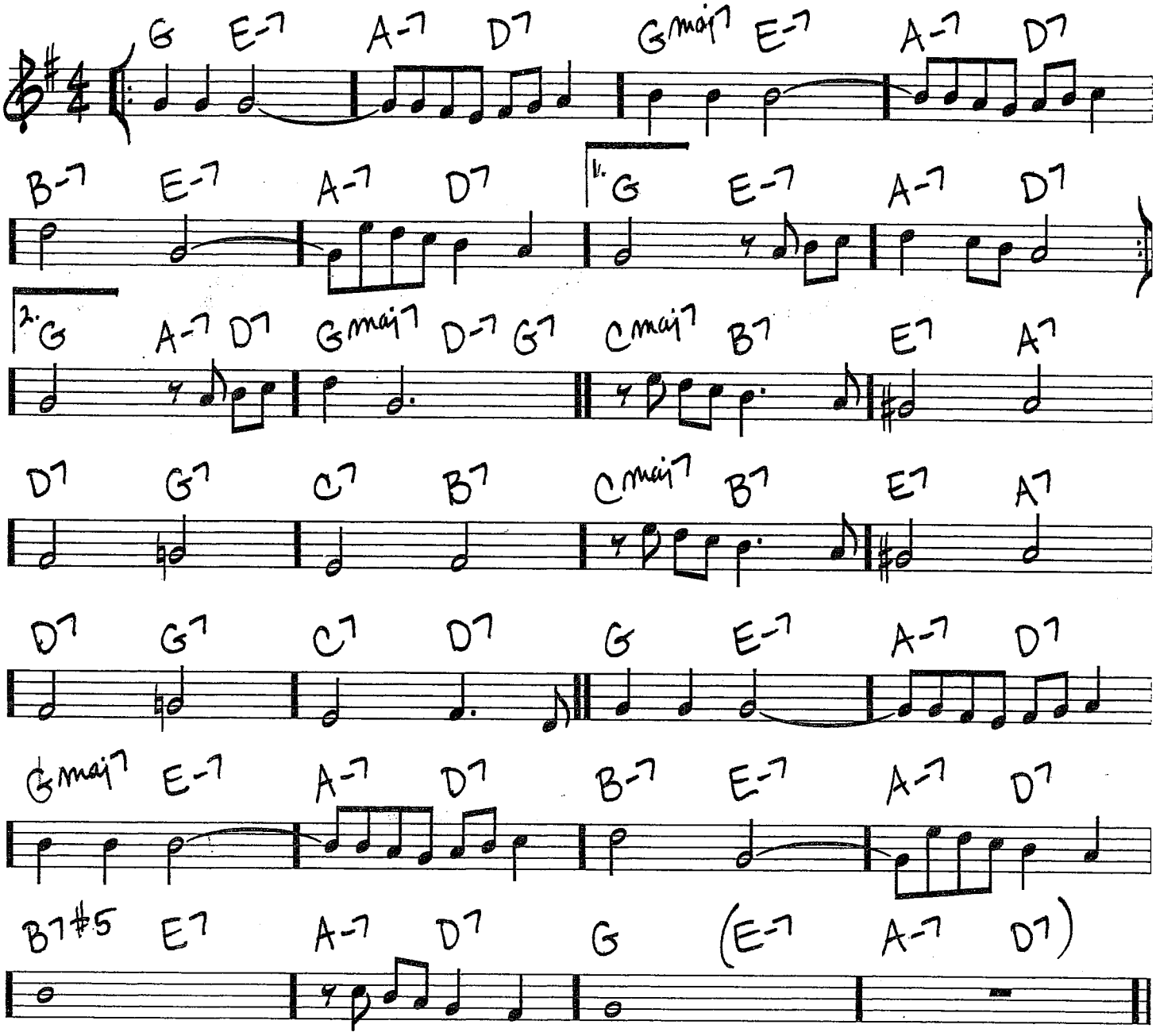
142 Bb

(MED.)

HEART AND SOUL

-HOAGY CARMICHAEL
FRANK LOESSER



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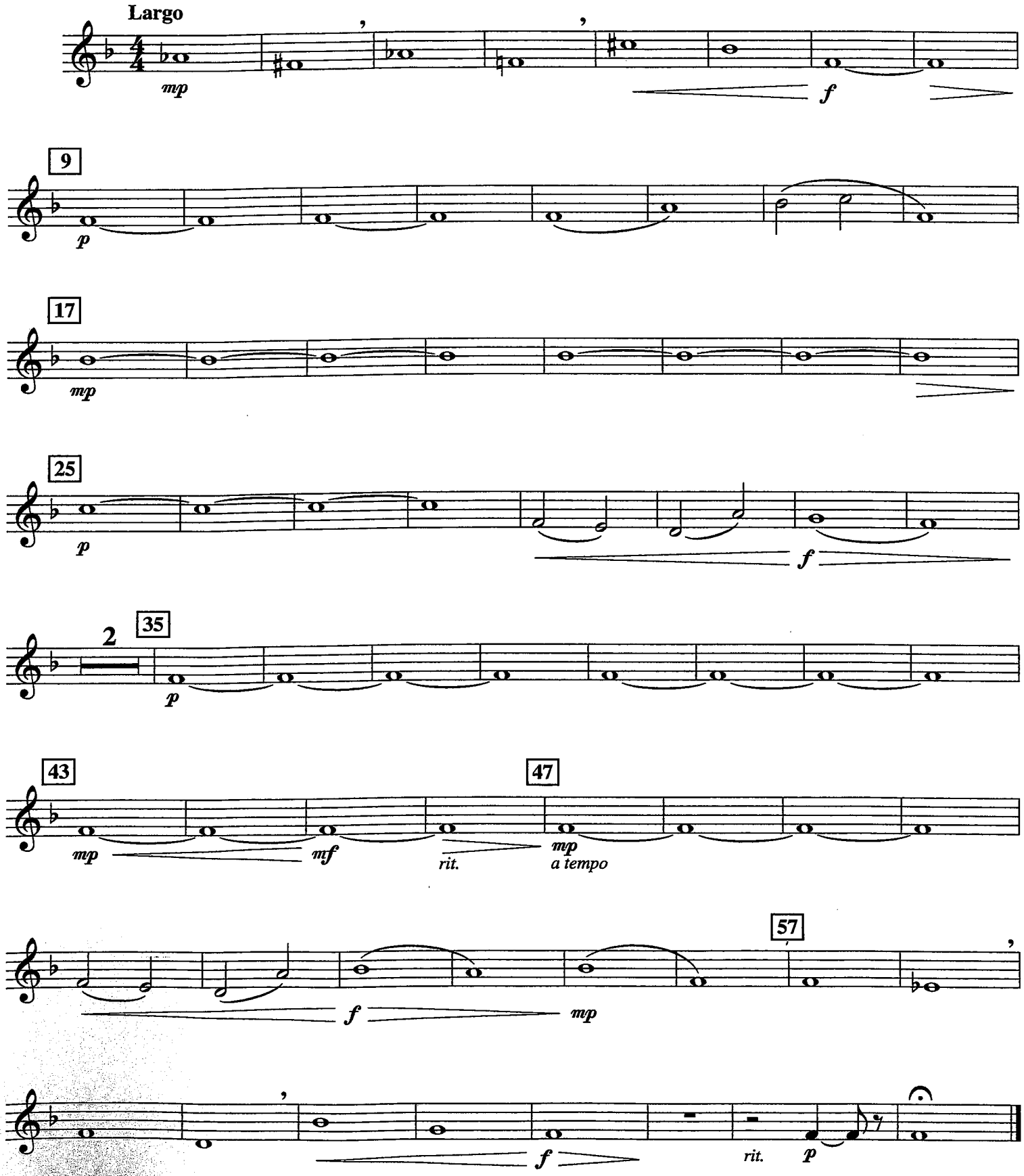
LARGO

From NEW WORLD SYMPHONY

B♭ TENOR SAXOPHONE

ANTONIN DVORÁK
Arranged by JOHNNIE VINSON



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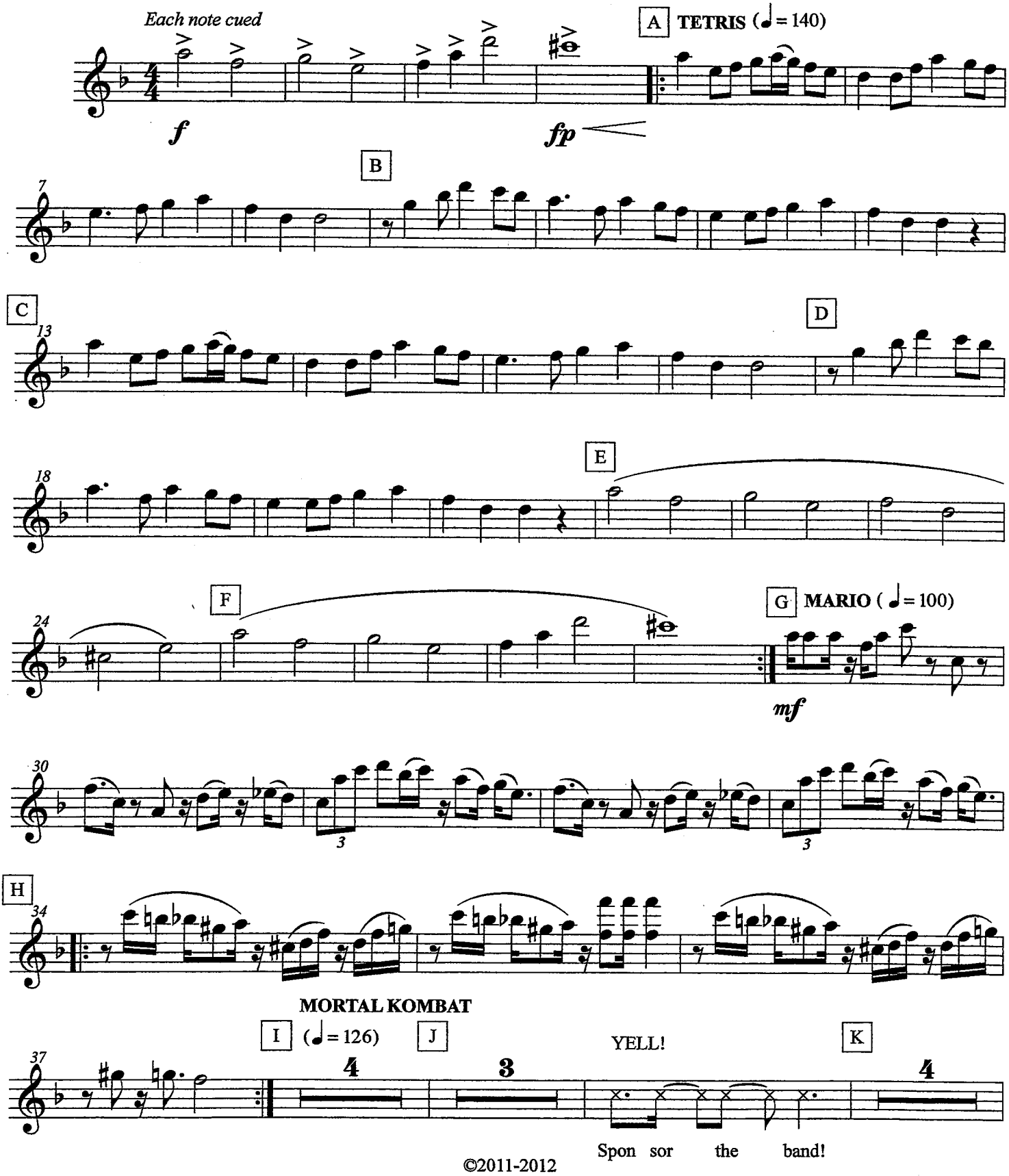
The Legend of Super Mortal Tetris

Melody Bb
HIGH PART
-optional 8vb

arr. Bernice



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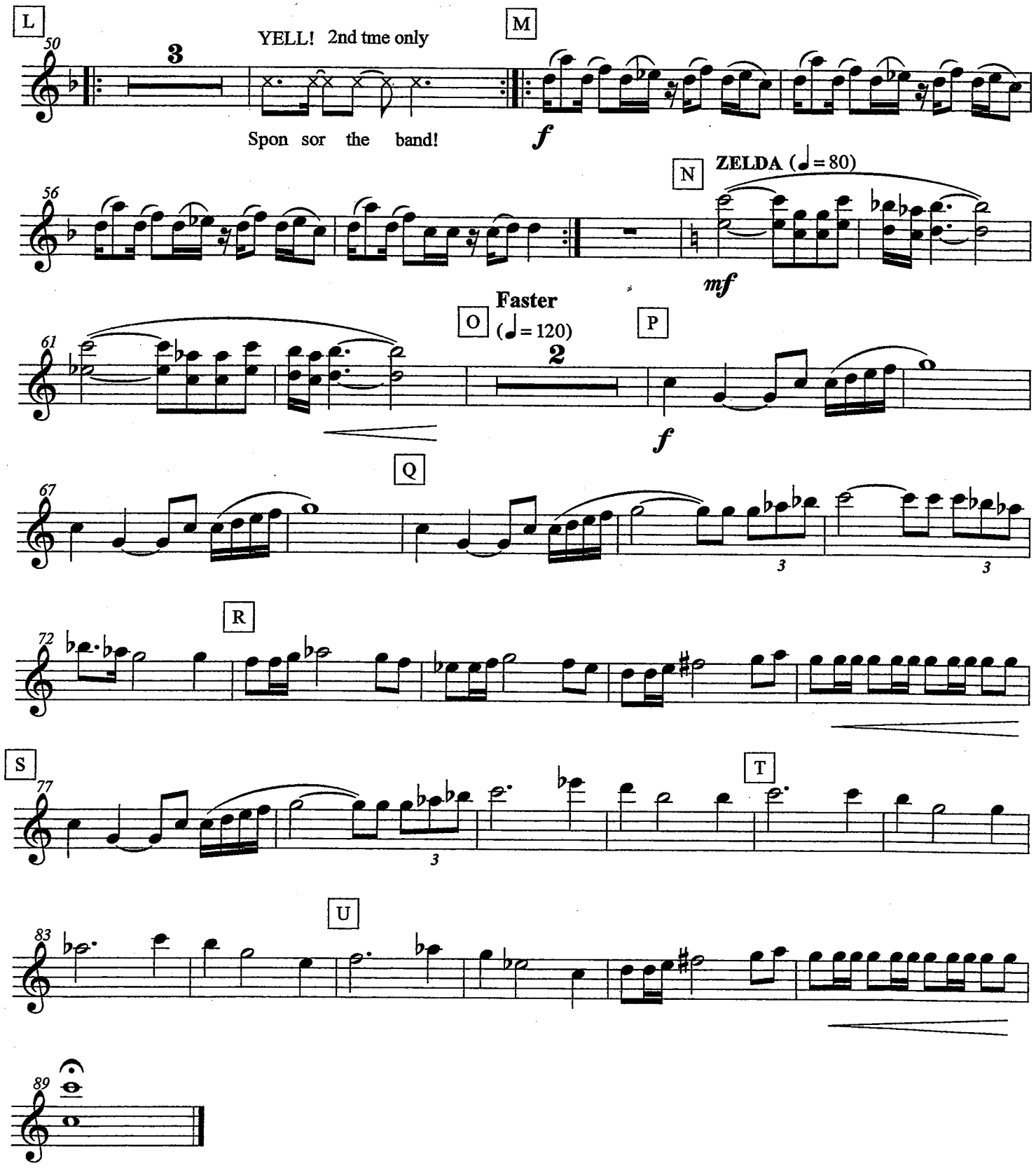
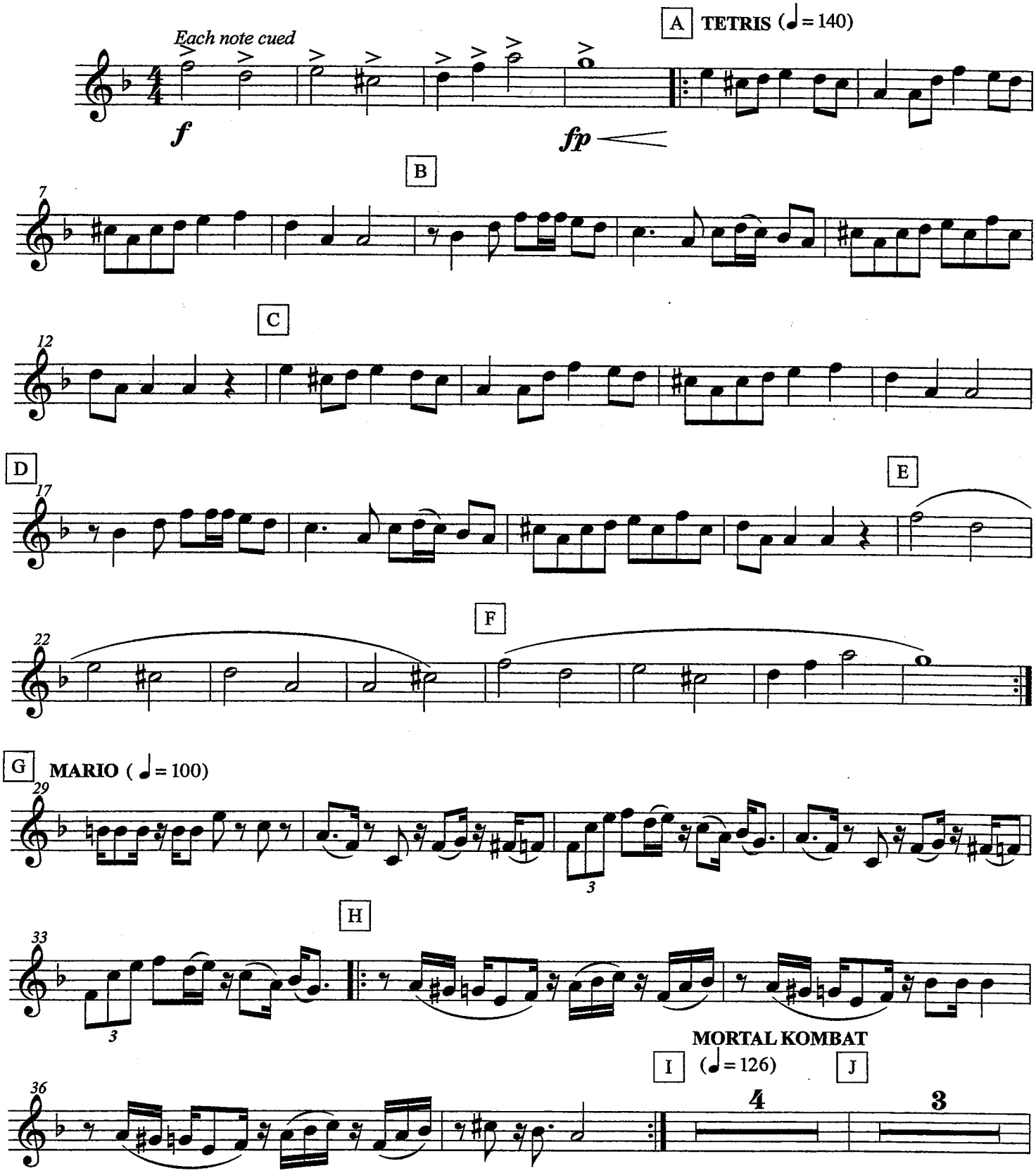

L
50
3
YELL! 2nd tme only
Spon sor the band!
M
f
56
N
ZELDA (♩= 80)
mf
61
O
Faster
(♩= 120)
2
P
f
67
Q
3
3
72
R
77
S
3
T
83
U
89

The Legend of Super Mortal Tetris

Countermelody 1 B♭
HIGH PART

arr. Bernice



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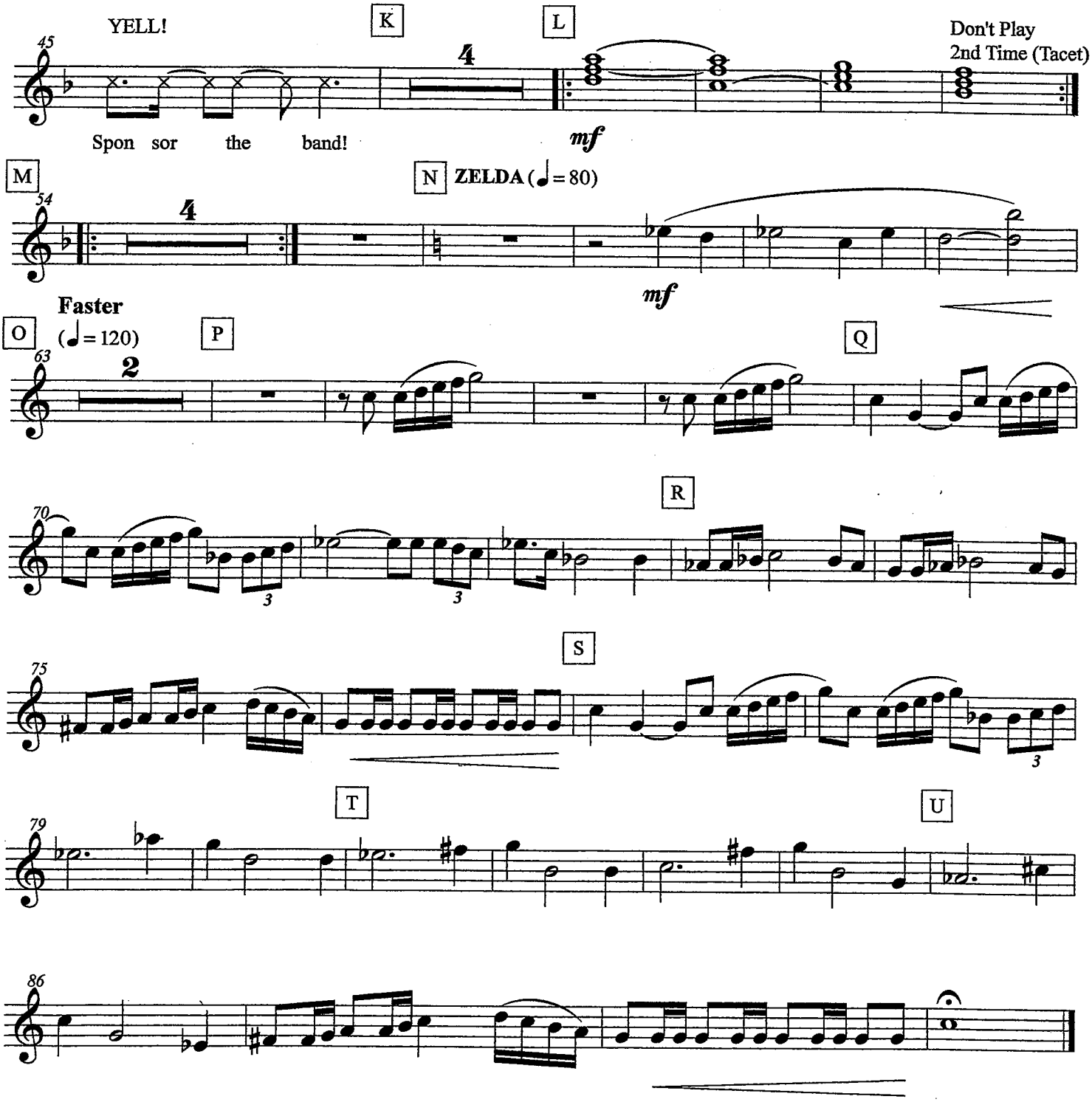
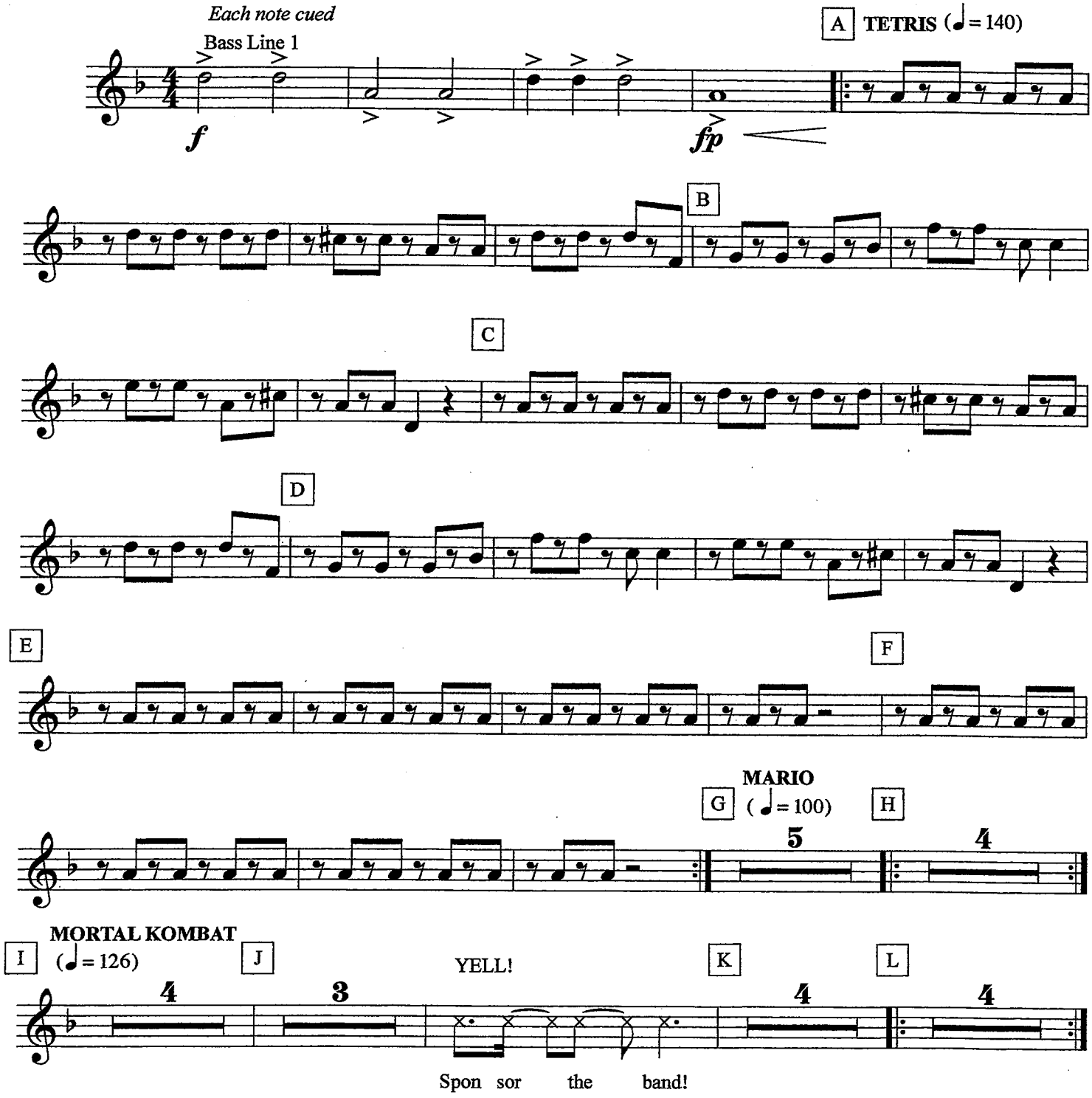

45
YELL!
K
L
Don't Play
2nd Time (Tacet)
Spon sor the band!
mf
M
N
ZELDA (♩ = 80)
54
mf
Faster
(♩ = 120)
O
P
Q
63
70
R
75
S
79
T
U
86

The Legend of Super Mortal Tetris

Bass Line 1 Bb
Countermelody 2 Bb
HIGH PART

arr. Bernice



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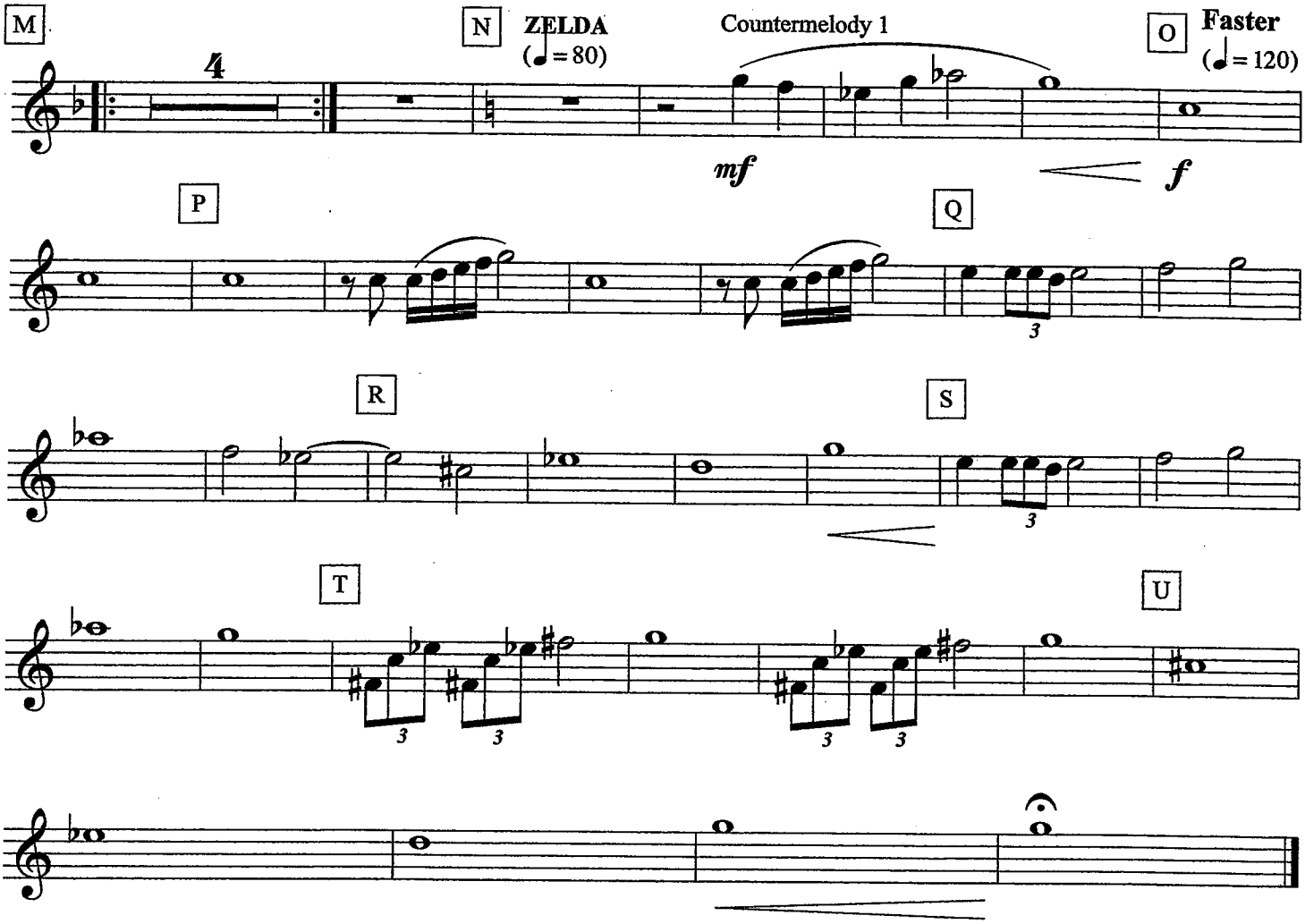
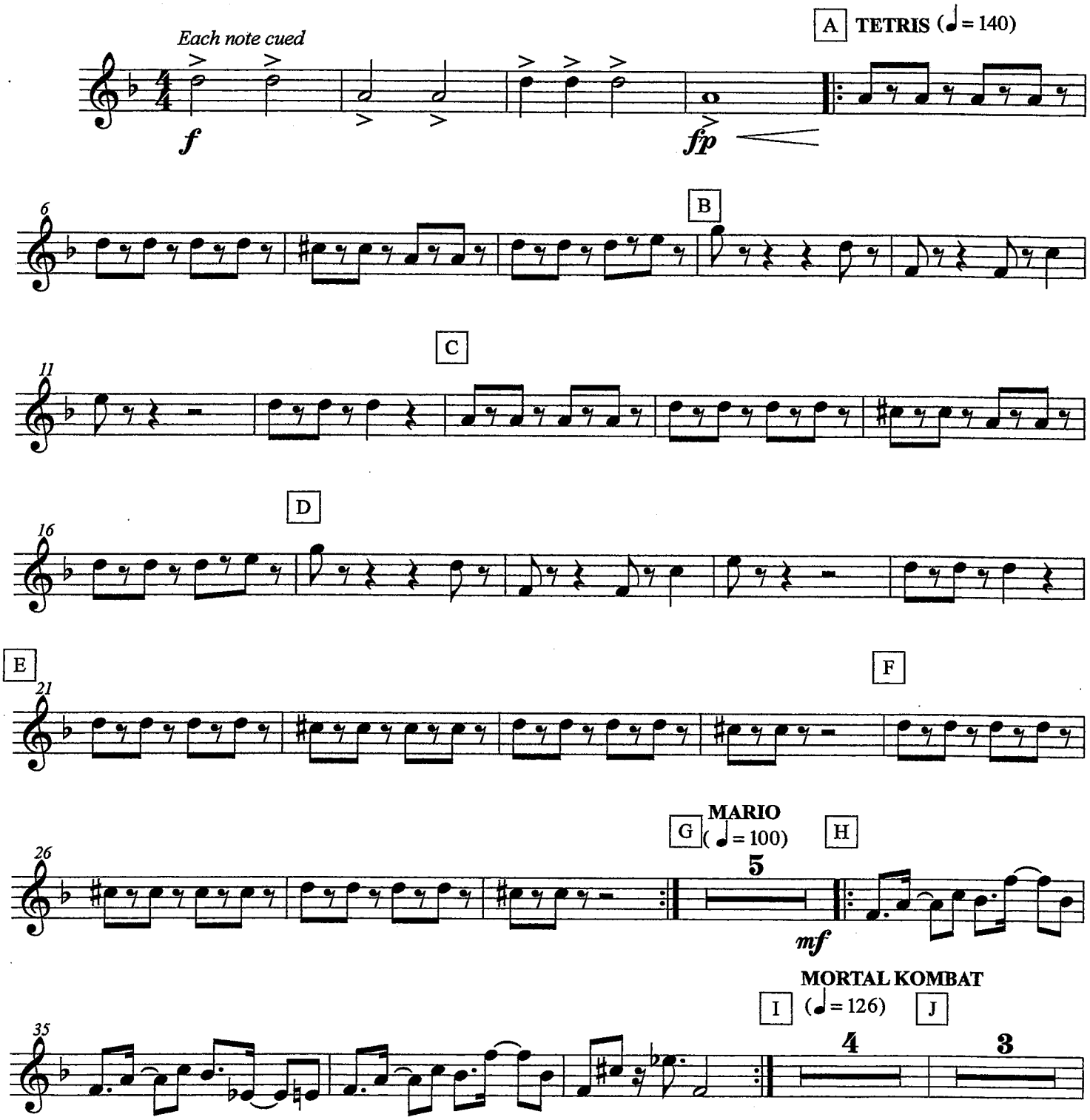

M
4
N
ZELDA
(♩= 80)
Countermelody 1
mf
O
Faster
(♩= 120)
f
P
Q
3
R
S
3
T
3
3
3
3
U

The Legend of Super Mortal Tetris

Bass Line 2 Bb
HIGH PART

arr. Bernice



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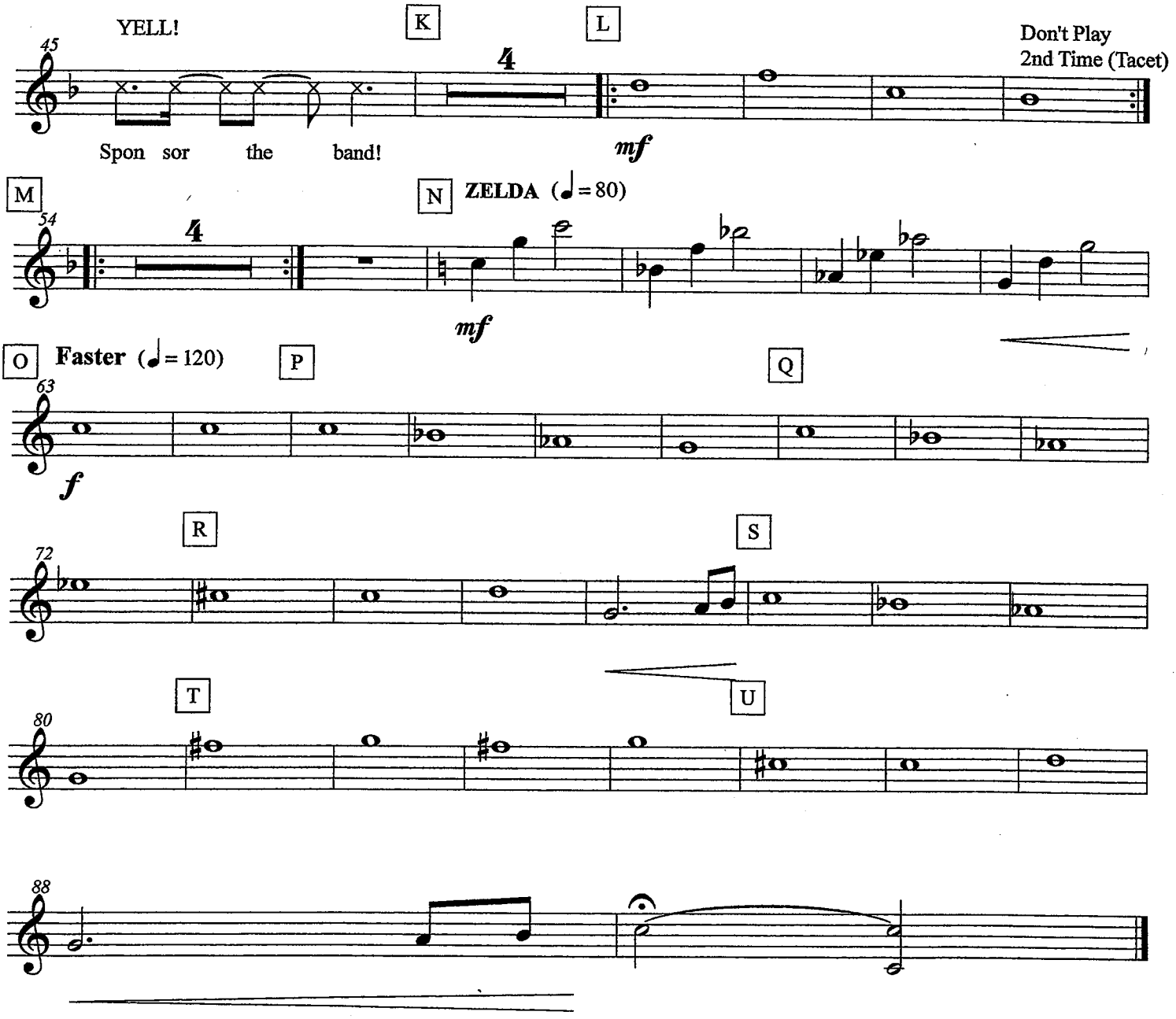
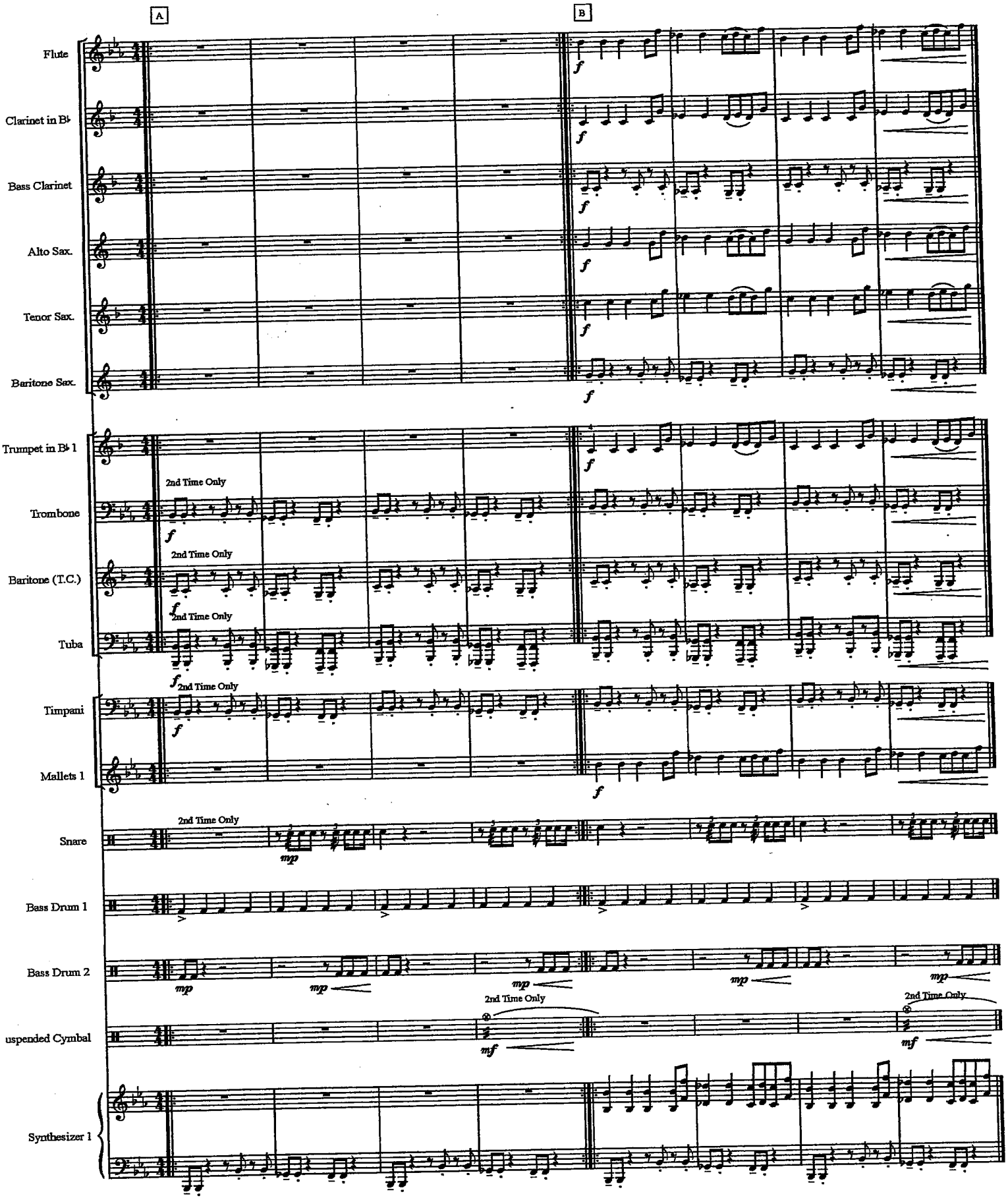

45
YELL!
K
L
Don't Play
2nd Time (Tacet)
Spon sor the band!
mf
M
N
ZELDA (♩= 80)
54
mf
O
Faster (♩= 120)
P
Q
63
f
R
S
72
T
U
80
88

MOVE THE JOY

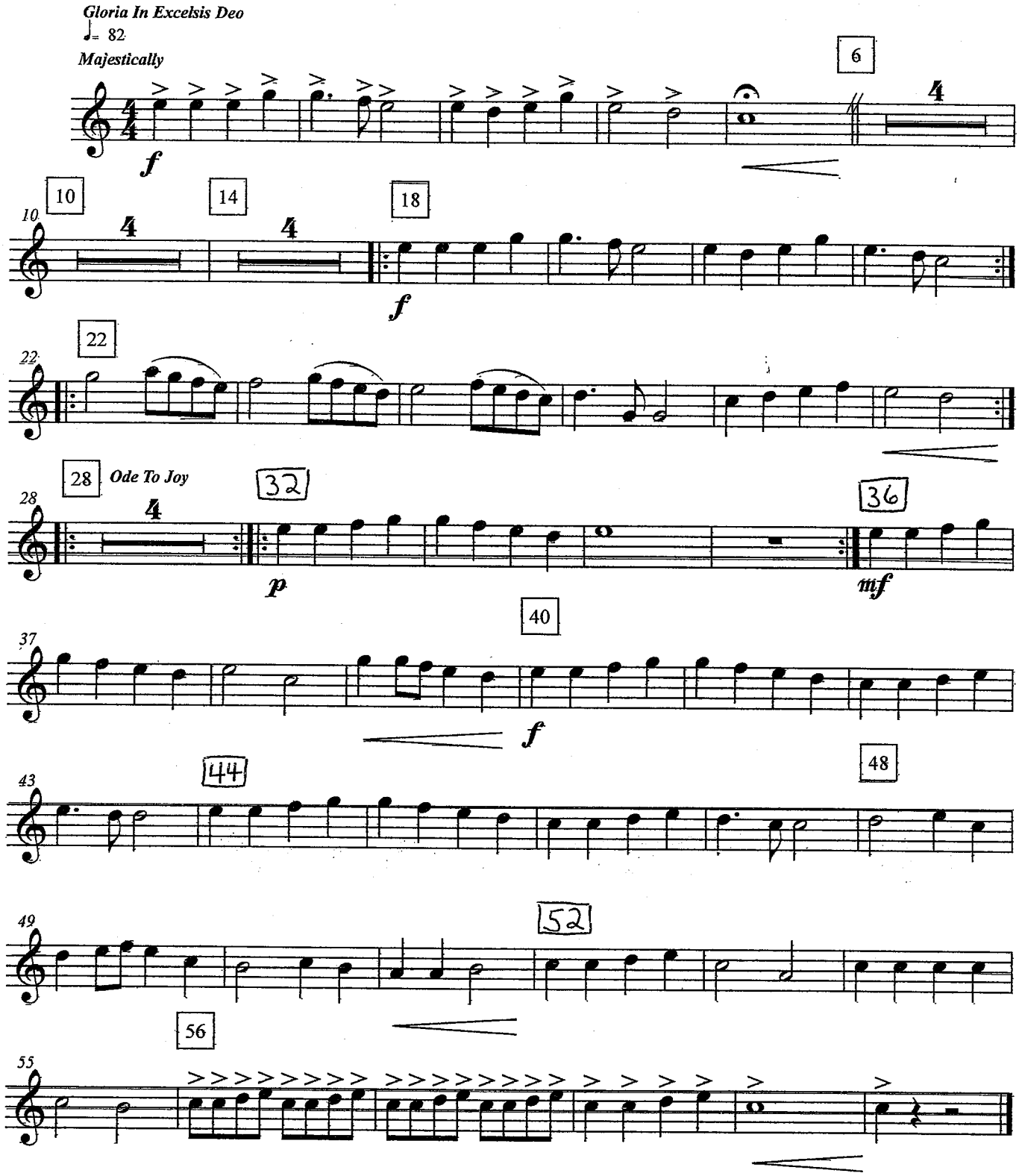
arr. Bernice



Tenor Sax.

WinterFest

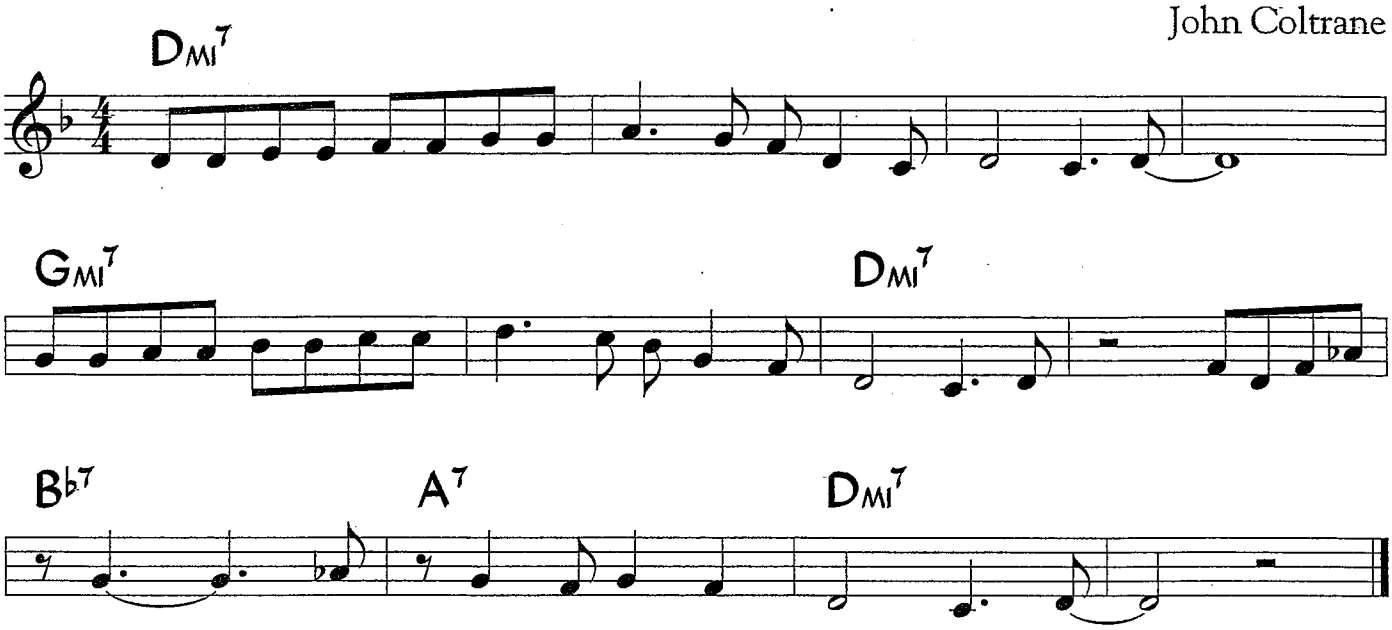
Traditional / Arr. Bernice



Bb

Mr. P.C.

John Coltrane



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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.

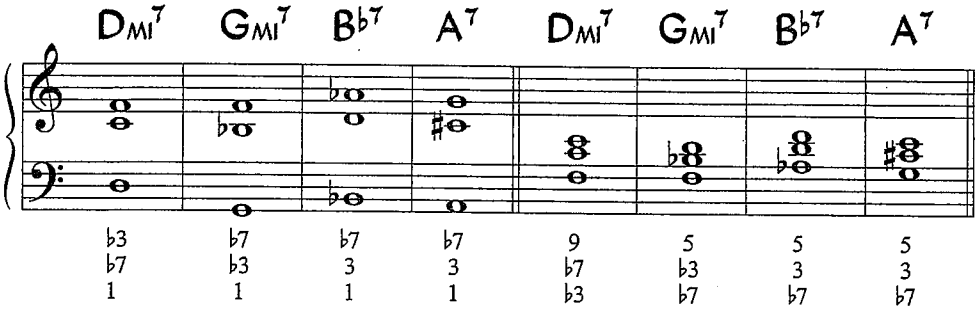
For your use

Bb

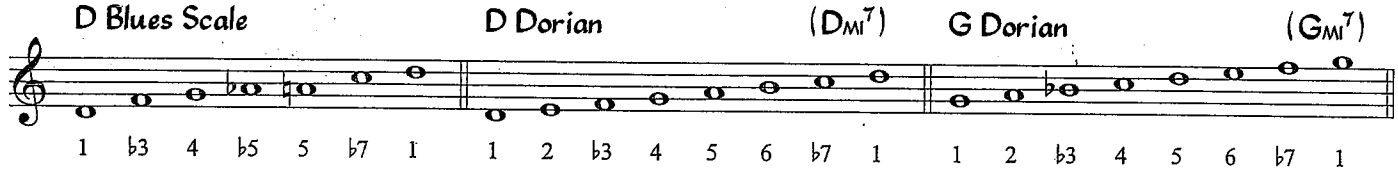
Supplemental Material - Mr. P.C.

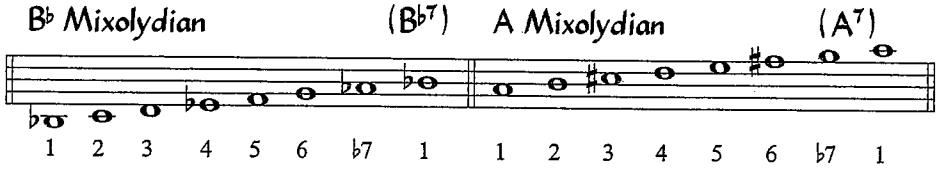
Sample Piano Voicings

Basic 3-note voicings | Rootless voicings

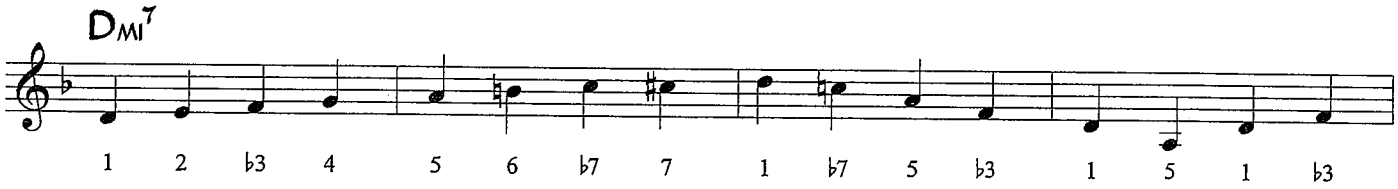


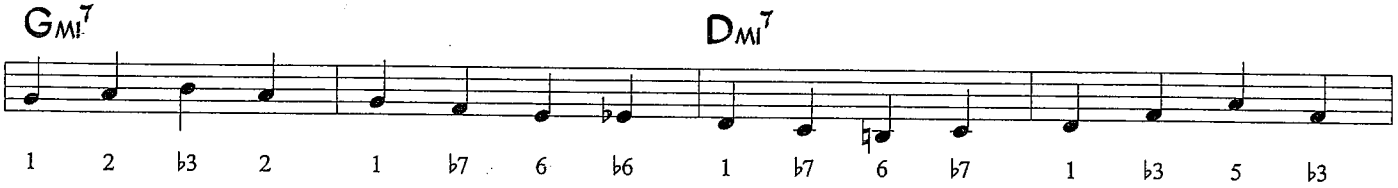
Useful Scales

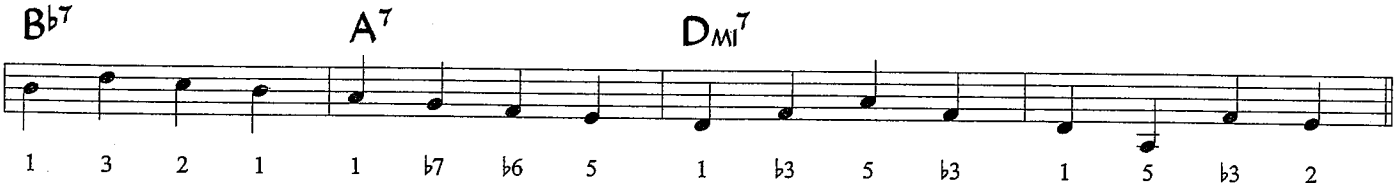




Sample Bass Line







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,

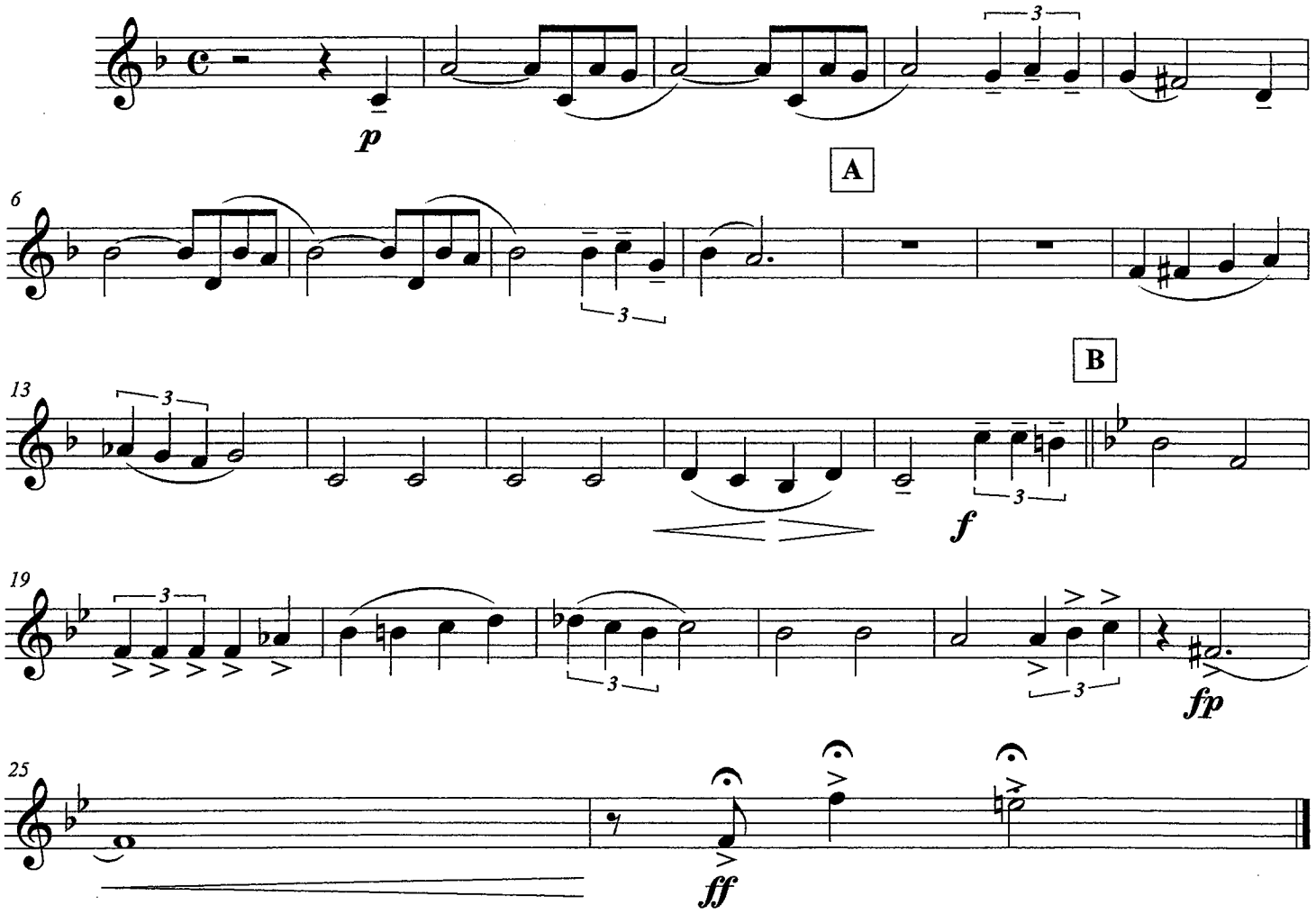
And more much more than this,

I did it my way...

Tenor Sax

My Way

Don Costa
trans. Jerannchris Rivera-Heredia

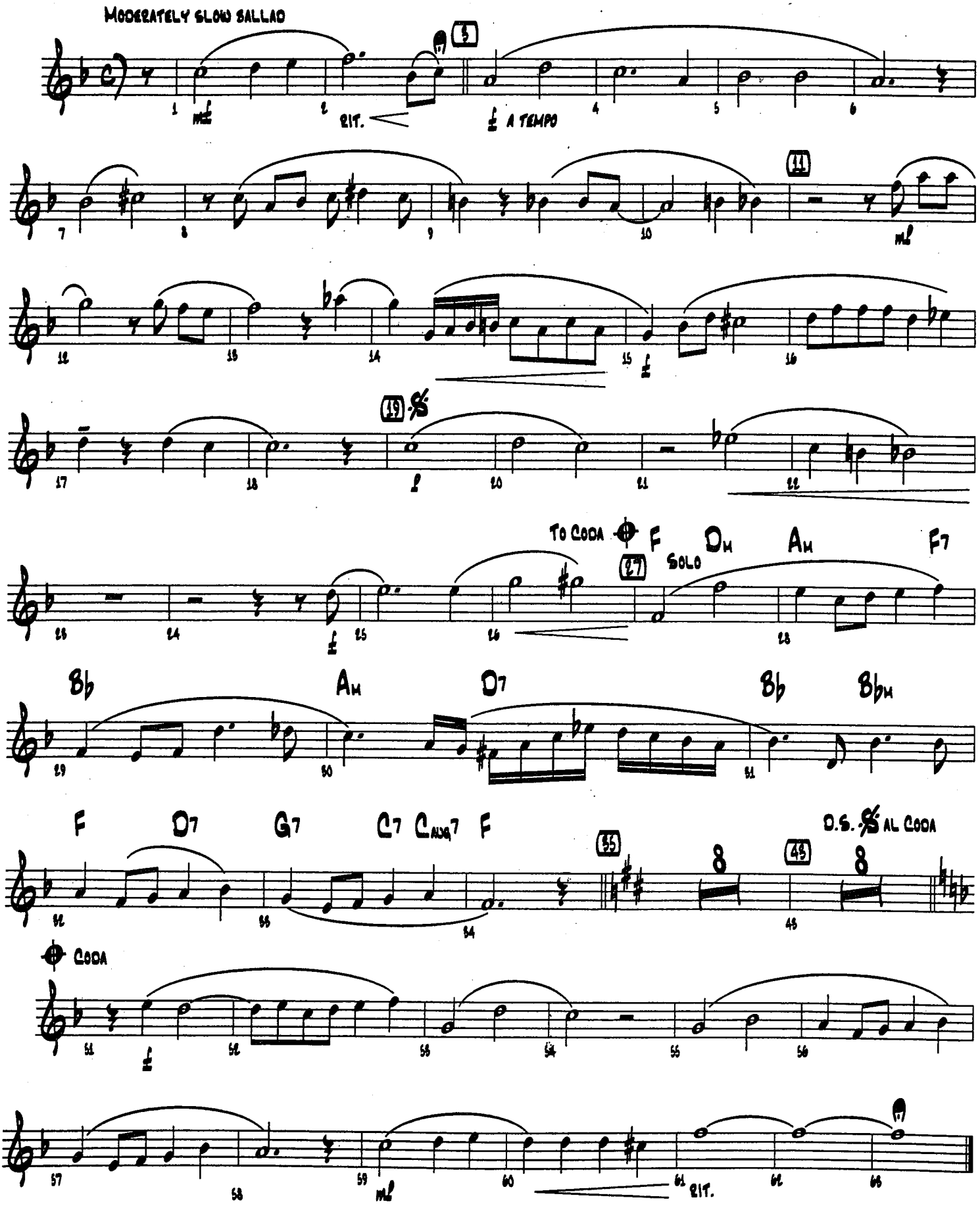


©

OVER THE RAINBOW

1ST B♭ TENOR SAXOPHONE

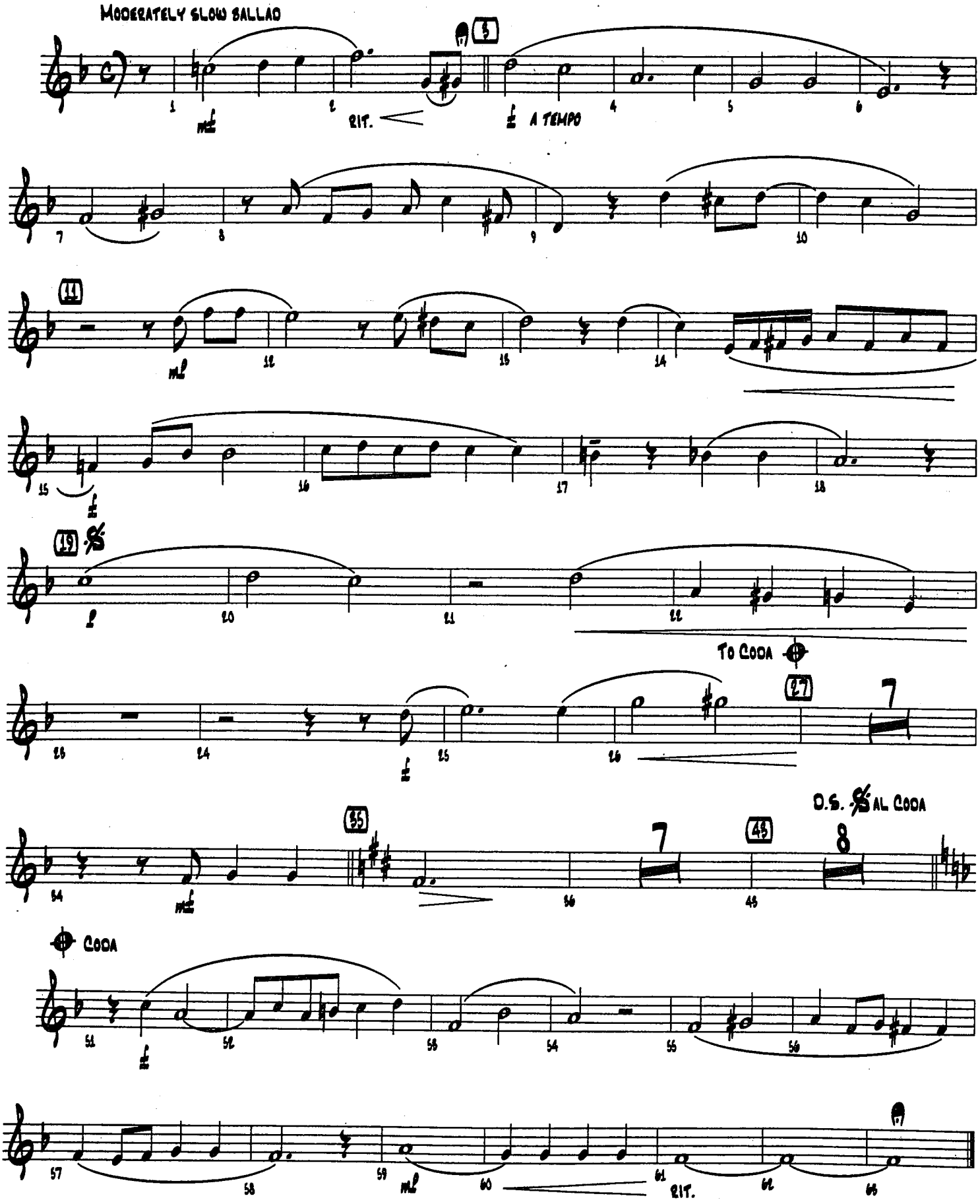
Music by HAROLD ARLEN
Lyric by E.Y. HARBURG
Arranged by PAUL COOK



OVER THE RAINBOW

2ND B♭ TENOR SAXOPHONE

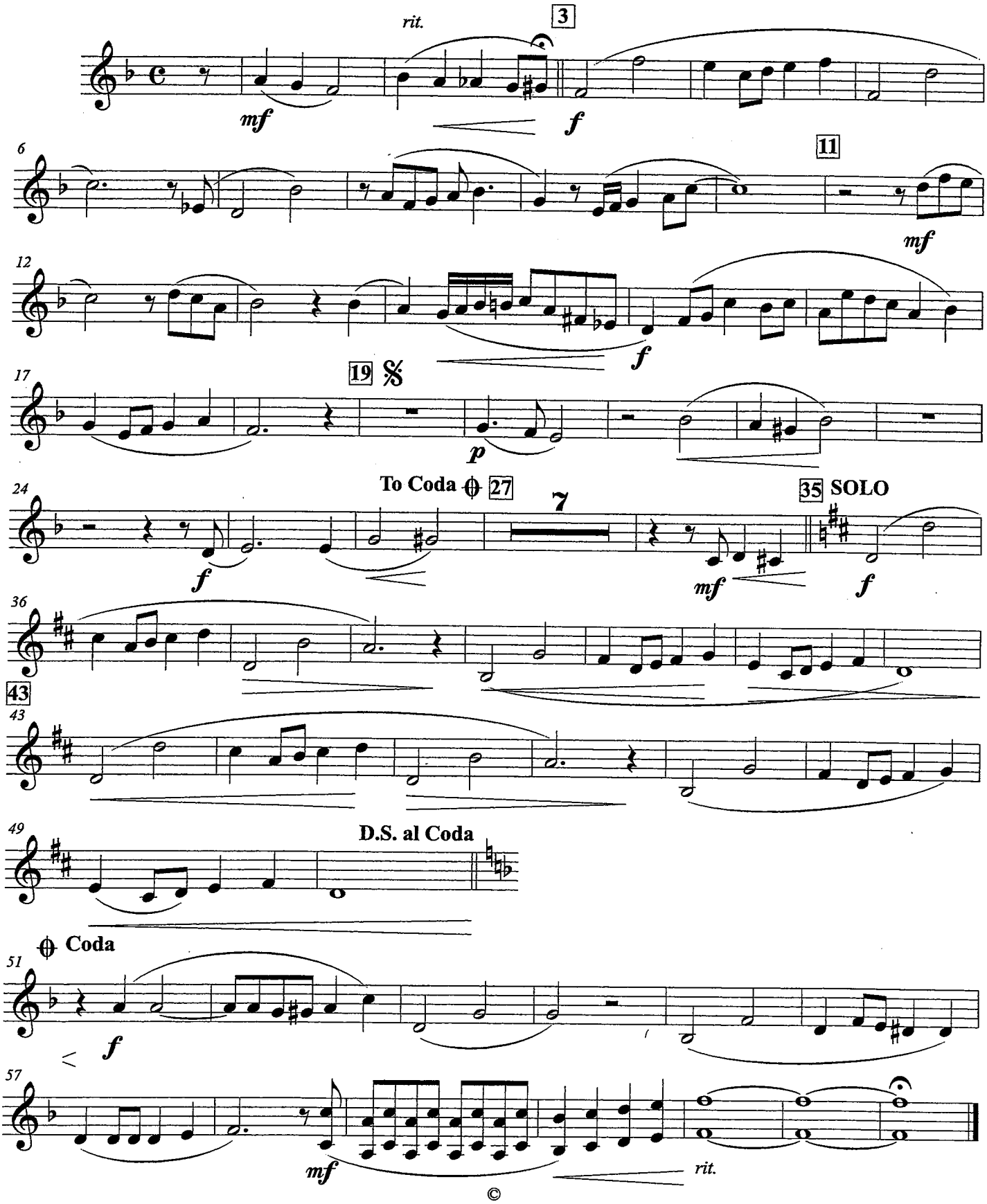
Music by HAROLD ARLEN
Lyric by E.Y. HARBURG
Arranged by PAUL COOK



Bb
-Tenors optional 8va
-Doubles Alto Sax
-Solo @ 35

Over the Rainbow

Harold Arlen



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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)

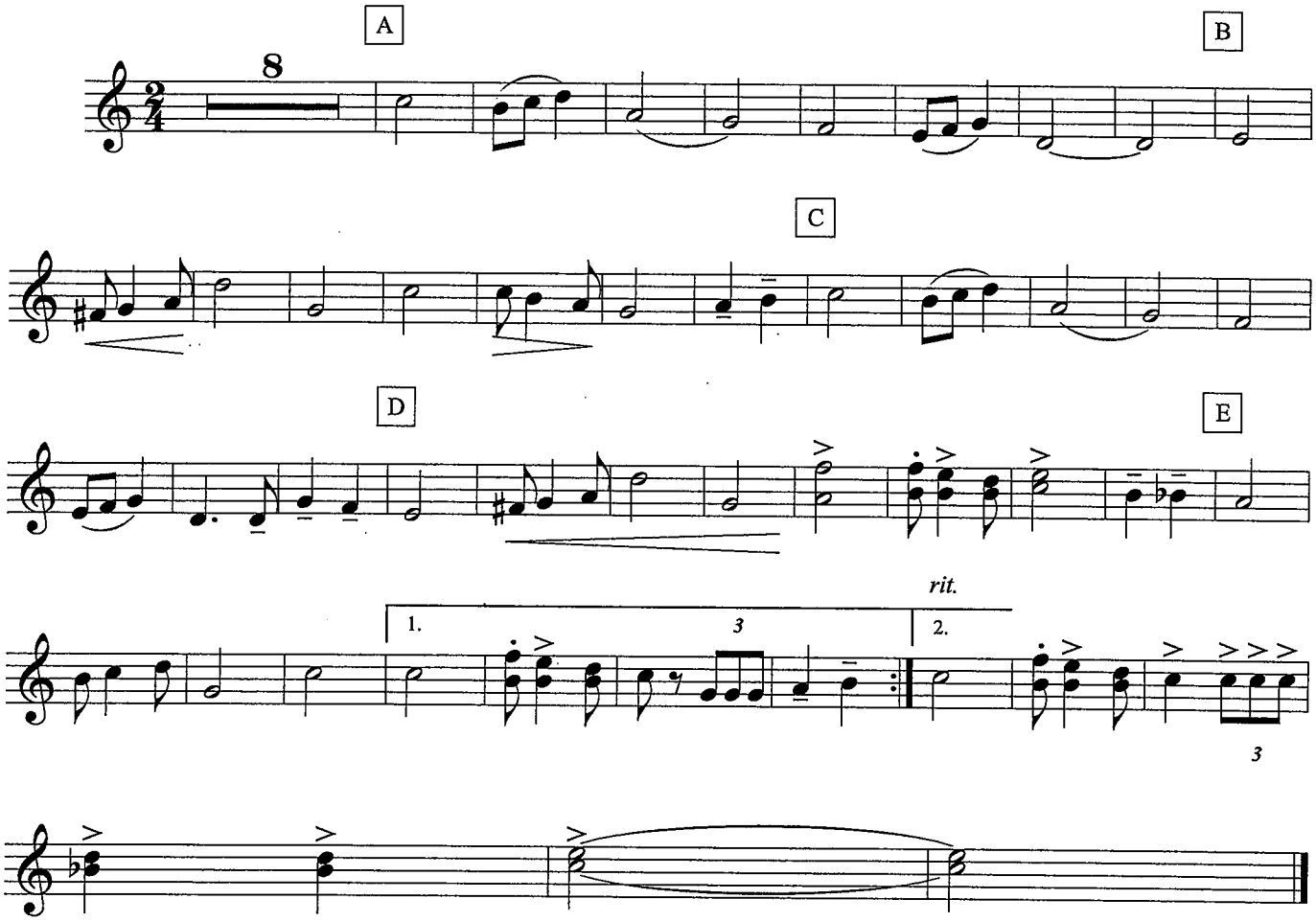
Get Ready For This So So So Do Do Re Re
So So So Te Te Do Do
So So So Do Do Re Re
So So So Te Te Do Re

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 (MELODY)

Tenor Sax.



©

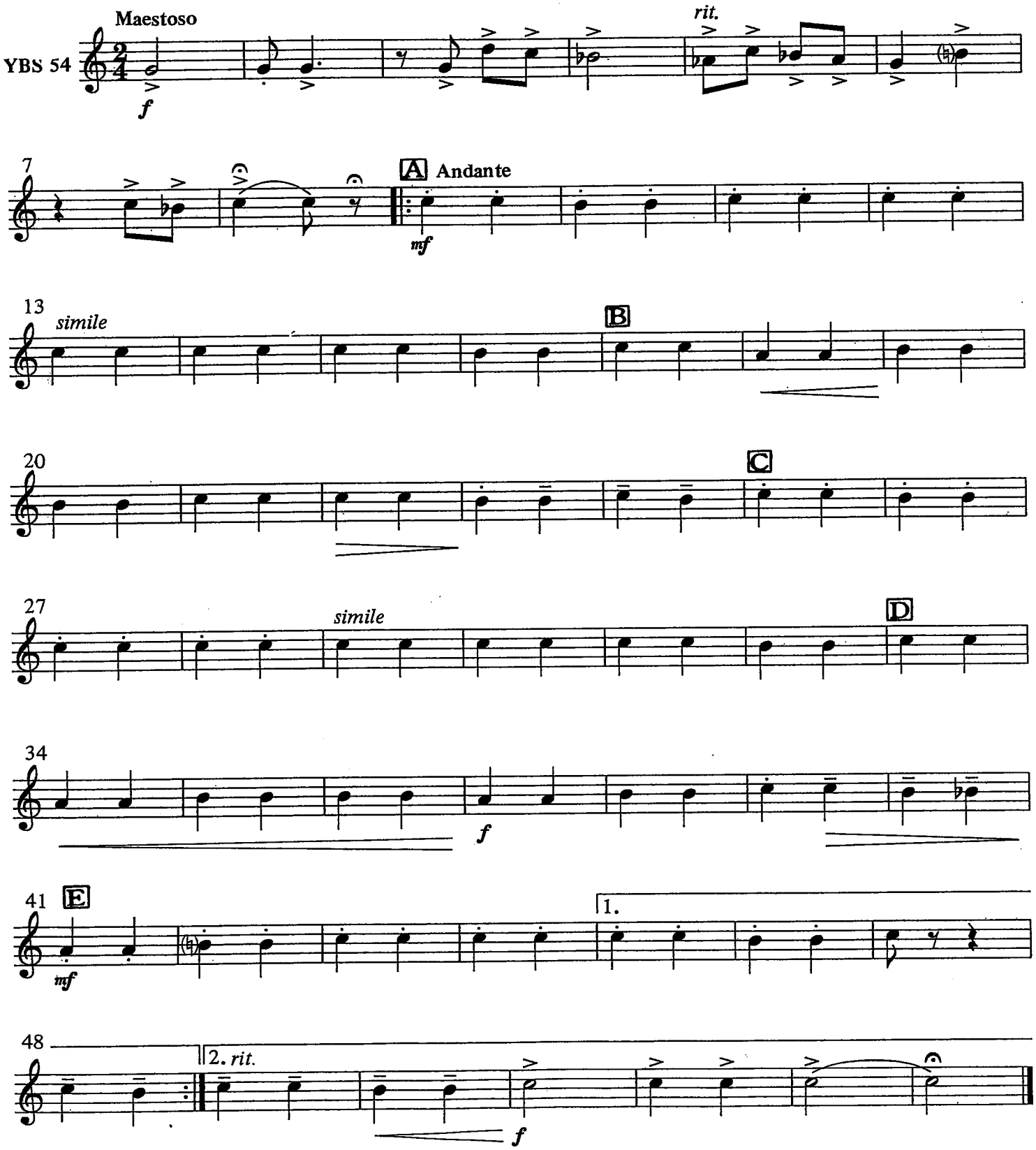
Two Ceremonial Marches

1. Processional

Pomp and Circumstance March No. 3

Tenor Saxophone

EDWARD ELGAR, Op. 39
Arranged by James Swearingen



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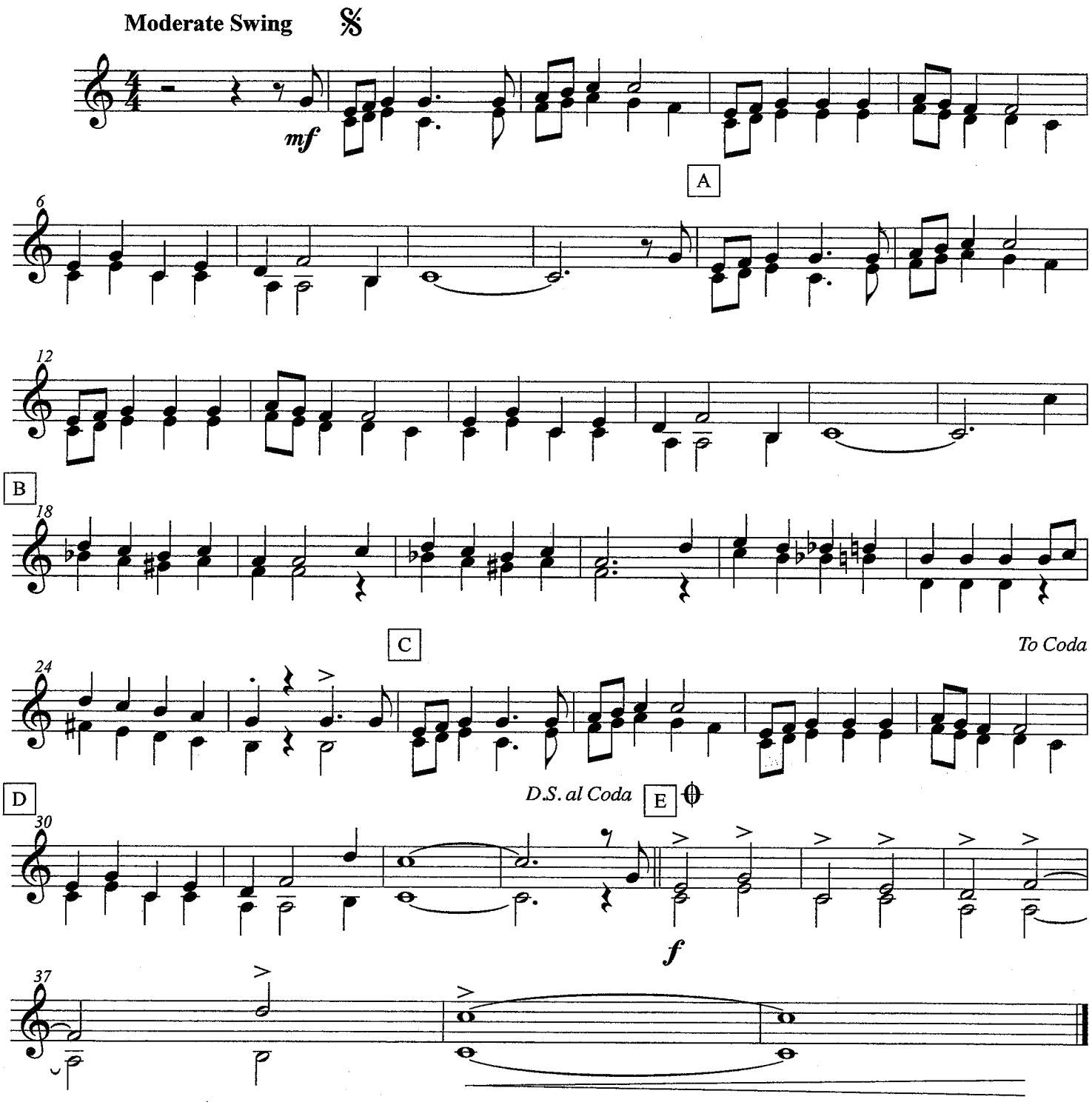
Santa Claus Is Comin' To Town

Melody - Bb

Coots & Gillespie
arr. Bernice



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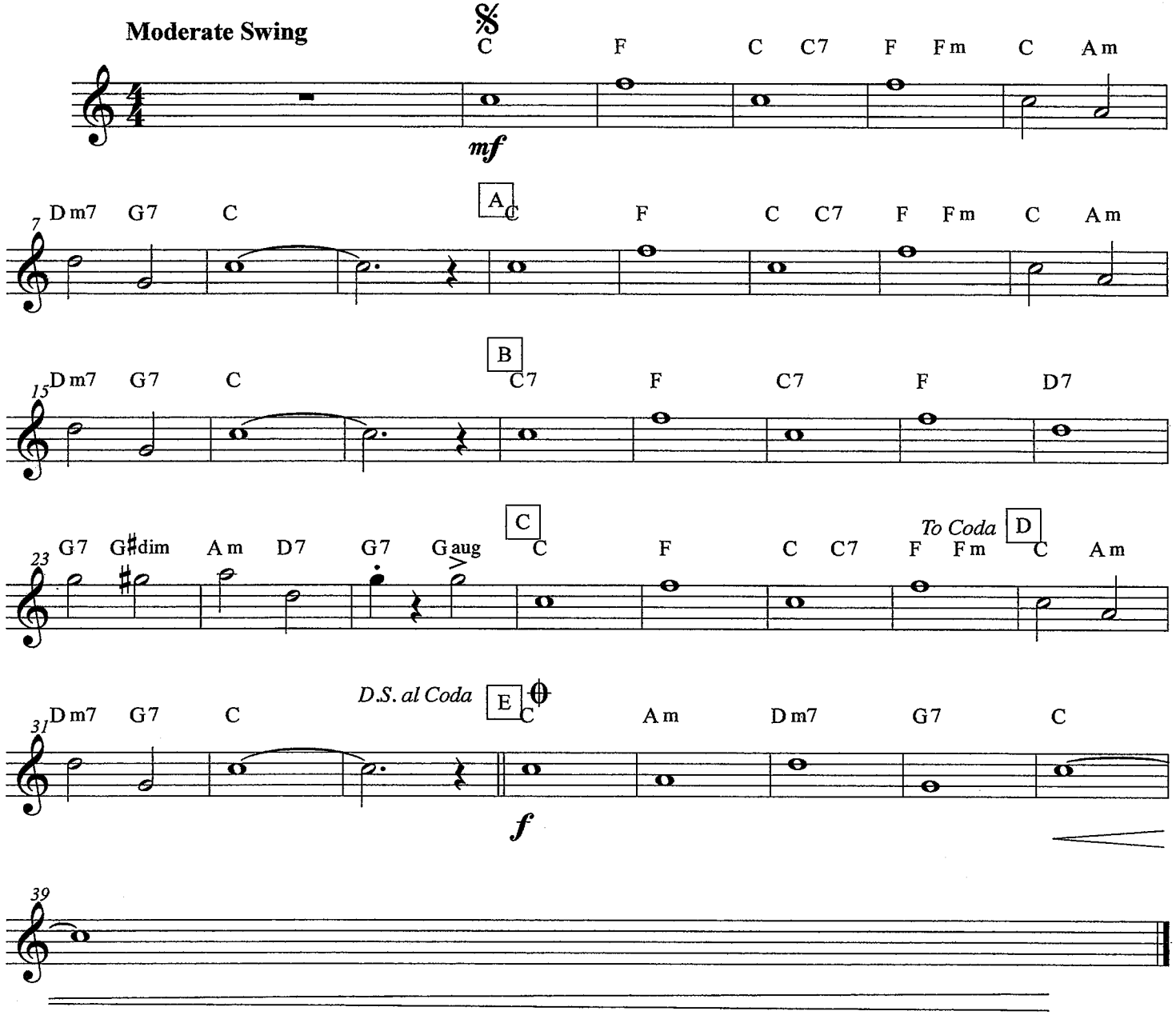
Santa Claus Is Comin' To Town

Bb Bass Line (High)

Coots & Gillespie
arr. Bernice



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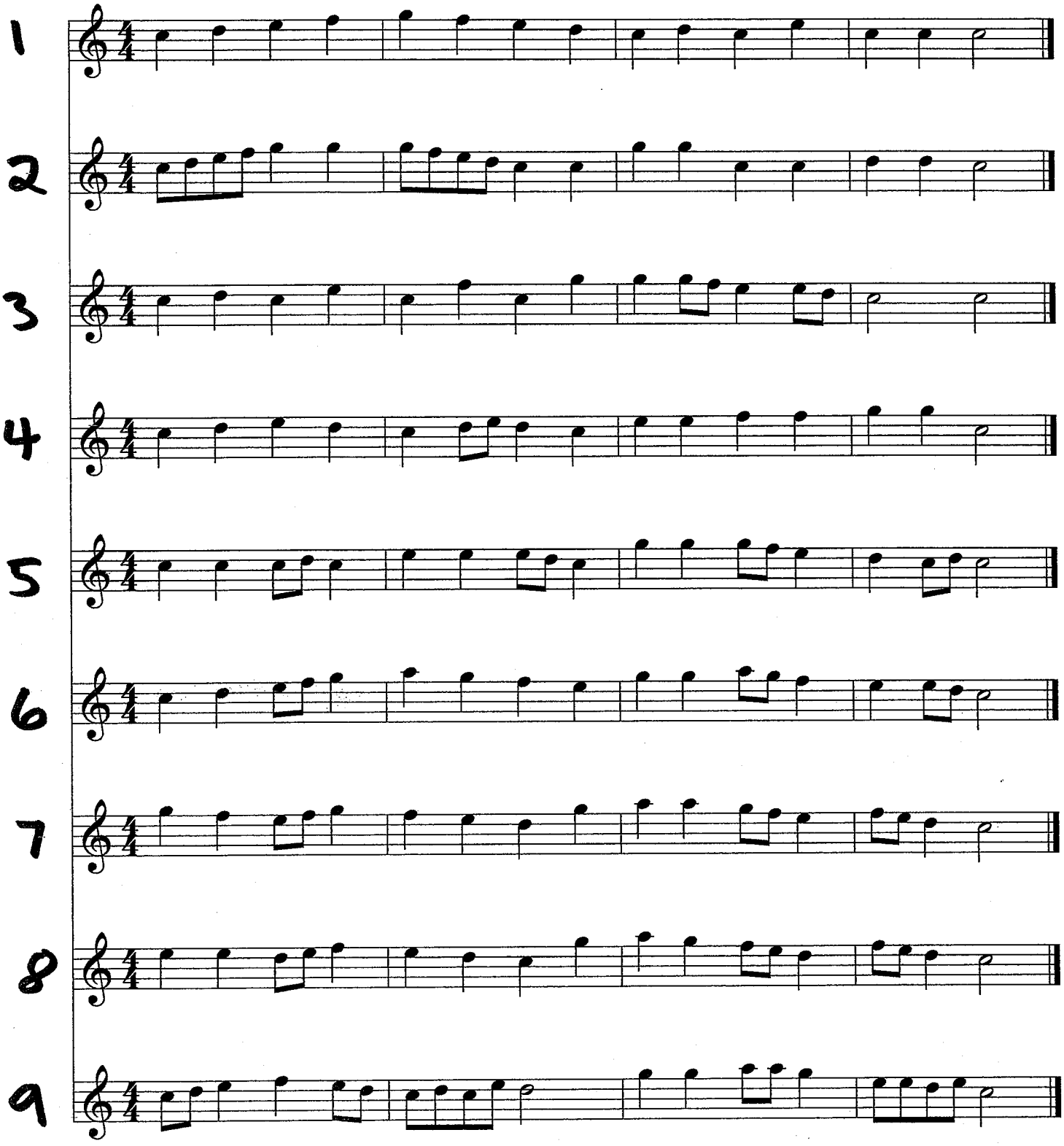
Bb - High

Sight Reading Exercises

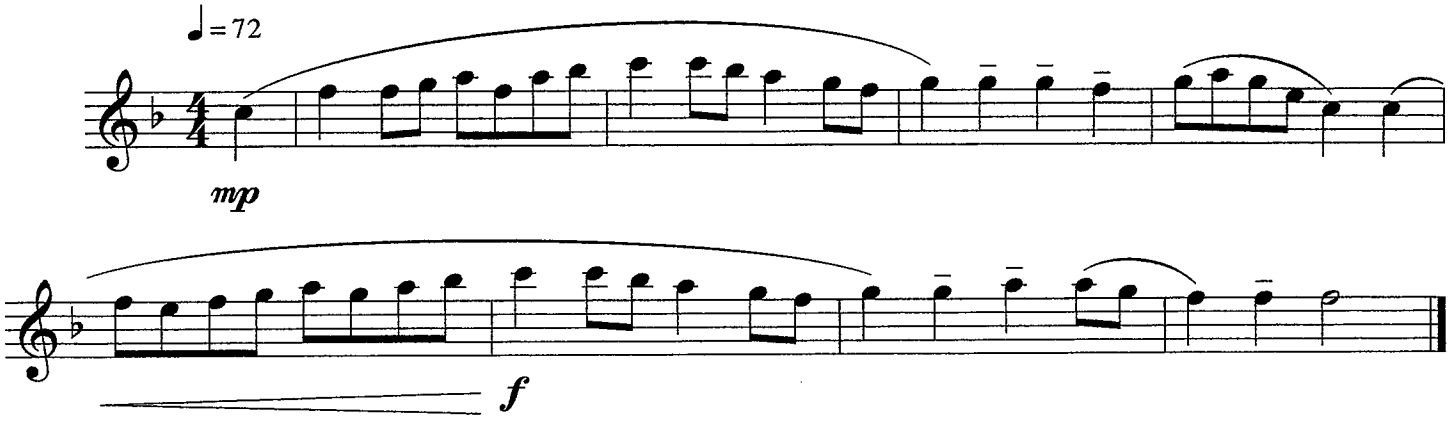


Tenor Sax.

Simple Gifts

from Appalachian Spring

Traditional
Aaron Copland (1900-1990)



SPS District Determined Measure

Music Performance Rubrics

CATEGORY	MASTERY 4	PROFICIENT 3	DEVELOPING 2	EMERGING 1
DESCRIPTION OF LEVELS	• Indicates a mastery level, exceeding expectations. • Student rarely needs assistance with demanding tasks, is self-motivated, and produces consistently high-quality work.	• Reaches expected (or proficient) level for this task. • Student produces quality work and occasionally needs assistance with demanding tasks.	• Indicates a developing level for this task. • Student produces required work with teacher direction and support.	• Indicates an emerging level for this task. • Student requires constant teacher direction, support, and assistance.
TONE QUALITY	• The tone is always full, resonant, open, supported, focused, controlled, clear, and centered throughout the range of the instrument. The tone has professional quality. •Air is always used efficiently to support a quality tone.	• 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. • Air is usually used efficiently to support a quality tone.	• 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. • Air is somewhat used efficiently to support a quality tone.	• 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. • Air is rarely used efficiently to support a quality tone.
RHYTHMIC ACCURACY	• The beat is always secure (steady). • Rhythms are always accurate. • There are no duration errors that detract from the overall performance.	• The beat is usually secure (steady). • Rhythms are usually accurate. • There are a few duration errors, but these do not detract from the overall performance.	• The beat is somewhat secure (steady). • Rhythms are somewhat accurate. • There are frequent or repeated duration errors that occasionally detract from the overall performance	• The beat is rarely secure (steady). Lack of internal pulse. • Rhythms are rarely accurate. • There are constant duration errors that significantly detract from the overall performanc

CATEGORY	MASTERY 4	PROFICIENT 3	DEVELOPING 2	EMERGING 1
NOTE ACCURACY	• Notes are always accurate. • Finger/slide/ sticking combinations are always smooth and completed without hesitation. • There are no pitch errors that detract from the overall performance.	• Notes are usually accurate, though there might be an isolated error. • Finger/slide/ sticking combinations are usually smooth and completed without hesitation. • There are a few pitch errors, but these do not detract from the overall performance.	• Notes are somewhat accurate. • Finger/slide/ sticking combinations are occasionally smooth or completed without hesitation. • There are frequent or repeated pitch errors that occasionally detract from the overall performance.	• Notes are rarely accurate. • Finger/slide/ sticking combinations are rarely smooth or completed without hesitation. • There are constant pitch errors that significantly detract from the overall performance.
DYNAMICS	• Dynamic levels are always obvious and consistent. • Markings (crescendo, decrescendo/ diminuendo, *pp, p, mp, mf, f, ff, sfz,* fp, etc.) are always executed accurately as directed by the music and/or the conductor.	• Dynamic levels are usually obvious and consistent. • Markings (crescendo, decrescendo/ diminuendo, *pp, p, mp, mf, f, ff, sfz, fp*, etc.) are usually executed accurately as directed by the music and/or the conductor	• Dynamic levels are somewhat obvious and consistent. Levels fluctuate, but can be discerned. • Markings (crescendo, decrescendo/ diminuendo, *pp, p, mp, mf, f, ff, sfz, fp*, etc.) are occasionally executed accurately as directed by the music and/or the conductor	• Dynamic levels are rarely obvious or consistent. • Markings (crescendo, decrescendo/ diminuendo, *pp, p, mp, mf, f, ff, sfz, fp*, etc.) are rarely executed accurately as directed by the music and/or the conductor
ARTICULATION	• Articulations are always secure. • Markings (staccato, legato, slur, accents, etc.) are always executed accurately as directed by the music and/or the conductor.	• Articulations are usually secure, though there might be an isolated error. • Markings (staccato, legato, slur, accents, etc.) are usually executed accurately as directed by the music and/or the conductor.	• Articulations are somewhat secure. • Markings (staccato, legato, slur, accents, etc.) are occasionally executed accurately as directed by the music and/or the conductor.	• Articulations are rarely secure. • Markings (staccato, legato, slur, accents, etc.) are rarely executed accurately as directed by the music and/or the conductor.
INTONATION	• The performance is always in tune in all registers and dynamic levels. • Intonation is always consistent. • There are no pitch problems due to range or dynamic extremes.	• The performance is usually in tune in all registers and dynamic levels. • Intonation is usually consistent. • There are occasional pitch problems due to range or dynamic extremes	• The performance is somewhat in tune in all registers and dynamic levels • Intonation is somewhat inconsistent. • There are several pitch problems due to range or dynamic extreme	• The performance is rarely in tune in all registers and dynamic levels. • Intonation rarely consistent. • There are constant pitch problems due to range or dynamic extremes.

CATEGORY	MASTERY 4	PROFICIENT 3	DEVELOPING 2	EMERGING 1
EXPRESSION	• The student always performs with a creative nuance and expressive style in response to the music. • Attention is always given to dynamic sensitivity, phrasing, and the proper style in regard to the historical period or cultural tradition. • Music is always performed with feeling—artfully, meaningfully, and emotionally.	• The student usually performs with a creative nuance and expressive style in response to the music. • Attention is usually given to dynamic sensitivity, phrasing, and the proper style in regard to the historical period or cultural tradition. • Music is usually performed with feeling—artfully, meaningfully, and emotionally.	• The student occasionally performs with a creative nuance and expressive style in response to the music. • Attention is occasionally given to dynamic sensitivity, phrasing, and the proper style in regard to the historical period or cultural tradition. • Music is occasionally performed with feeling—artfully, meaningfully, and emotionally.	• The student rarely performs with a creative nuance and expressive style in response to the music • Attention is rarely given to dynamic sensitivity, phrasing, and the proper style in regard to the historical period or cultural tradition. • Music is rarely performed with feeling—artfully, meaningfully, or emotionally.
SIGHT-READING (if applicable)	• The student always responds accurately to all musical notation within the sight-reading selection (rhythm, notes, articulation, dynamics, tempo, etc.) • The performance is smooth and completed without hesitation.	• The student usually responds accurately to all musical notation within the sight-reading selection (rhythm notes, articulation, dynamics, tempo, etc.) • The performance is mostly smooth and completed without much hesitation.	• The student occasionally responds accurately to all musical notation within the sight-reading selection (rhythm notes, articulation, dynamics, tempo, etc.) • The performance is somewhat smooth and completed with some hesitation.	• The student rarely responds accurately to all musical notation within the sight-reading selection (rhythm notes, articulation, dynamics, tempo, etc.) • The performance is not smooth and completed with much hesitation.
PERCUSSION TECHNIQUE	• Correct technique is always used. (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.)	• Correct technique is usually used. (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.)	• Correct technique is somewhat used. (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.)	• Correct technique is rarely used. (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.)
GRADING (if applicable)	**A** **(100-90)**	**B** **(89-80)**	**C** **(79-70)**	**D** **(69-60)**

SPS District Determined Measure

Music Performance Rubric

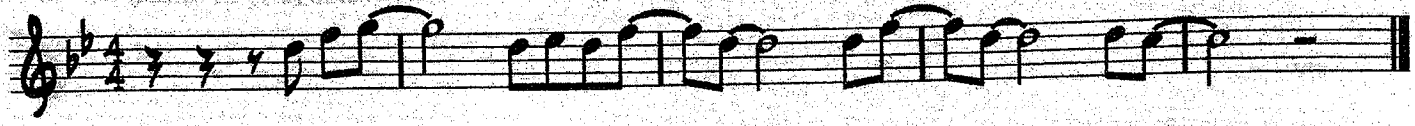
Name:_____ **Date**_____

Course:_____

CATEGORY	MASTERY 4	PROFICIENT 3	DEVELOPING 2	EMERGING 1	NOT ATTEMPTED 0
DESCRIPTION OF LEVELS	• Indicates a mastery level, exceeding expectations. • Student rarely needs assistance with demanding tasks, is self-motivated, and produces consistently high-quality work.	• Reaches expected (or proficient) level for this task. • Student produces quality work and occasionally needs assistance with demanding tasks.	• Indicates a developing level for this task. • Student produces required work with teacher direction and support.	• Indicates an emerging level for this task. • Student requires constant teacher direction, support, and assistance.	• Did not complete or attempt.
GRADING (if applicable)	**A (100-90)**	**B (89-80)**	**C (79-70)**	**D (69-60)**	**F (59-0)**
TONE QUALITY (4 Points)					
RHYTHMIC ACCURACY (4 Points)					
NOTE ACCURACY (4 Points)					
TECHNIQUE -Posture- (4 Points)		)			
DYNAMICS (4 Points)					
ARTICULATION (4 Points)					
INTONATION (4 Points)					
EXPRESSION (4 Points)					
TOTAL POINTS Beginning - 16 Points Possible) (Advanced/Intermediate 32 Points Possible)	**COMMENTS**_____				

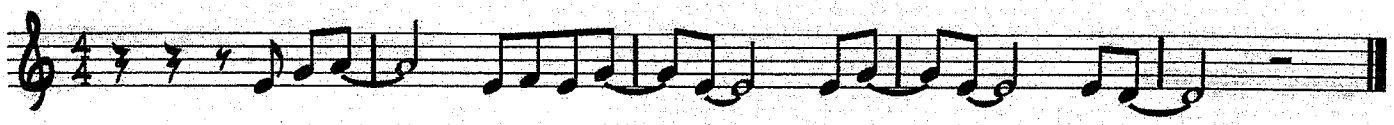
Sponsor Song 2017 - Melody

C Instruments (Treble)

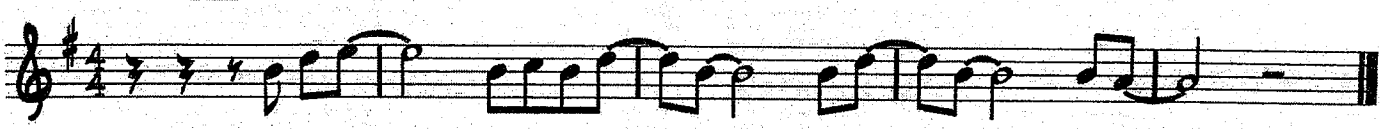


B-Flat Instruments (High)

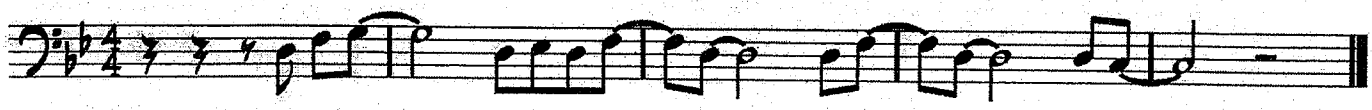
B-Flat Instruments (Low)



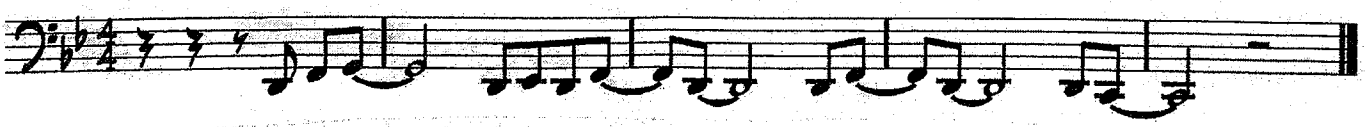
E-Flat Instruments



C Instruments (Bass)



Tuba



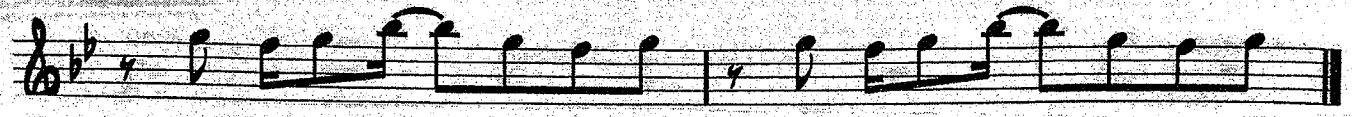
Lyrics

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

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

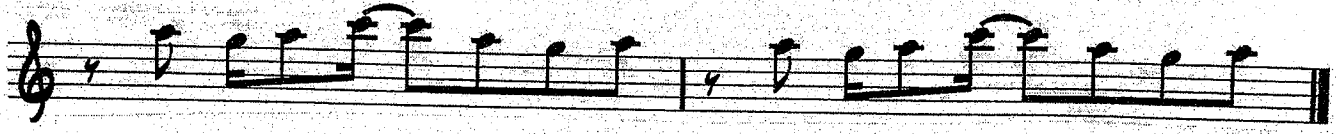
Sponsor Song 2017 - Horn Lick

C Instruments (Treble)



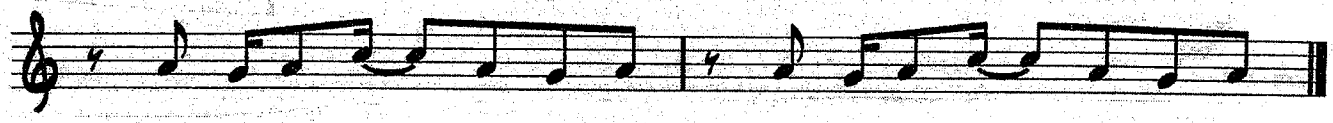
G F G Bb G F G G F G Bb G F G

B-Flat Instruments (High)



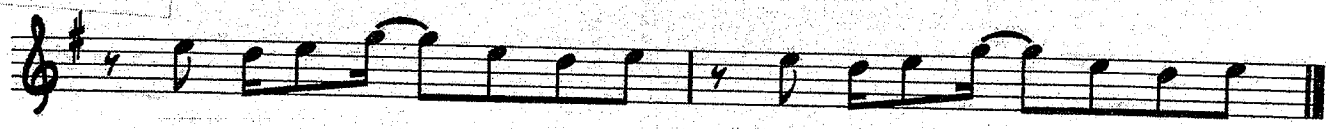
A G A C A G A A G A C A G A

B-Flat Instruments (Low)



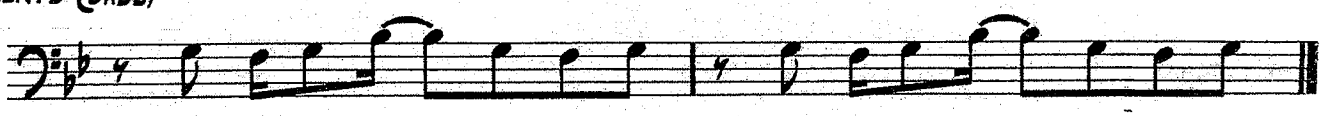
A G A C A G A A G A C A G A

E-flat Instruments



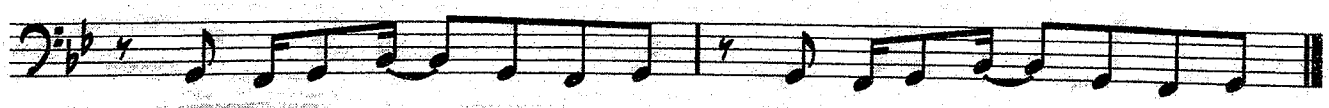
E D E G E D E E D E G E D E

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

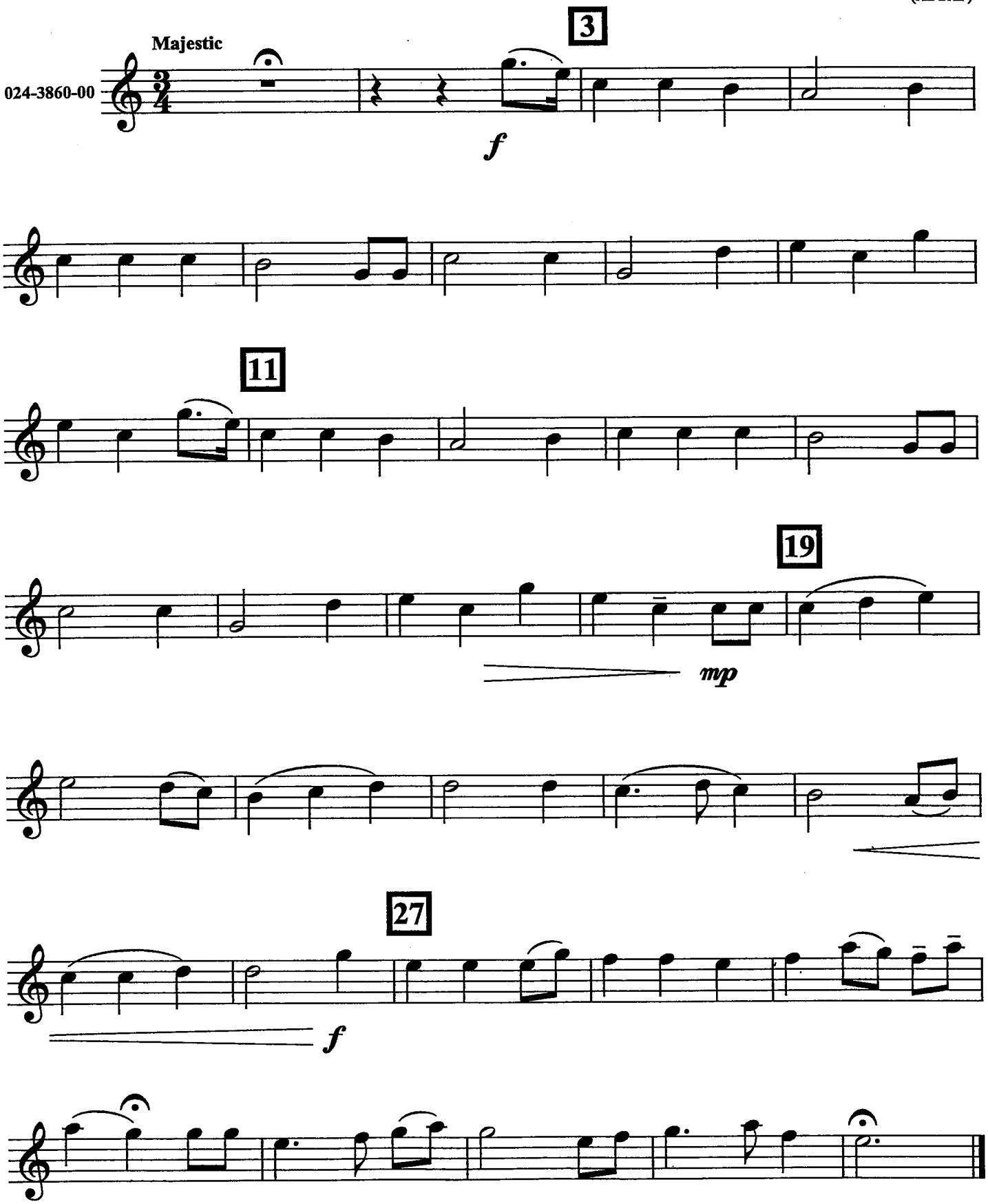
Chords

Gm, Bb, Dm, F

THE STAR SPANGLED BANNER

B♭ Tenor Saxophone

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



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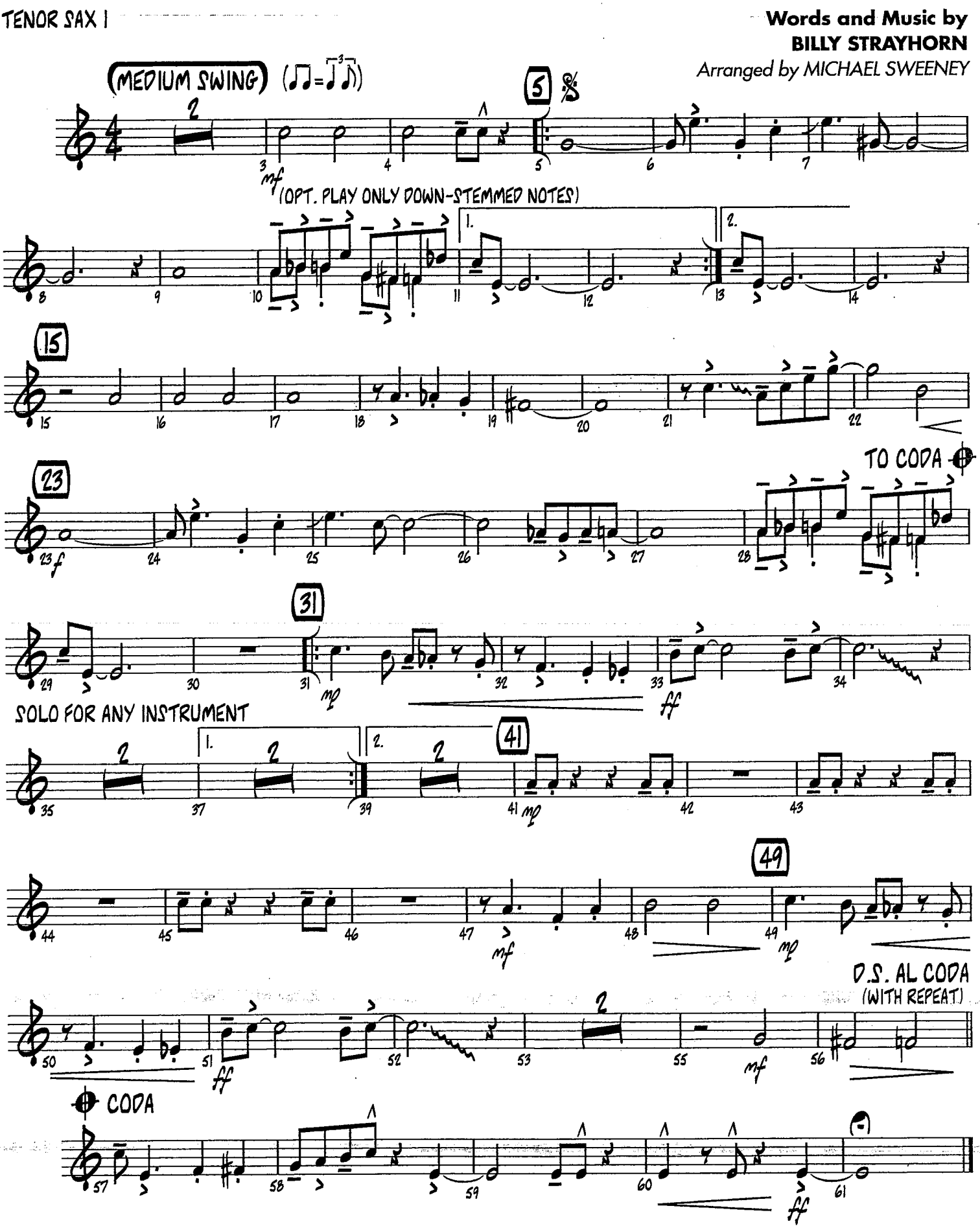
TAKE THE "A" TRAIN

TENOR SAX I

Words and Music by
BILLY STRAYHORN
Arranged by MICHAEL SWEENEY



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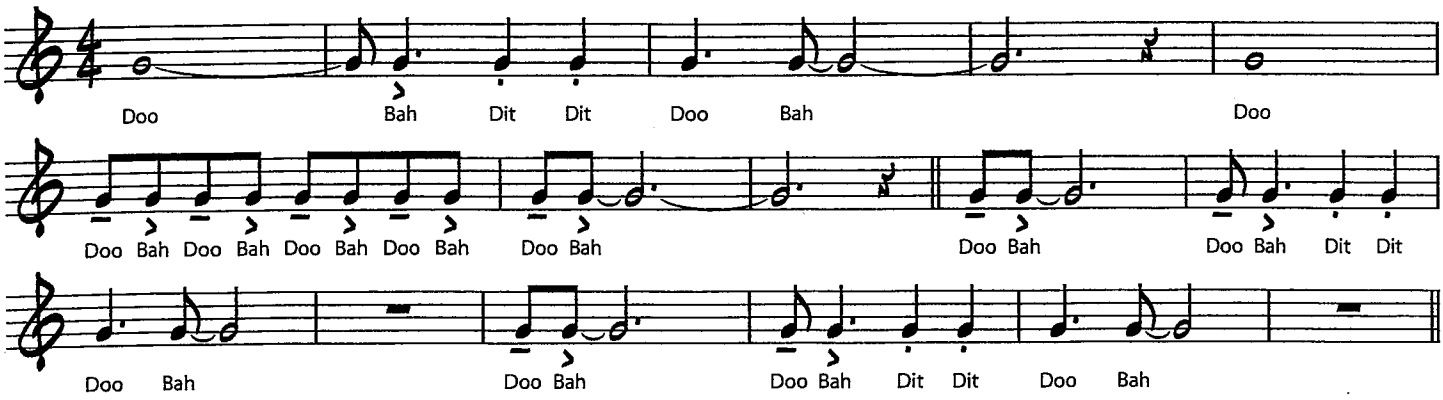
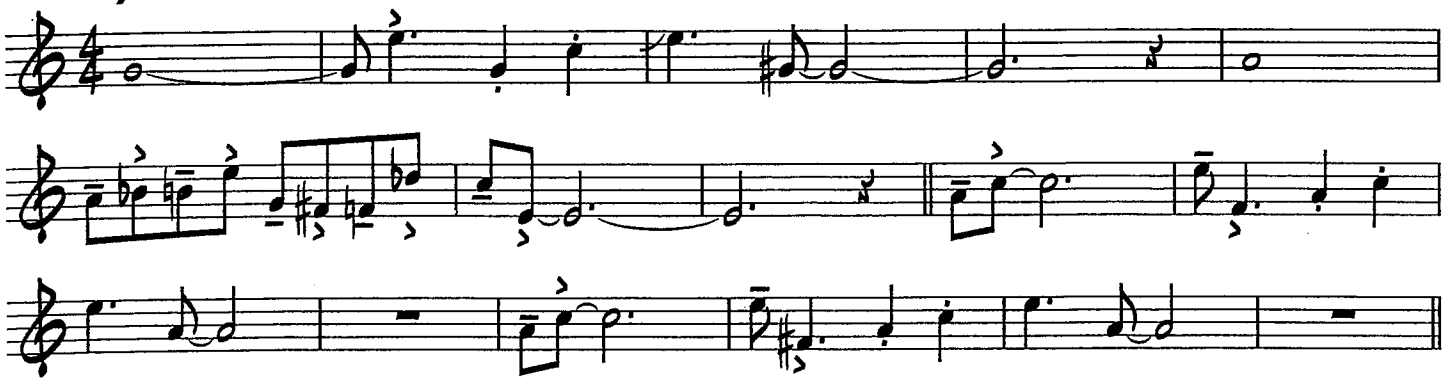
07010925

TENOR SAX

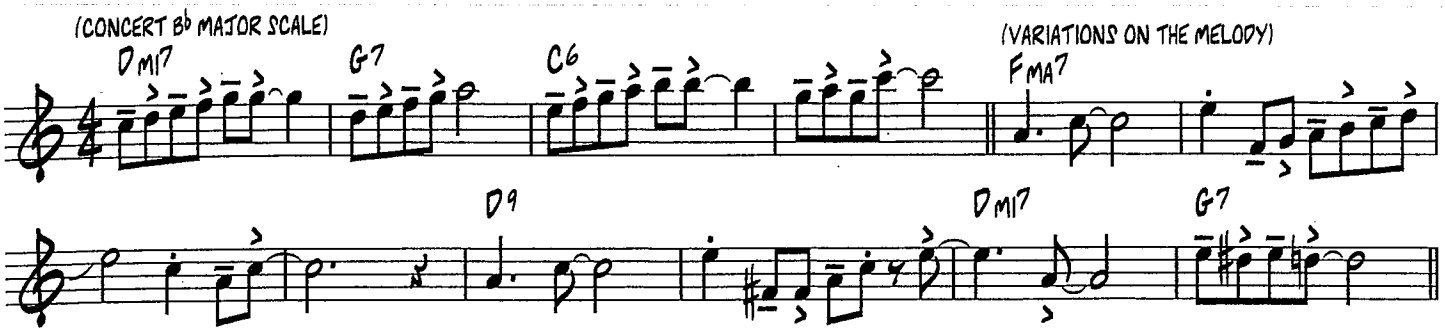
Rhythm Workout



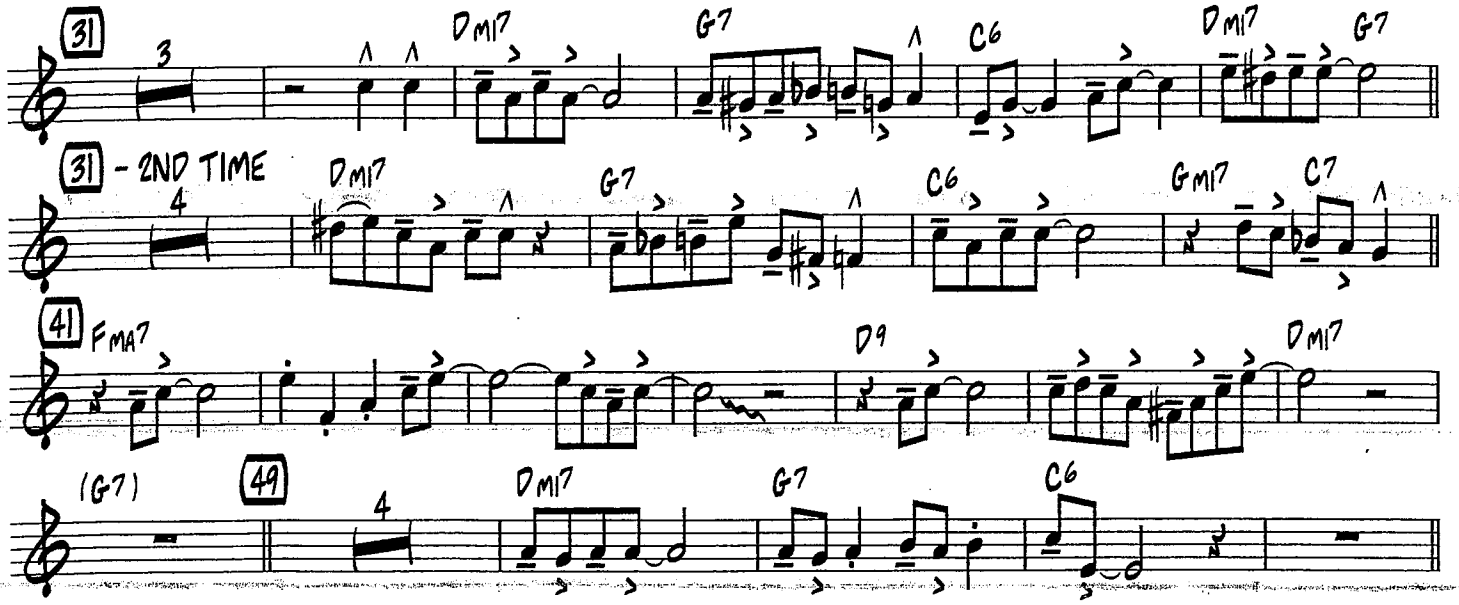
Melody Workout



Chord/Scale Workout



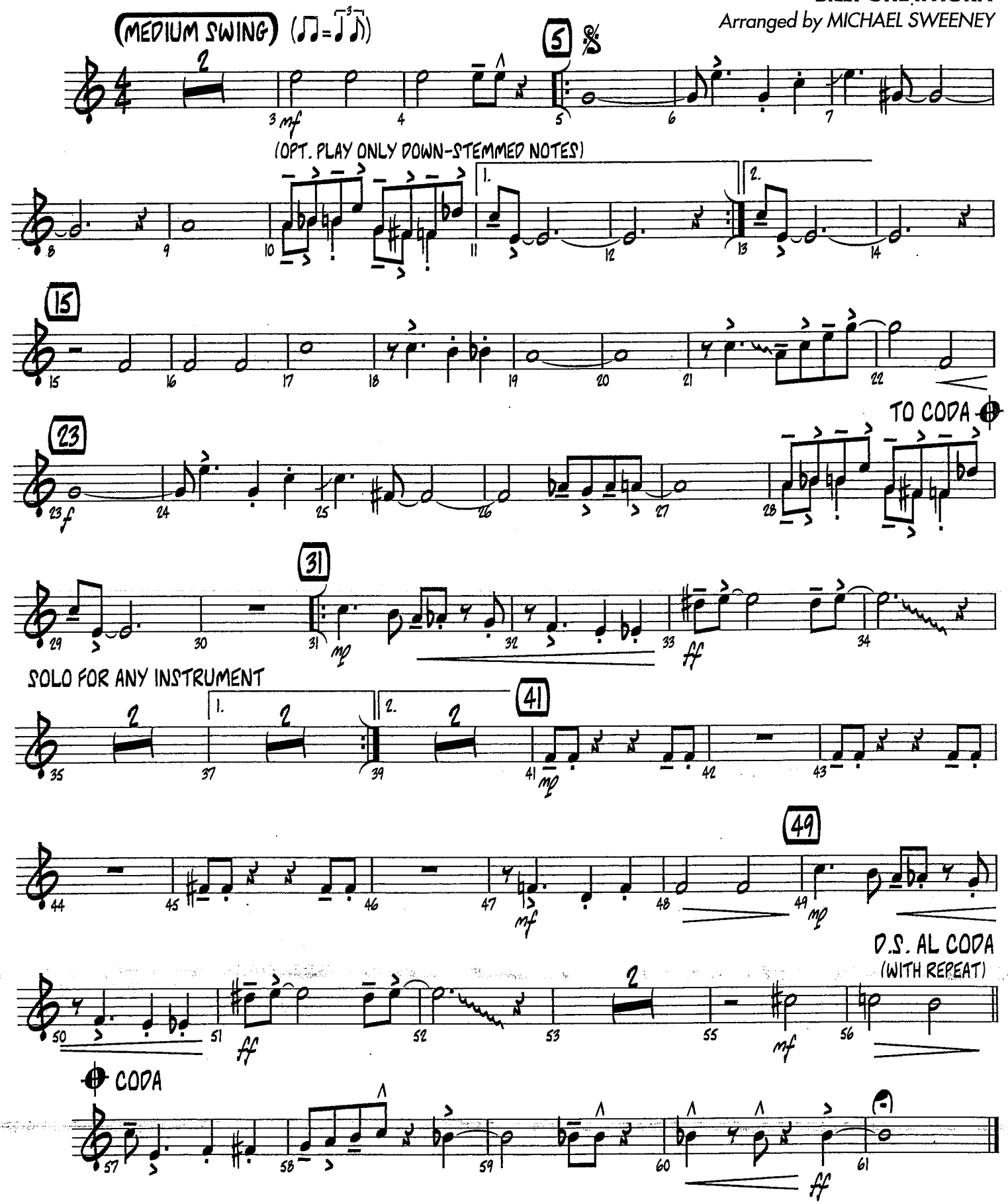
Demonstration Solo



TAKE THE "A" TRAIN

TENOR SAX 2

Words and Music by
BILLY STRAYHORN
Arranged by MICHAEL SWEENEY



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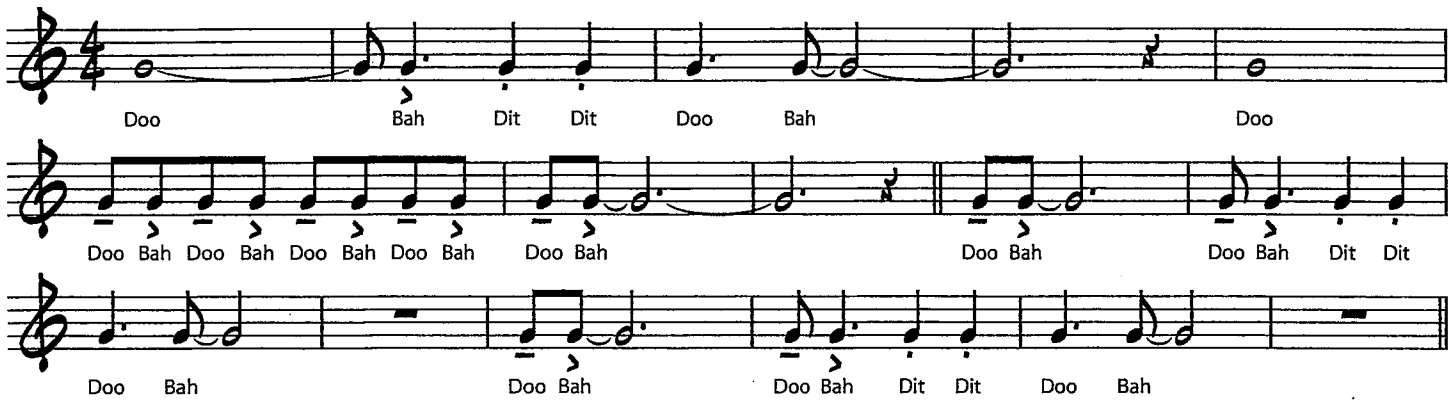
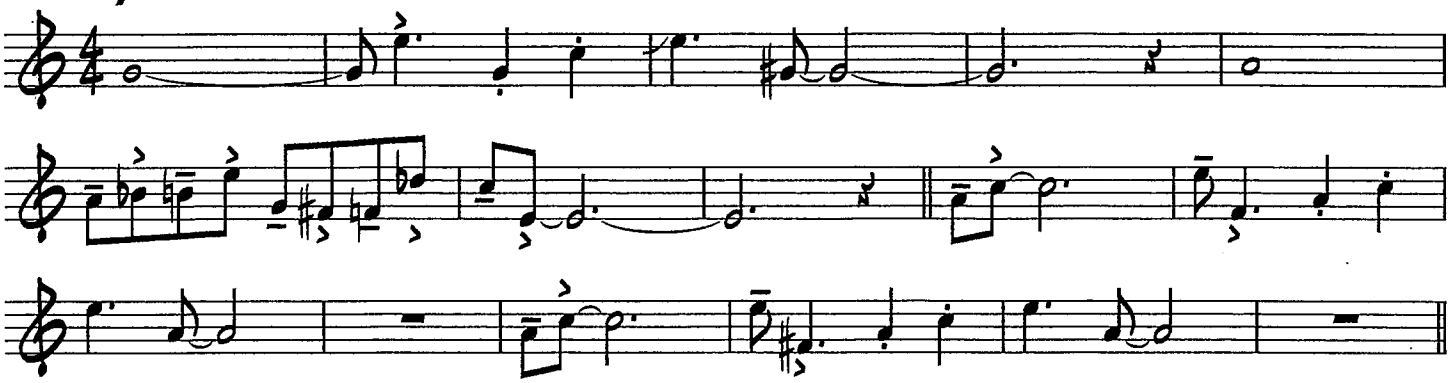
07010925

TENOR SAX

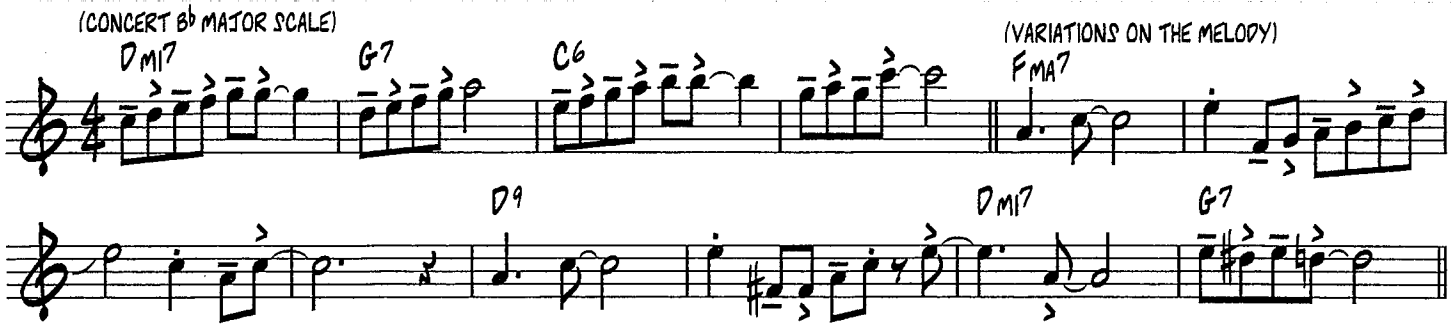
Rhythm Workout



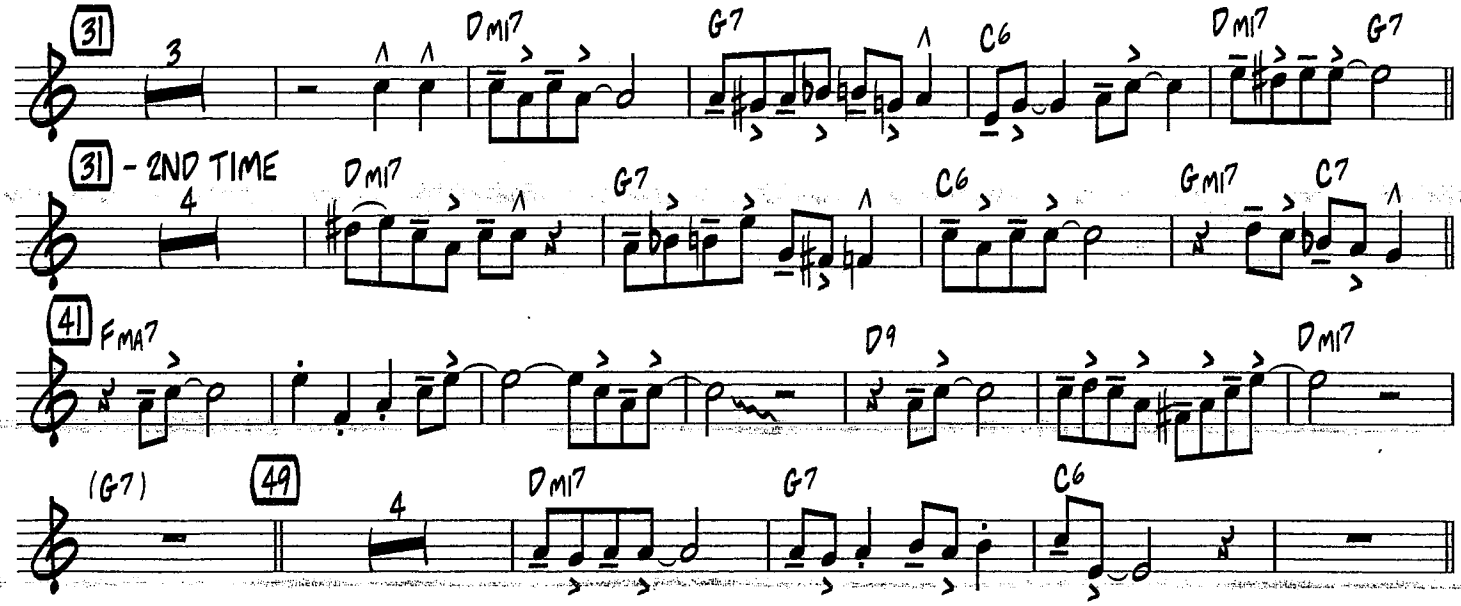
Melody Workout



Chord/Scale Workout



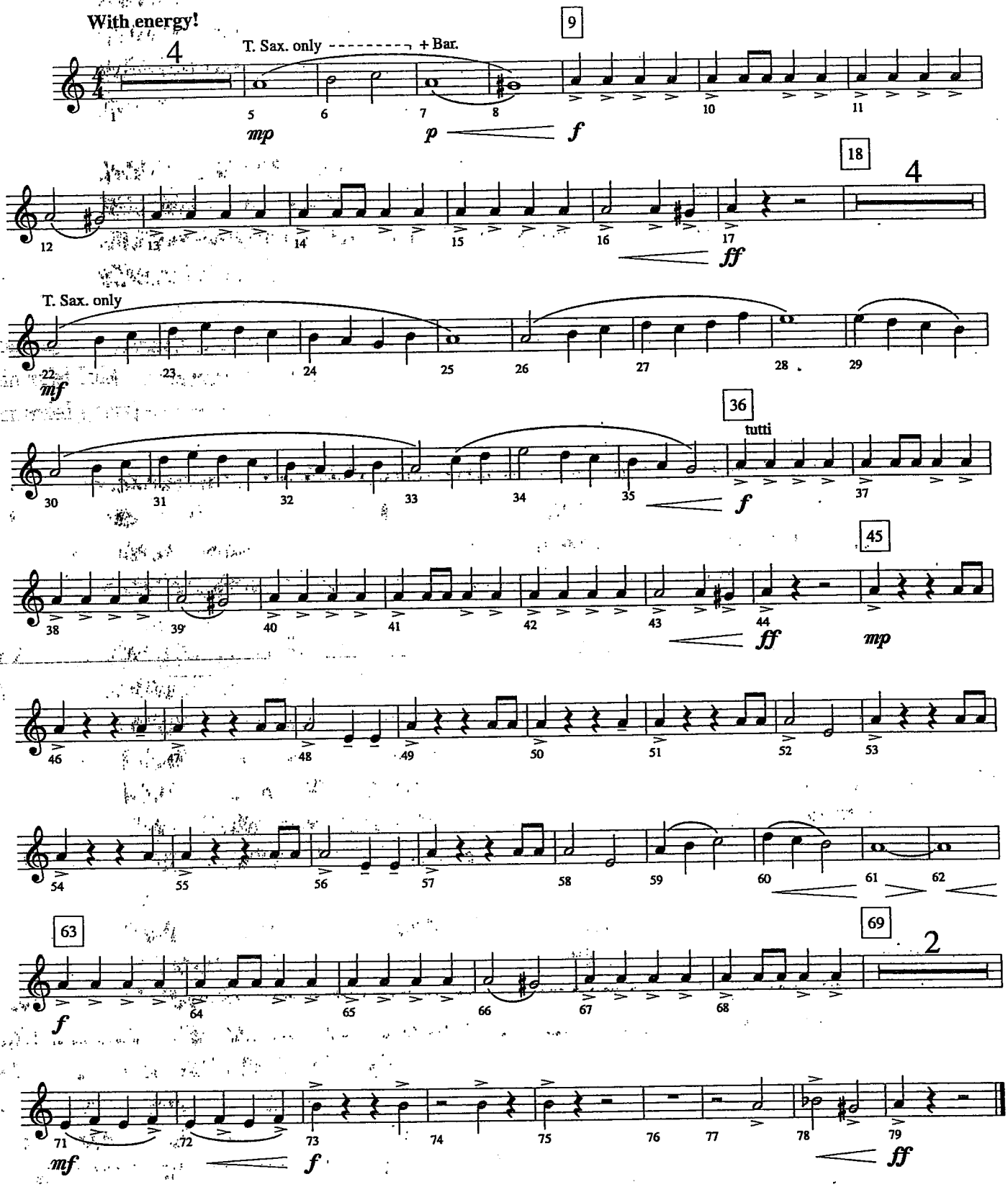
Demonstration Solo



THE TEMPEST

B♭ TENOR SAXOPHONE
(BARITONE T.C.)

ROBERT W. SMITH



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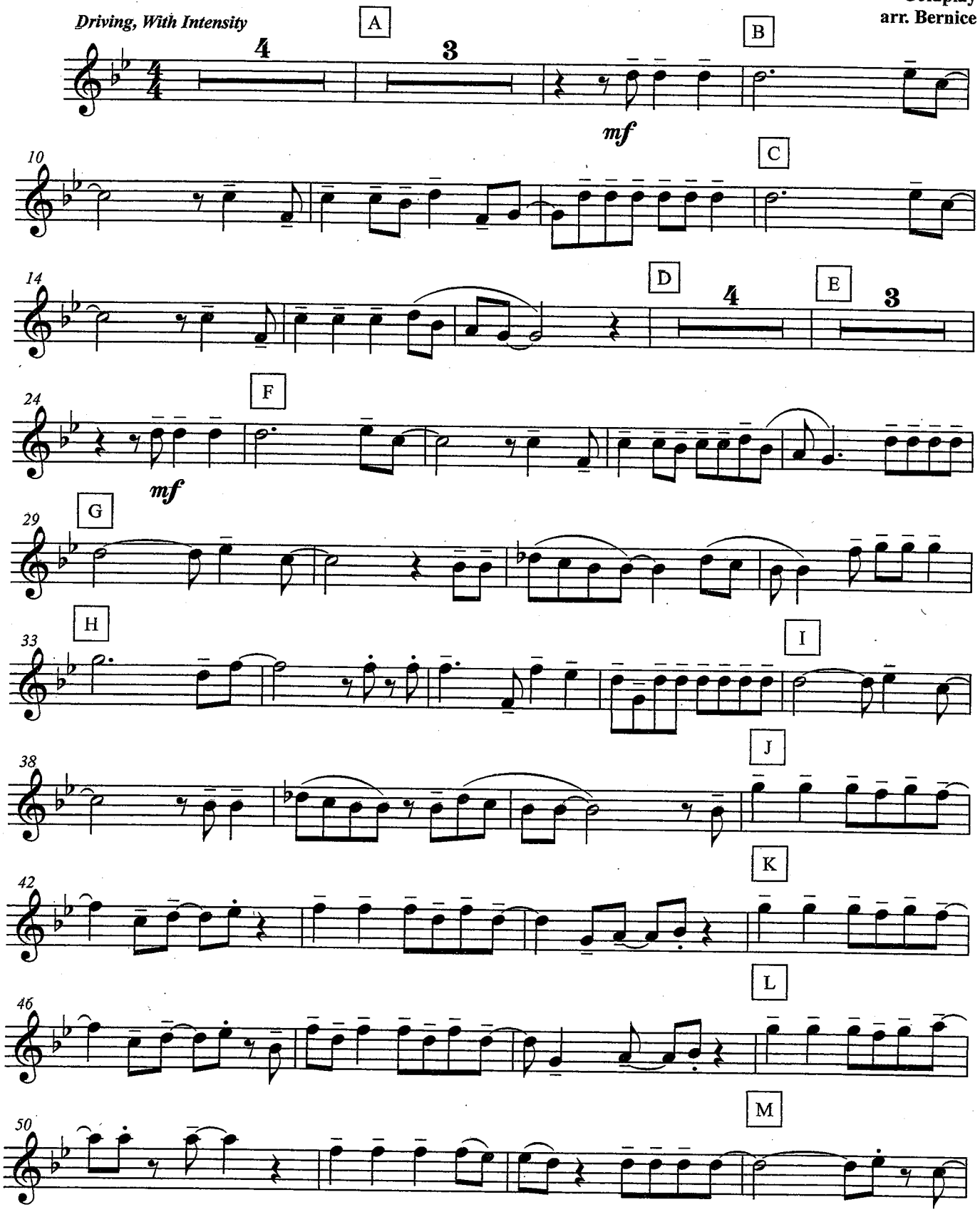
Tenor Sax.

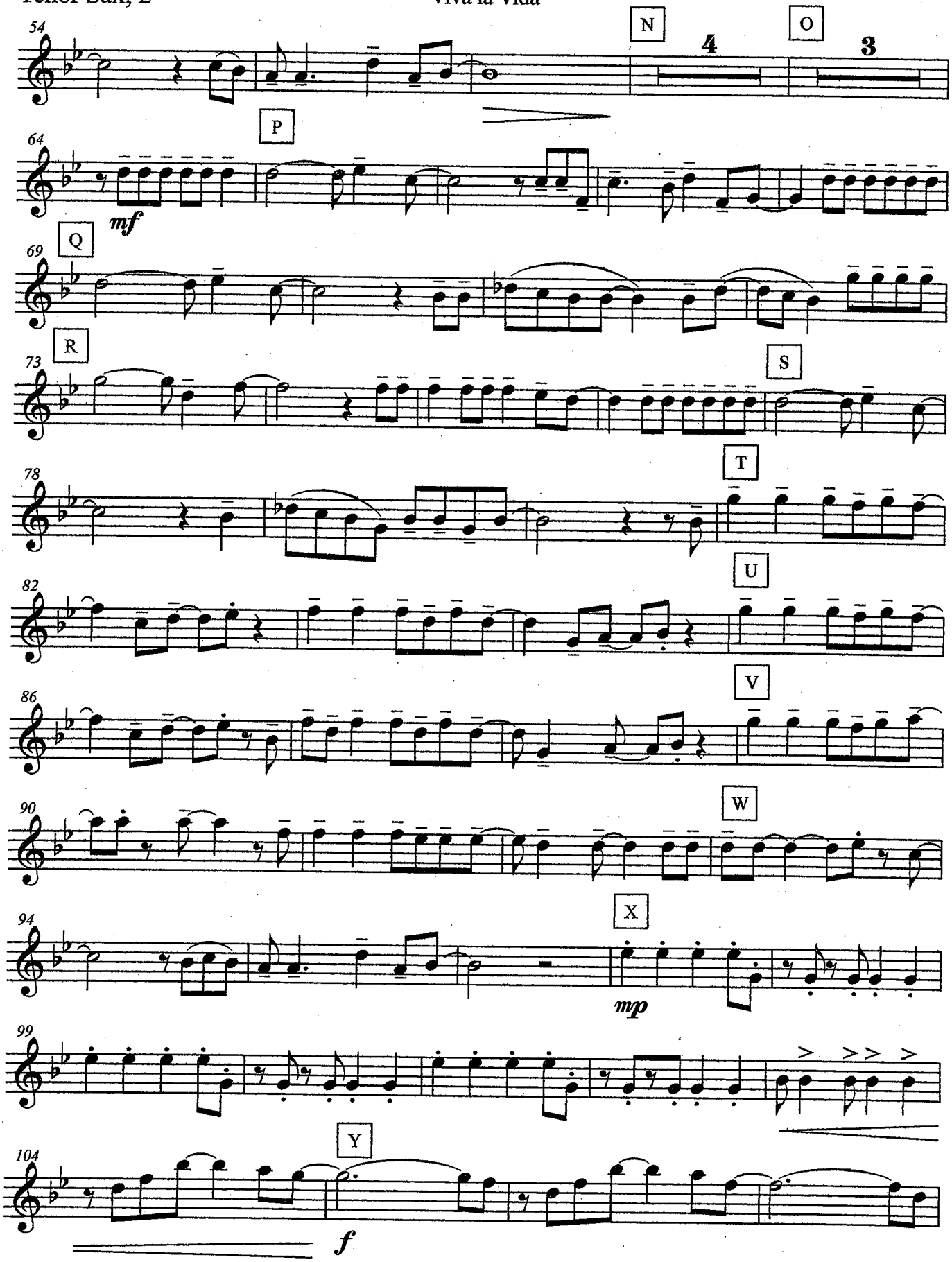
Viva la Vida

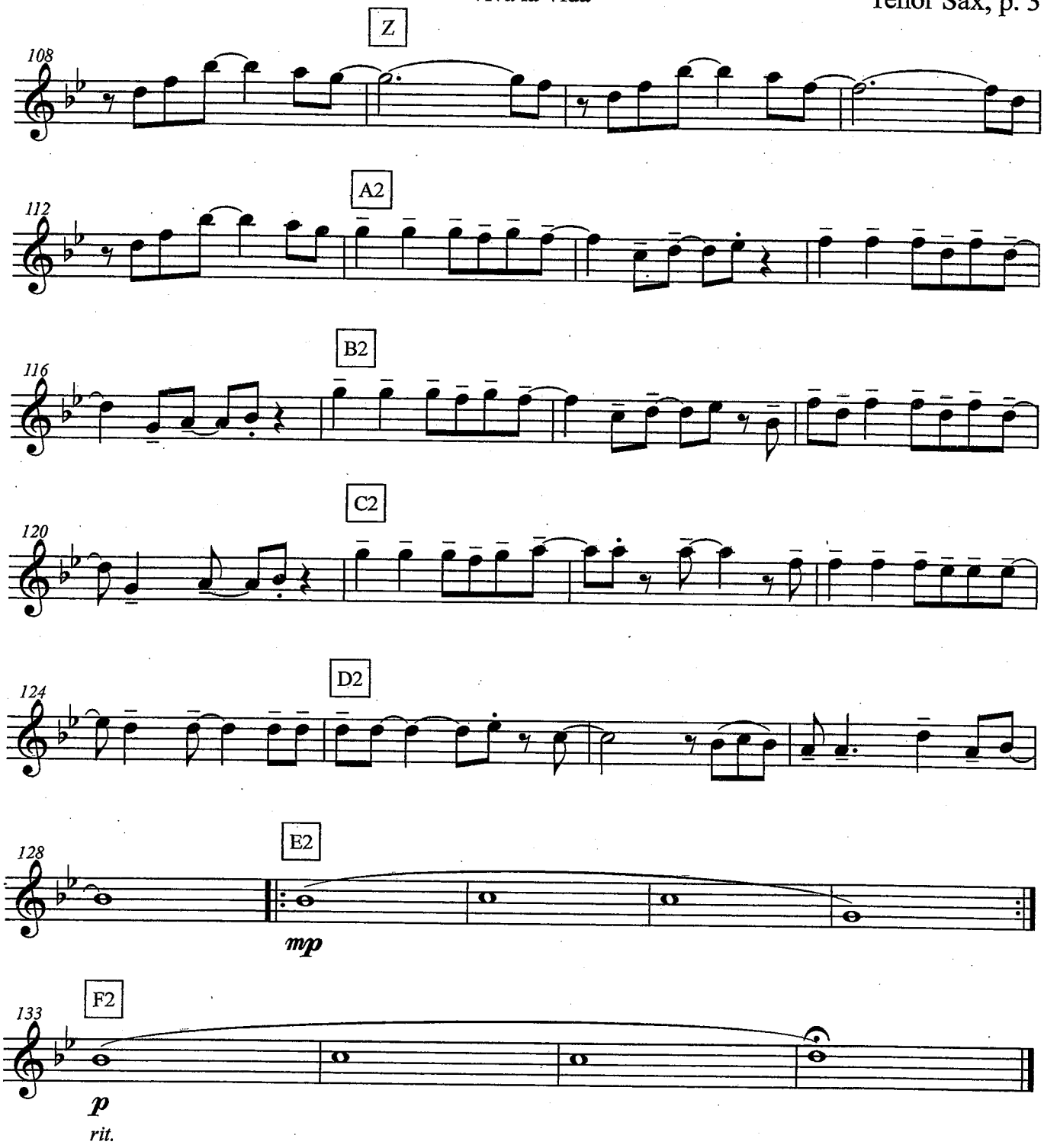
Coldplay
arr. Bernice



Tenor Sax, 2

Viva la Vida




Z
108
A2
112
B2
116
C2
120
D2
124
E2
128
mp
F2
133
p
rit.

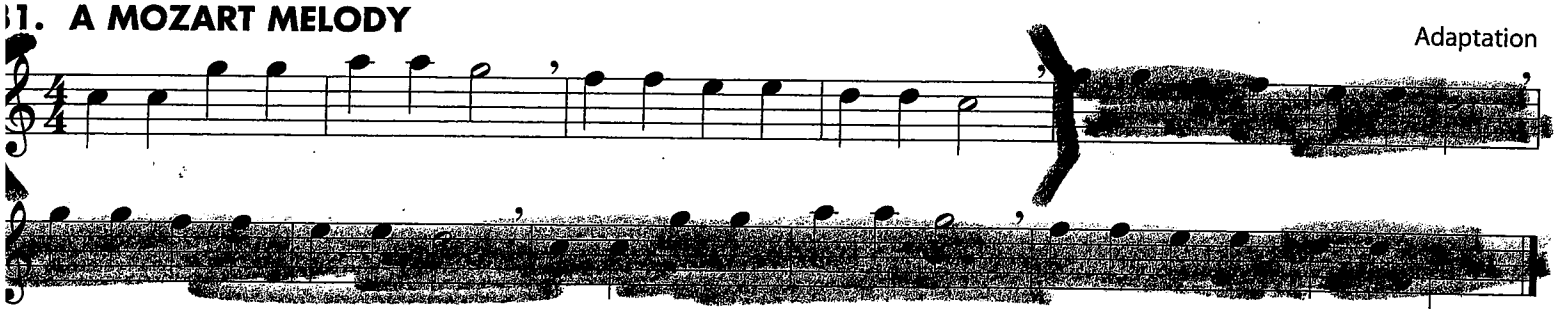
Tenor Sax

Name _____

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

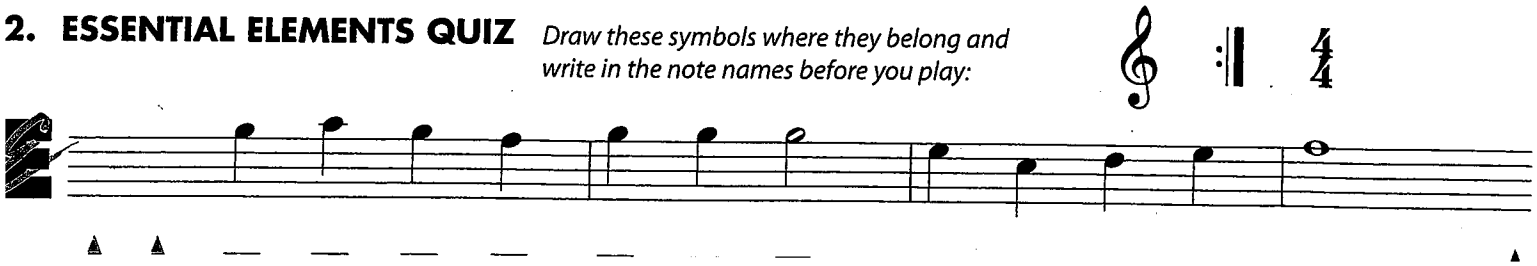
31. A MOZART MELODY

Adaptation



32. ESSENTIAL ELEMENTS QUIZ

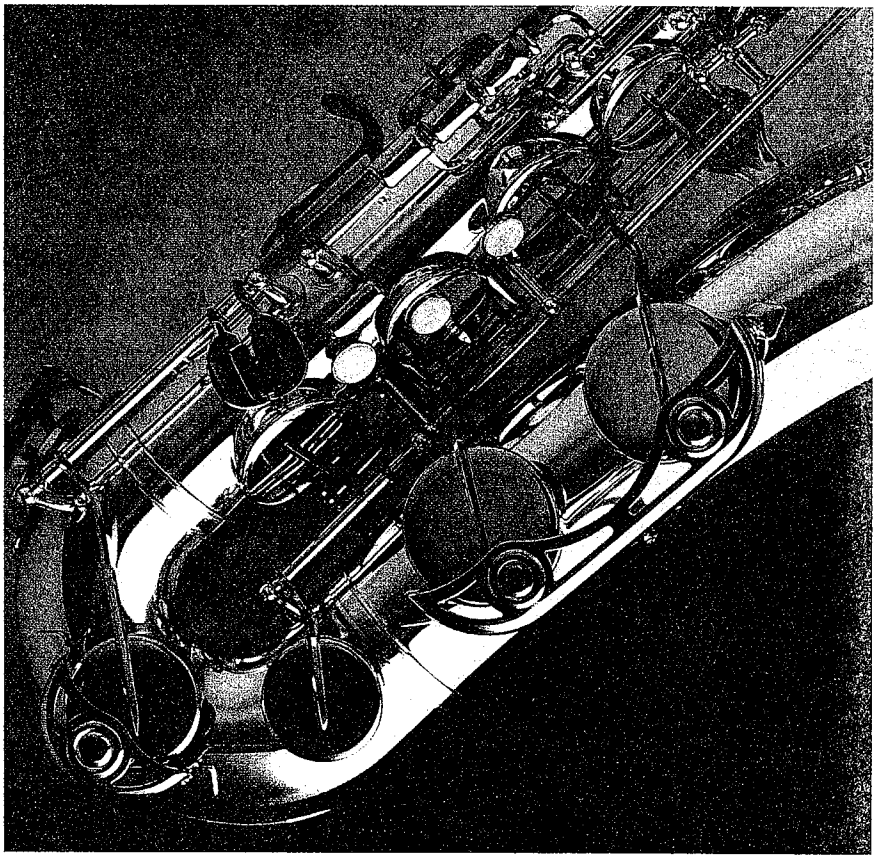
Draw these symbols where they belong and write in the note names before you play:



B♭ TENOR SAXOPHONE BOOK 1

ESSENTIAL ELEMENTS® 2000 PLUS DVD

COMPREHENSIVE BAND METHOD



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

HAL•LEONARD®

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 2/3 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

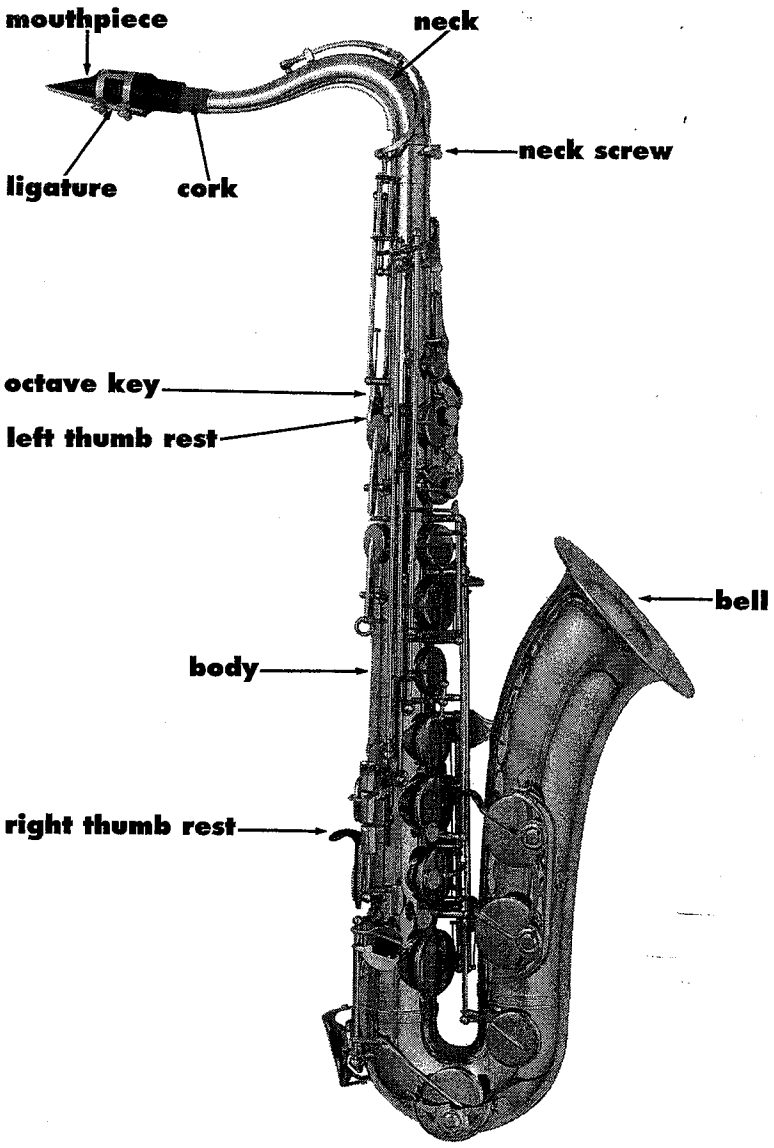
If you just played the MOUTHPIECE WORKOUT, begin by carefully removing the reed. Otherwise, take the reed from its case.

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.

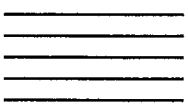


Step 5 Place your right thumb under the thumb rest. Put your left thumb diagonally across the left thumb rest. Your fingers should curve naturally. Hold the instrument as shown at left:

READING MUSIC

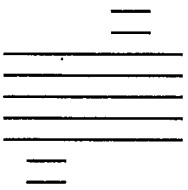
Identify and draw each of these symbols:

Music Staff



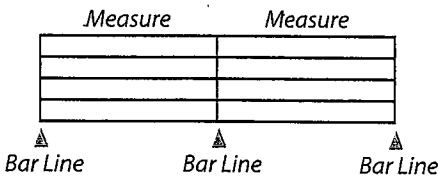
The **music staff** has 5 lines and 4 spaces where notes and rests are written.

Ledger Lines



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

Measures & Bar Lines



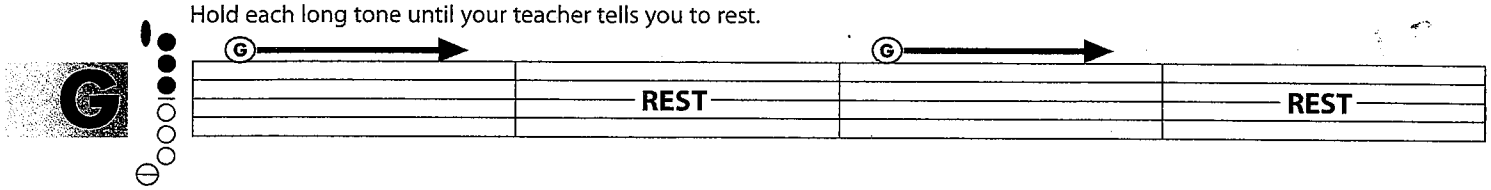
Bar lines divide the music staff into **measures**.

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 G, 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 &
↓ ↑

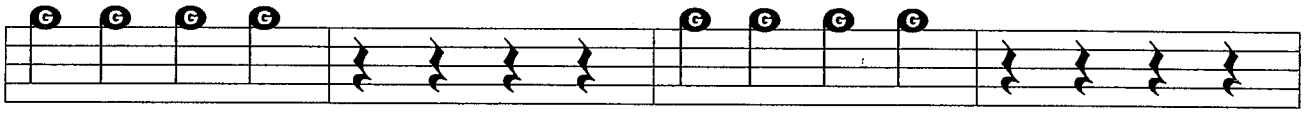
Notes And Rests

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**

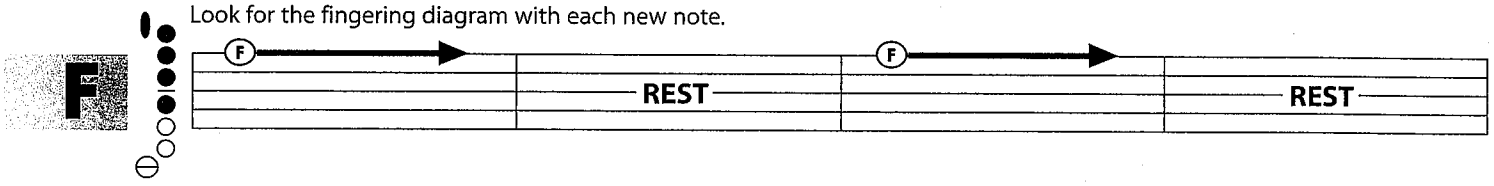
2. COUNT AND PLAY



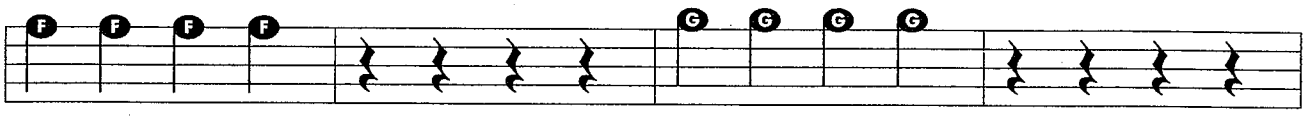
Count: 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &
Tap: ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑ ↓ ↑

3. A NEW NOTE

Look for the fingering diagram with each new note.



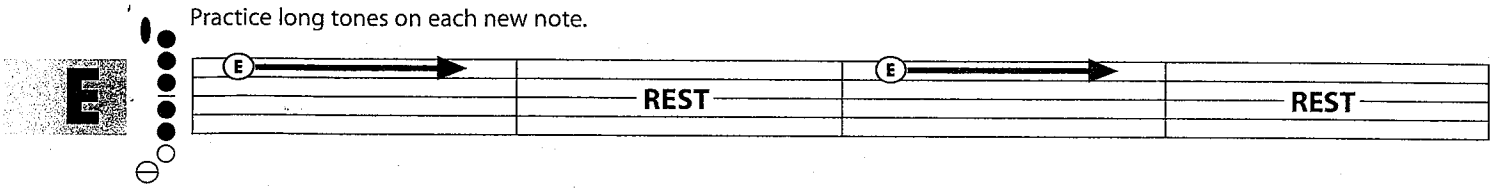
4. TWO'S A TEAM



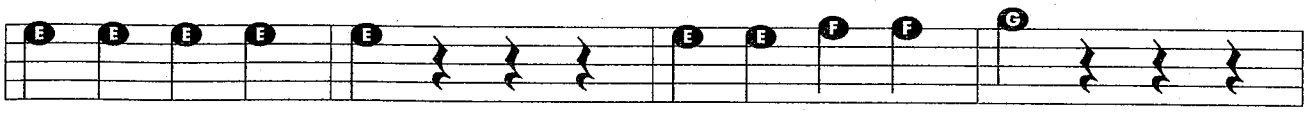
Count & Tap: 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

5. HEADING DOWN

Practice long tones on each new note.



6. MOVING ON UP

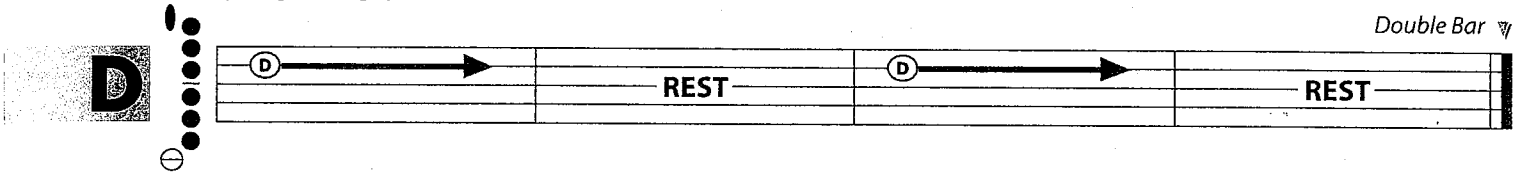


Count & Tap: 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

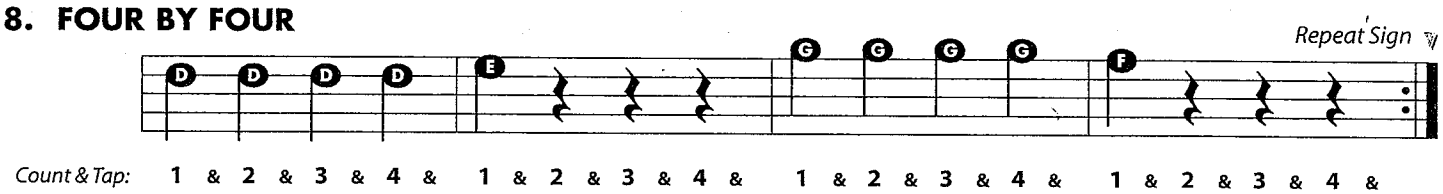
Double Bar indicates the end of a piece of music.

Repeat Sign Without stopping, play once again from the beginning.

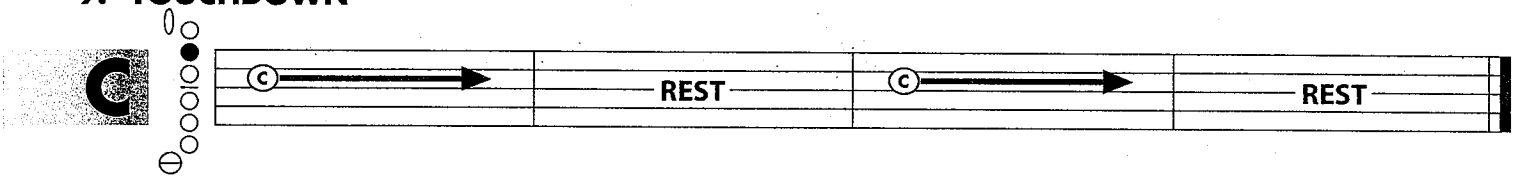
7. THE LONG HAUL



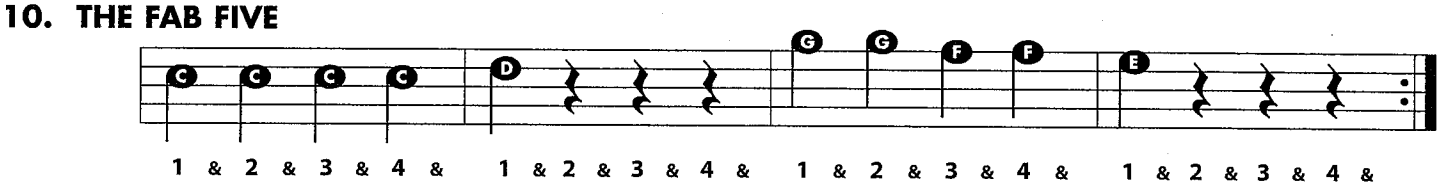
8. FOUR BY FOUR



9. TOUCHDOWN



10. THE FAB FIVE



Treble Clef

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

Time Signature

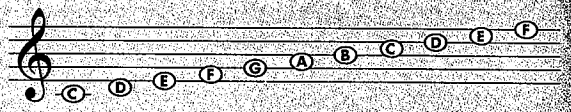
indicates how many beats per measure and what kind of note gets one beat.

= **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.



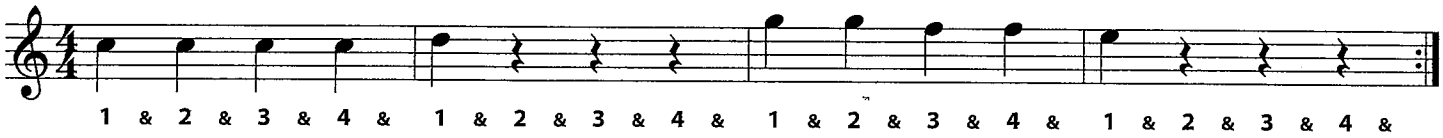
THEORY

Sharp ♯ raises the note and remains in effect for the entire measure.

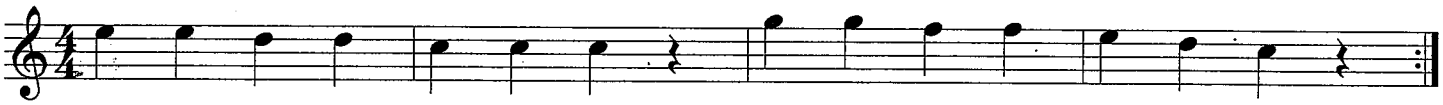
Flat ♭ lowers the note and remains in effect for the entire measure.

Natural ♮ cancels a flat (♭) or sharp (♯) and remains in effect for the entire measure.

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



12. FIRST FLIGHT

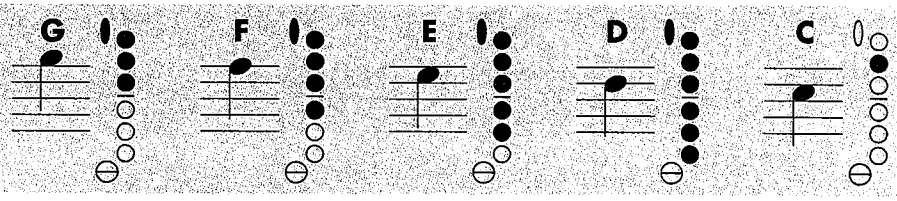


13. ESSENTIAL ELEMENTS QUIZ *Fill in the remaining note names before playing.*

C D E ___ ___ ___

Notes In Review

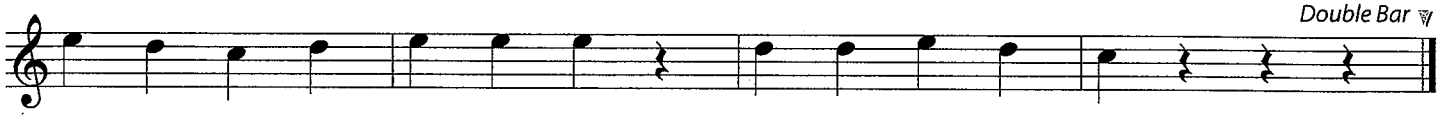
Memorize the fingerings for the notes you've learned:



14. ROLLING ALONG

Go to the next line.

Double Bar



Half Note

1 & 2 &

Half Rest

1 & 2 &

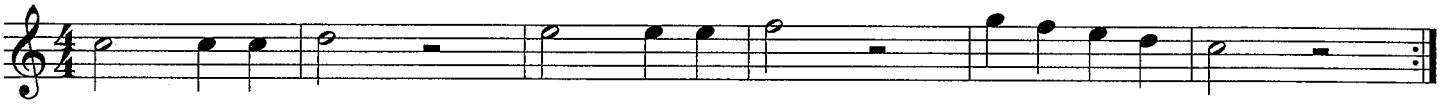
15. RHYTHM RAP *Clap the rhythm while counting and tapping.*

Clap

Repeat Sign

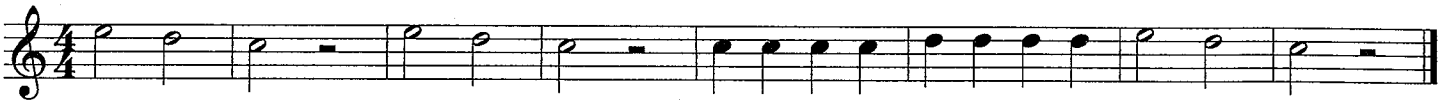
1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 & 1 & 2 & 3 & 4 &

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 &

17. HOT CROSS BUNS *Check your embouchure and hand position.*

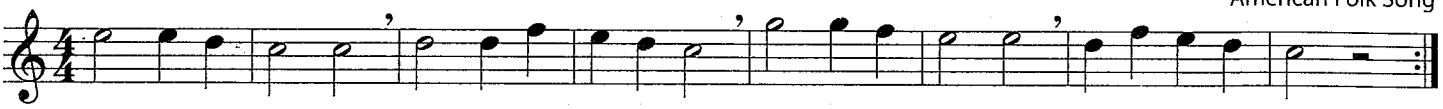


Breath Mark ,

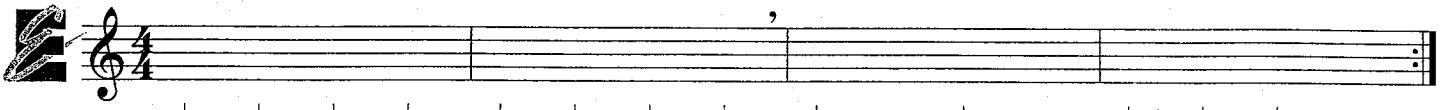
Take a deep breath through your mouth after you play a full-length note.

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.*



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

Whole Note = 4 Beats

1 & 2 & 3 & 4 &

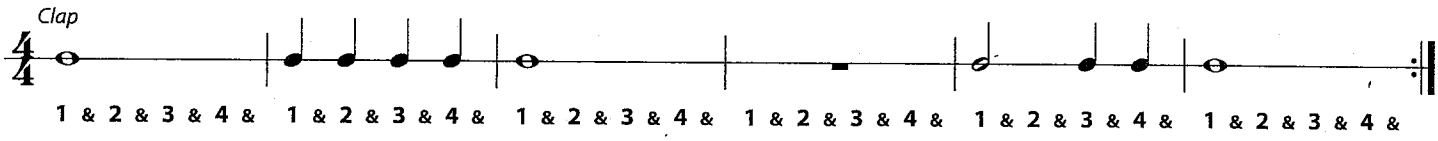
Whole Rest = A Whole Measure of Silent Beats

1 & 2 & 3 & 4 &

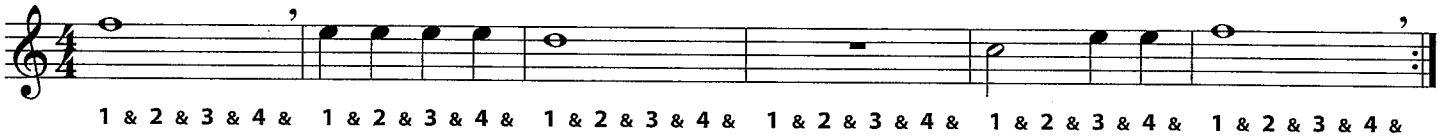
Whole Rest hangs from a staff line.

Half Rest sits on a staff line.

20. RHYTHM RAP *Clap the rhythm while counting and tapping.*

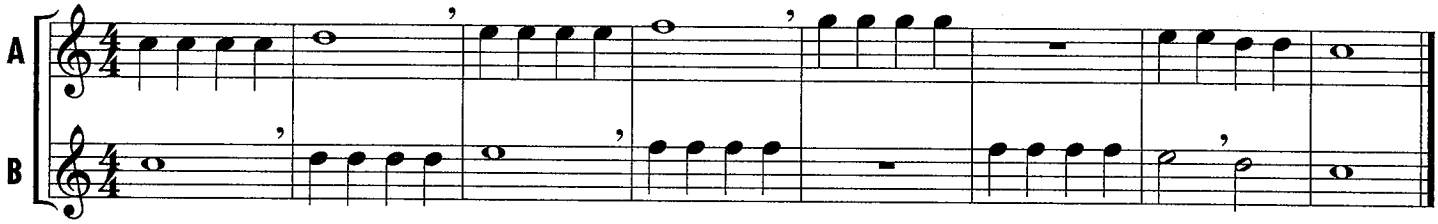


21. THE WHOLE THING



Duet A composition with two different parts, played together.

22. SPLIT DECISION – Duet

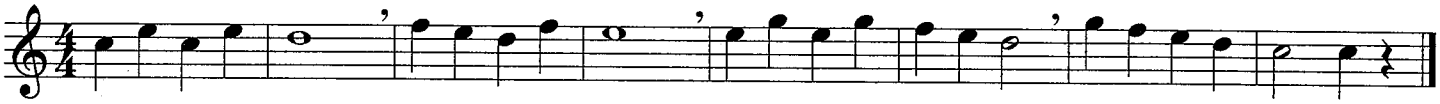


Key Signature

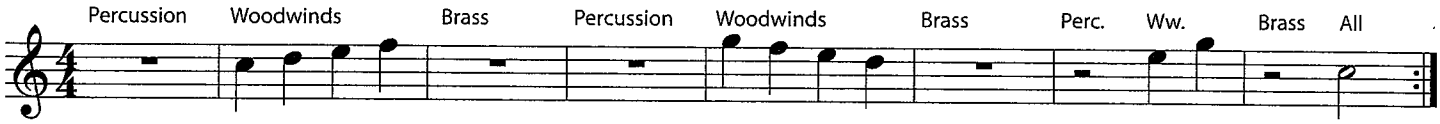
The **Key Signature** tells us which notes to play with sharps (♯) or flats (♭) throughout the music. Your Key Signature indicates the *Key of C* (no sharps or flats).

THEORY

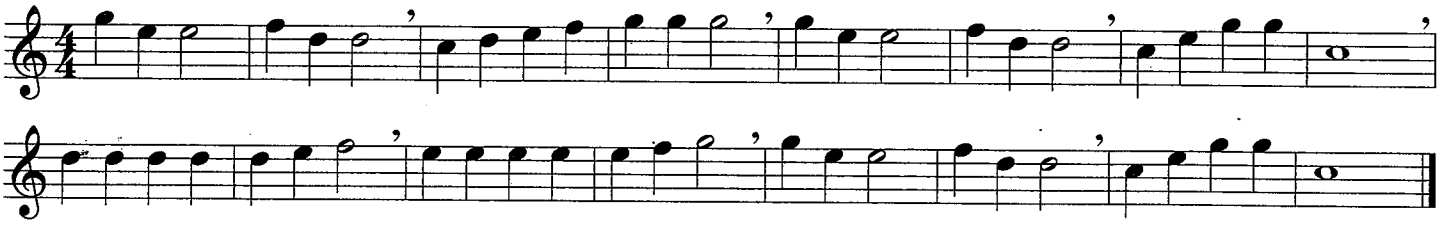
23. MARCH STEPS



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

A

28. AU CLAIRE DE LA LUNE

French Folk Song

29. REMIX

THEORY

Harmony Two or more notes played together. Each combination forms a *chord.*

30. LONDON BRIDGE – Duet

English Folk Song

A

B

HISTORY

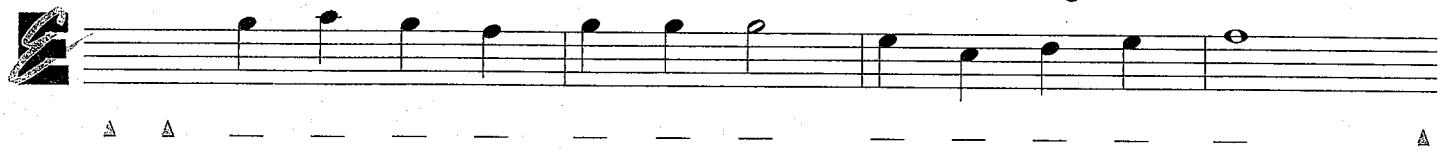
Austrian composer **Wolfgang Amadeus Mozart** (1756–1791) was a child prodigy who started playing professionally at age six, and lived during the time of the American Revolution. Mozart's music is melodic and imaginative. He wrote more than 600 compositions during his short life, including a piano piece based on the famous song, "Twinkle, Twinkle, Little Star."

31. A MOZART MELODY

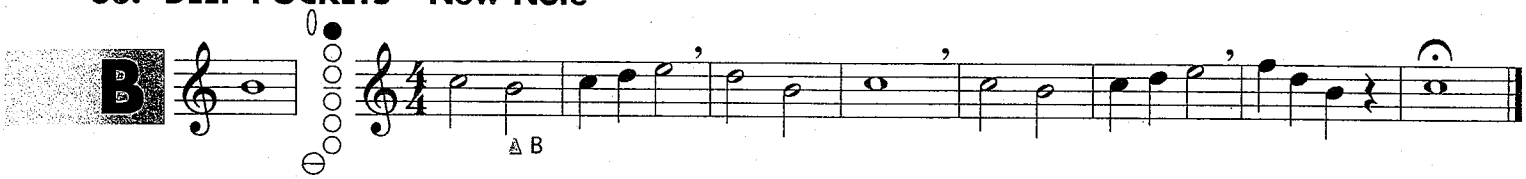
Adaptation

32. ESSENTIAL ELEMENTS QUIZ

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

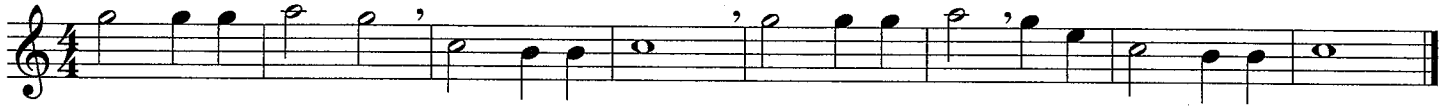


33. DEEP POCKETS – New Note



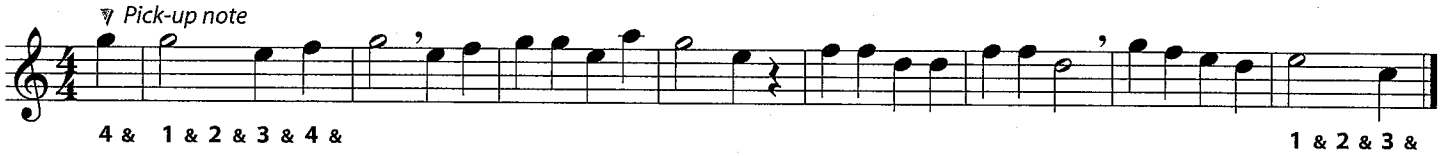
34. DOODLE ALL DAY

35. JUMP ROPE



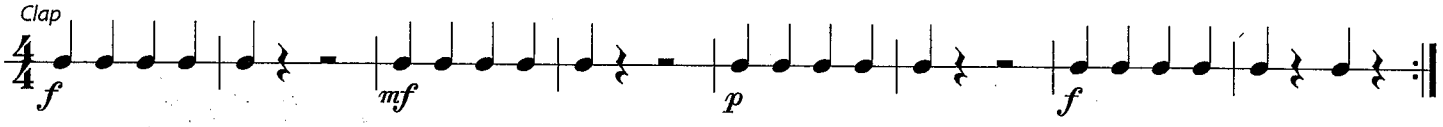
Pick-Up Notes One or more notes that come before the first *full* measure. The beats of Pick-Up Notes are subtracted from the last measure.

36. A-TISKET, A-TASKET



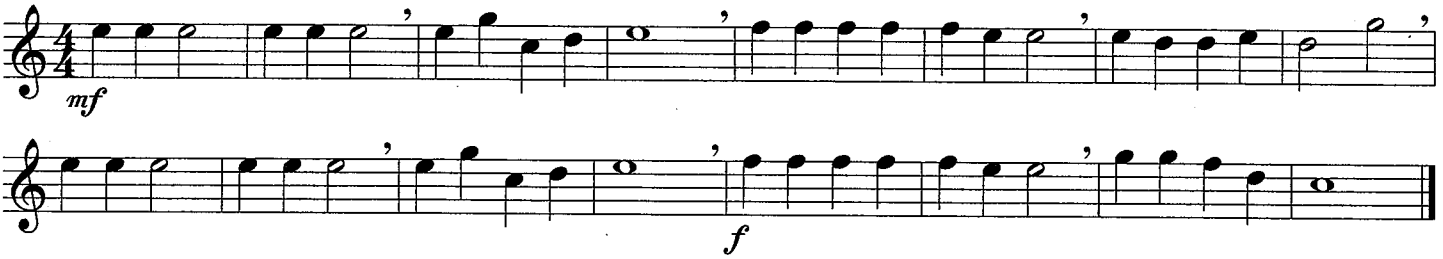
Dynamics *f* – *forte* (play loudly) *mf* – *mezzo forte* (play moderately loud) *p* – *piano* (play softly)
Remember to use full breath support to control your tone at all dynamic levels.

37. LOUD AND SOFT



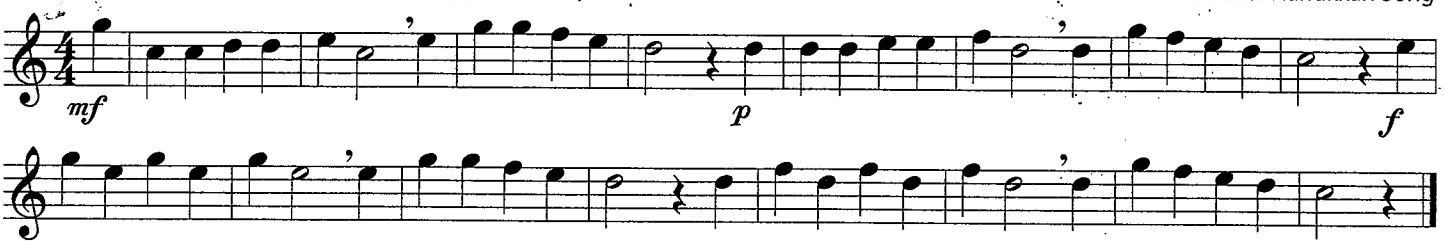
38. JINGLE BELLS *Keep your fingers close to the keys, curved naturally.*

J. S. Pierpont

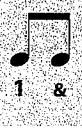


39. MY DREYDL *Use full breath support at all dynamic levels.*

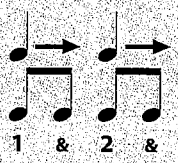
Traditional Hanukkah Song



Eighth Notes

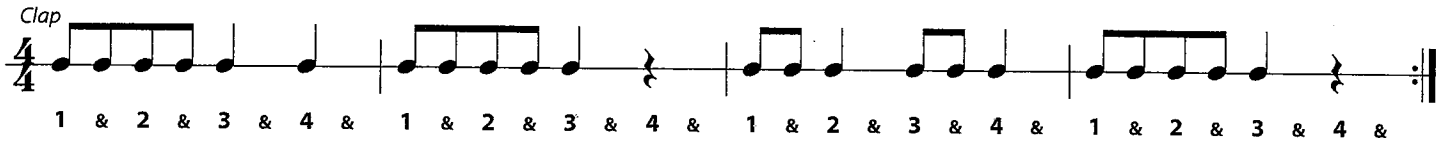


Each Eighth Note = 1/2 Beat
2 Eighth Notes = 1 Beat
Play on down and up taps.

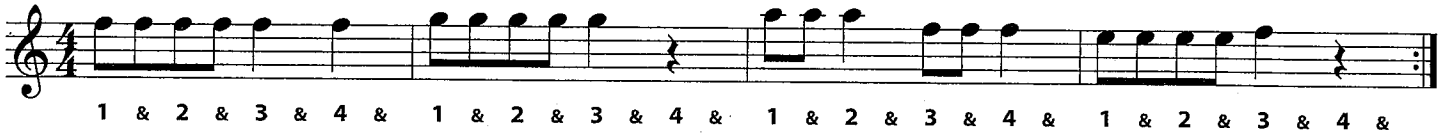


Two or more Eighth Notes have a *beam* across the stems.

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

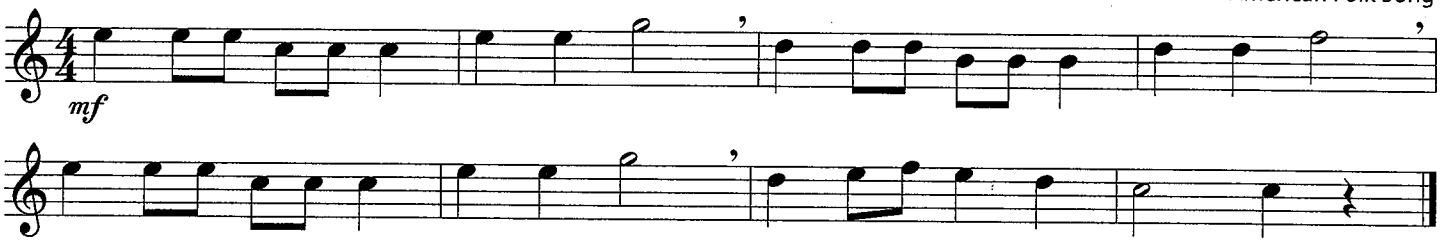


41. EIGHTH NOTE JAM

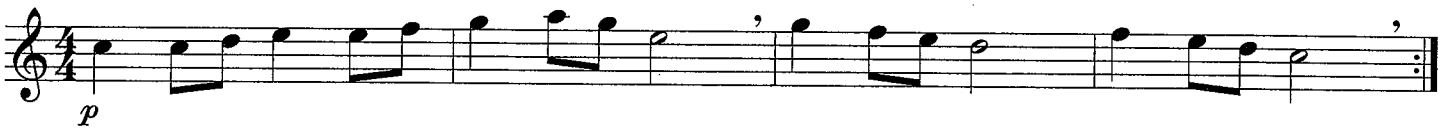


42. SKIP TO MY LOU

American Folk Song

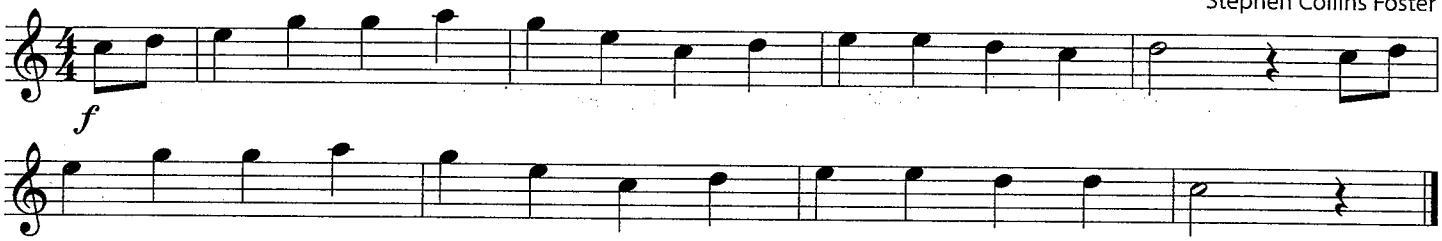


43. LONG, LONG AGO *Good posture improves your sound. Always sit straight and tall.*



44. OH, SUSANNA

Stephen Collins Foster

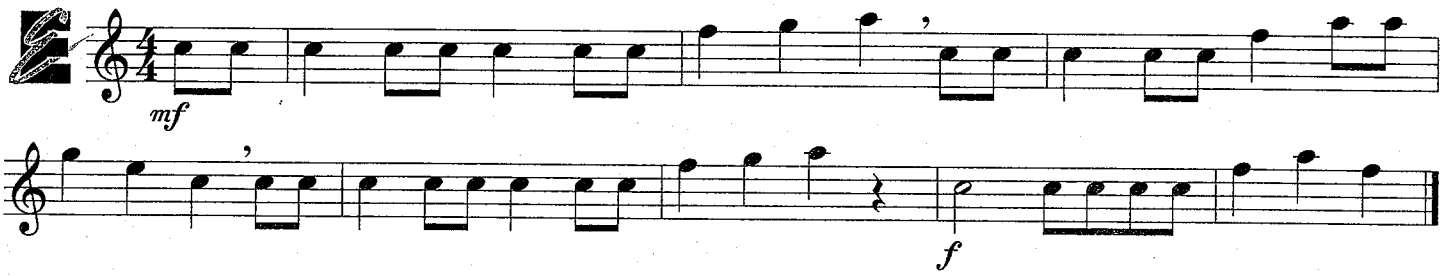


HISTORY

Italian composer **Gioacchino Rossini** (1792–1868) began composing as a teenager and was very proficient on the piano, viola and horn. He wrote "William Tell" at age 37 as the last of his forty operas, and its familiar theme is still heard today on radio and television.

45. ESSENTIAL ELEMENTS QUIZ — WILLIAM TELL

Gioacchino Rossini



2/4 Time Signature

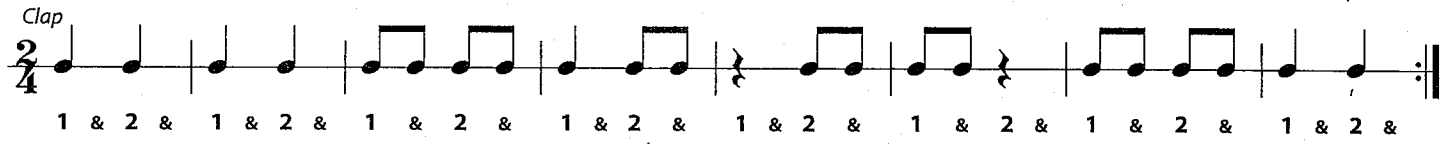
= **2 beats** per measure
= **Quarter** note gets one beat

Conducting

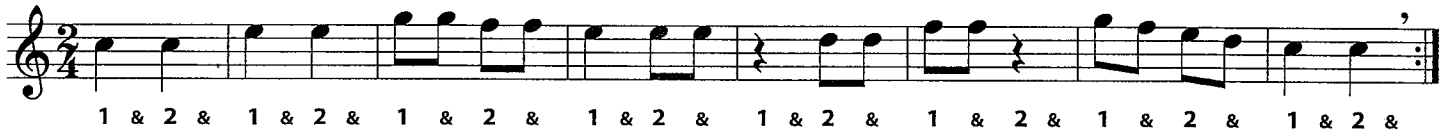
Practice conducting this two-beat pattern.

THEORY

46. RHYTHM RAP



47. TWO BY TWO

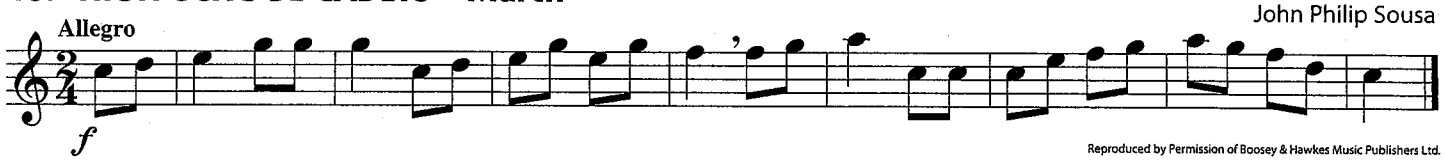


Tempo Markings

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

John Philip Sousa



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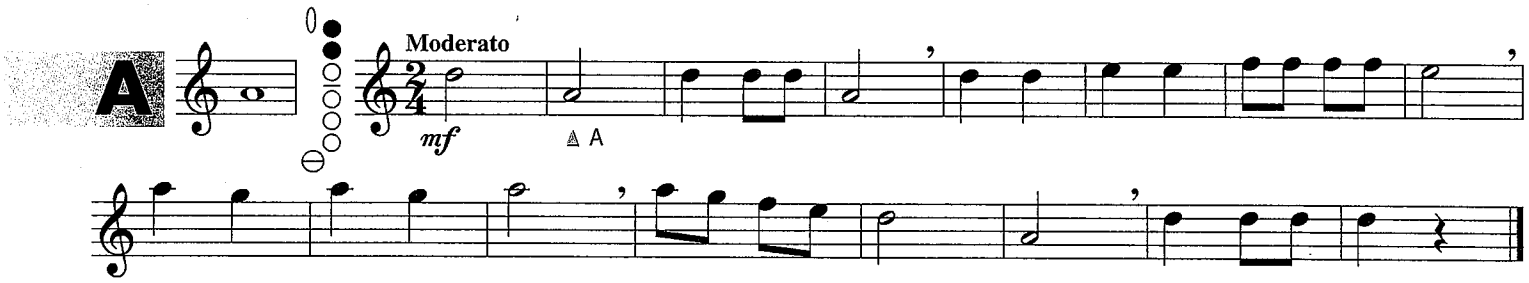
49. HEY, HO! NOBODY'S HOME – New Note

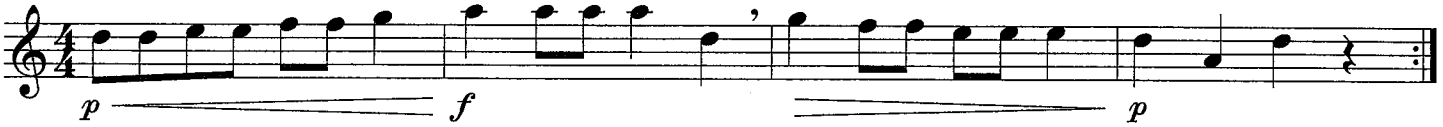


Dynamics

Crescendo (gradually louder) ***Decrescendo*** or ***Diminuendo*** (gradually softer)

50. CLAP THE DYNAMICS

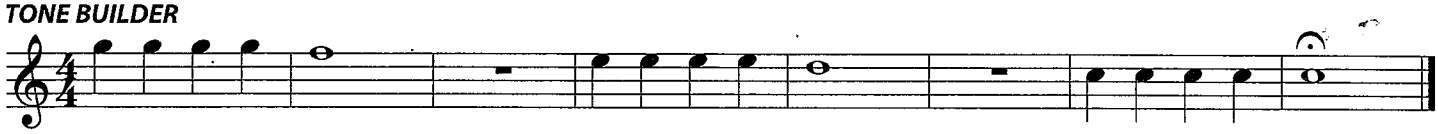
51. PLAY THE DYNAMICS



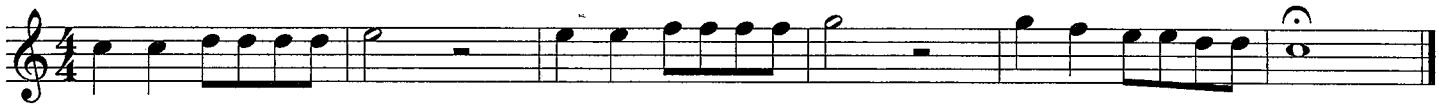
PERFORMANCE SPOTLIGHT

52. PERFORMANCE WARM-UPS

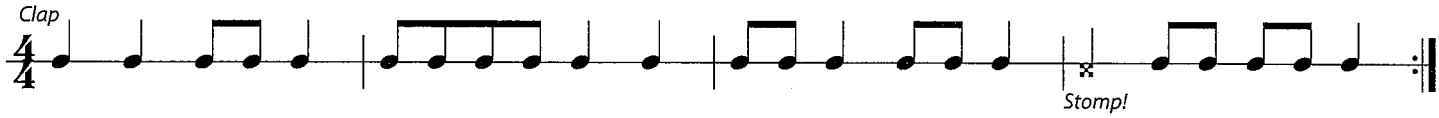
TONE BUILDER



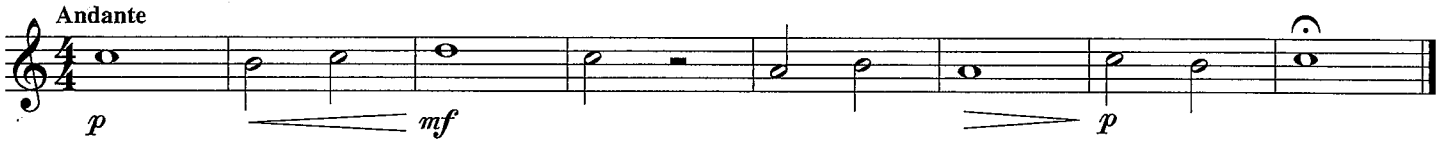
RHYTHM ETUDE



RHYTHM RAP



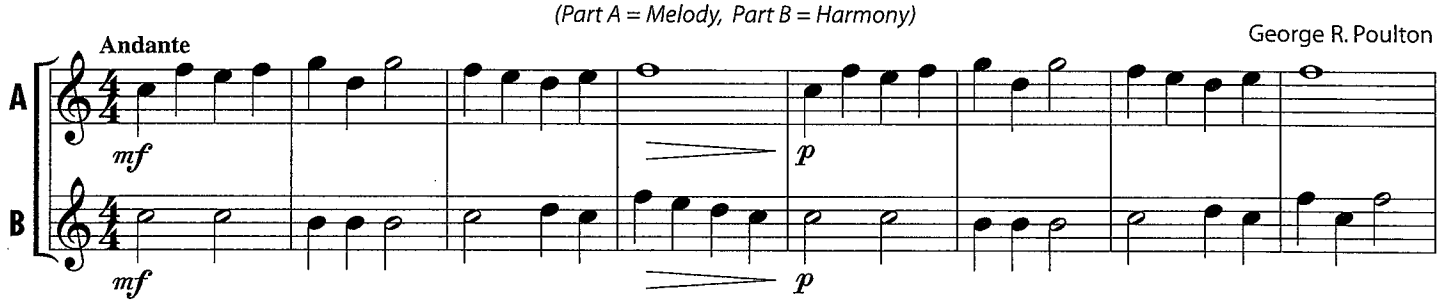
CHORALE

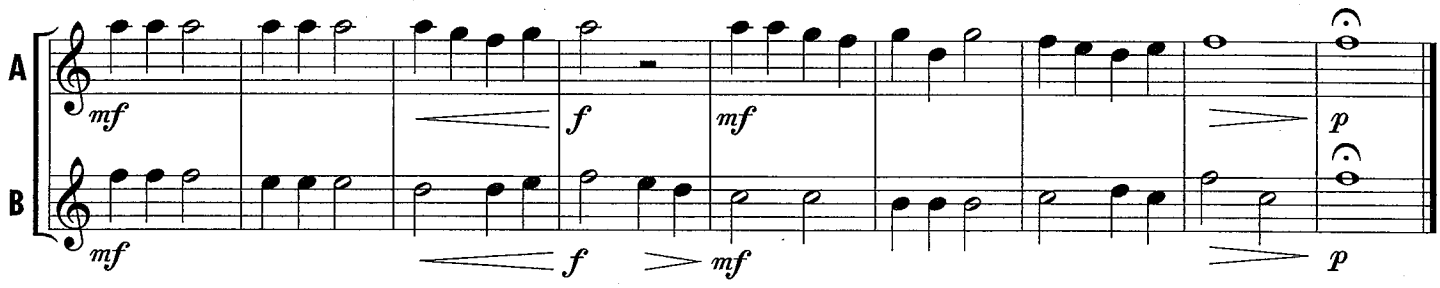


53. AURA LEE – Duet or Band Arrangement

(Part A = Melody, Part B = Harmony)

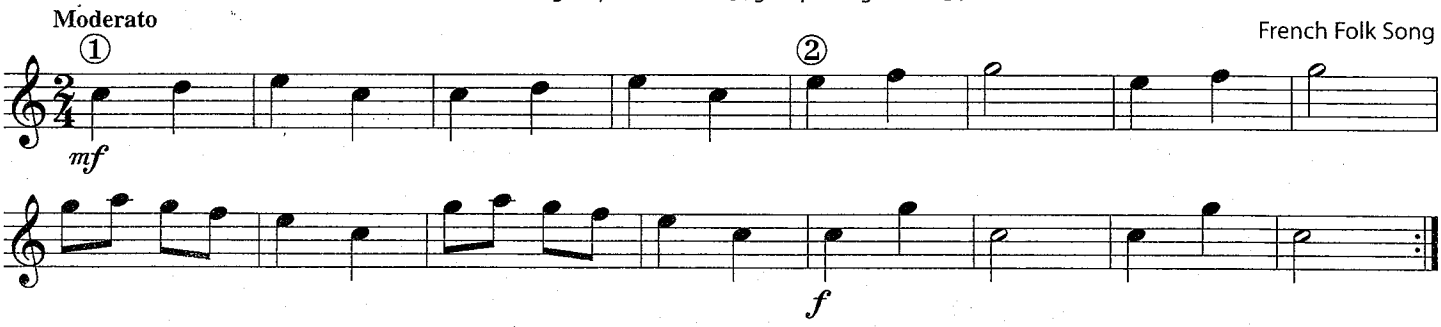
George R. Poulton





54. FRÈRE JACQUES – Round *(When group A reaches ②, group B begins at ①)*

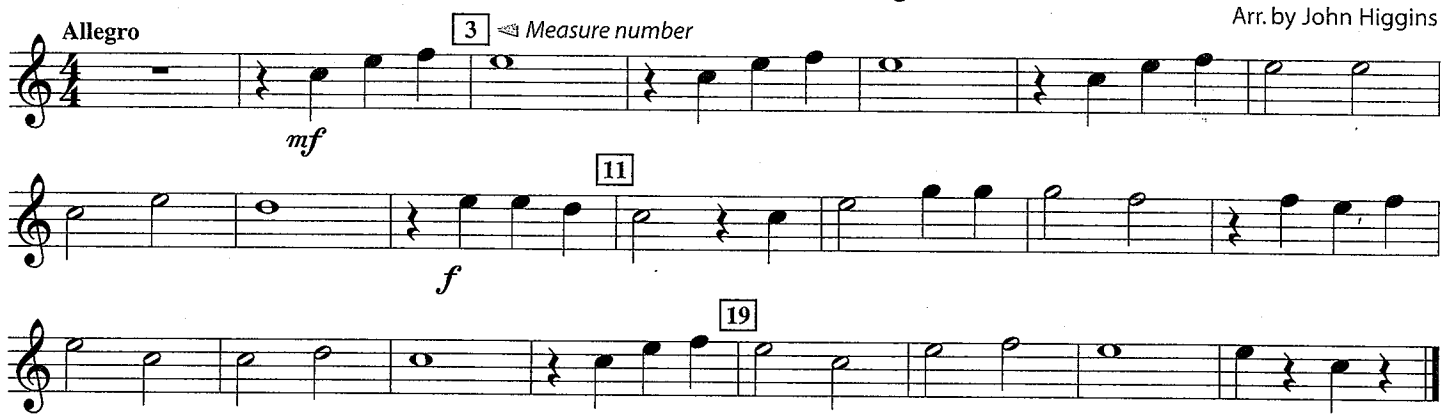
French Folk Song



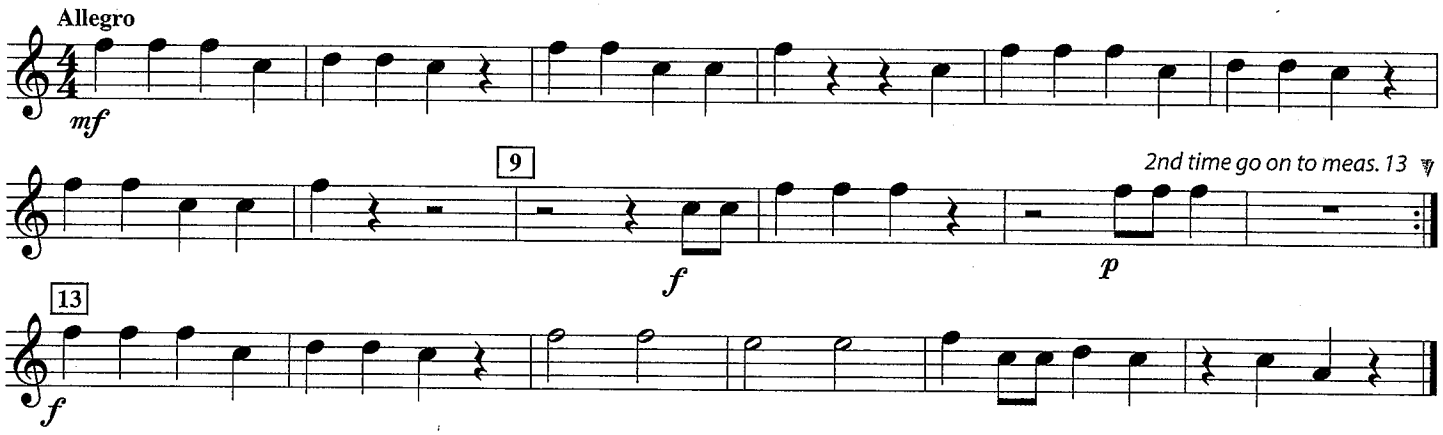
PERFORMANCE SPOTLIGHT

55. WHEN THE SAINTS GO MARCHING IN – Band Arrangement

Arr. by John Higgins

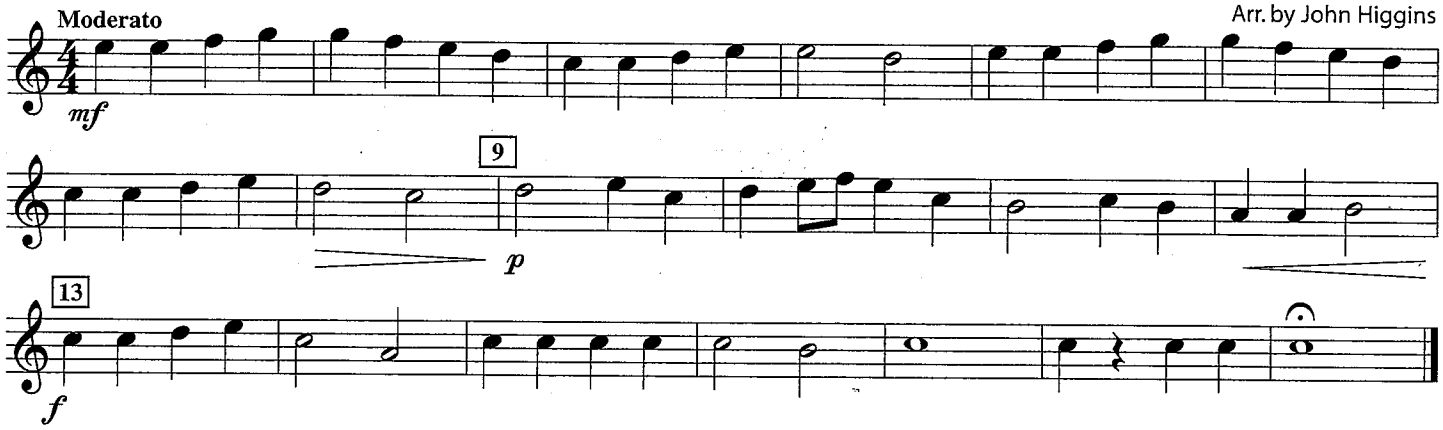


56. OLD MACDONALD HAD A BAND – Section Feature



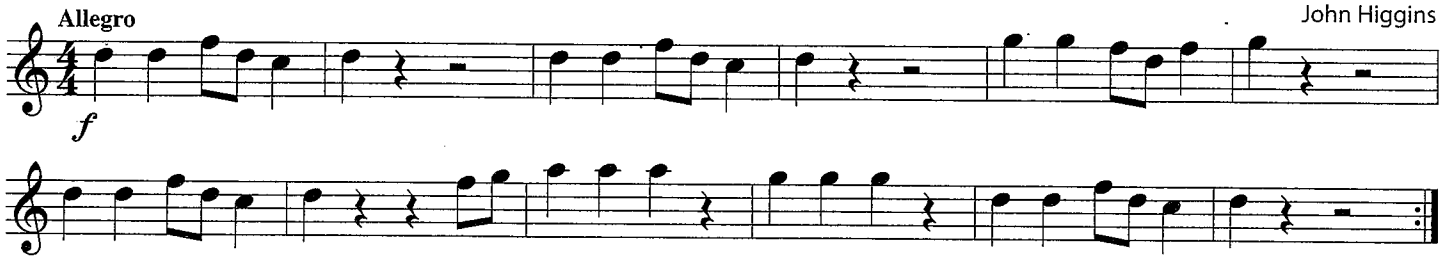
57. ODE TO JOY (from Symphony No. 9)

Ludwig van Beethoven
Arr. by John Higgins



58. HARD ROCK BLUES – Encore

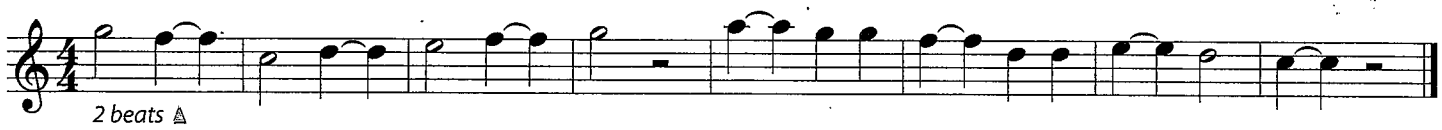
John Higgins



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

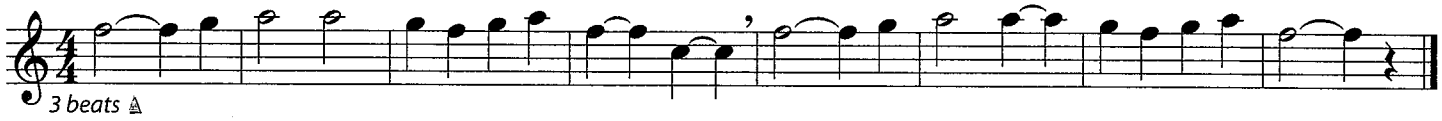
= 2 Beats

59. FIT TO BE TIED



60. ALOUETTE

French-Canadian Folk Song



Dotted Half Note

= 3 Beats

1 & 2 & 3 &

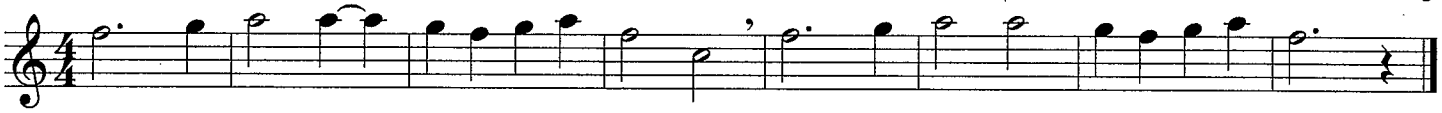
Dot

A dot adds half the value of the note.

2 beats + 1 beat = 3 beats

61. ALOUETTE – THE SEQUEL

French-Canadian Folk Song

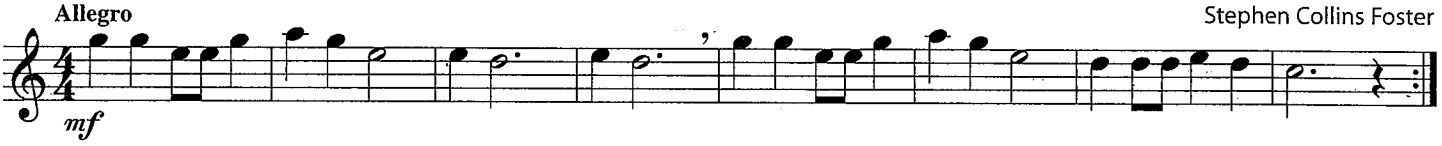


HISTORY

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."

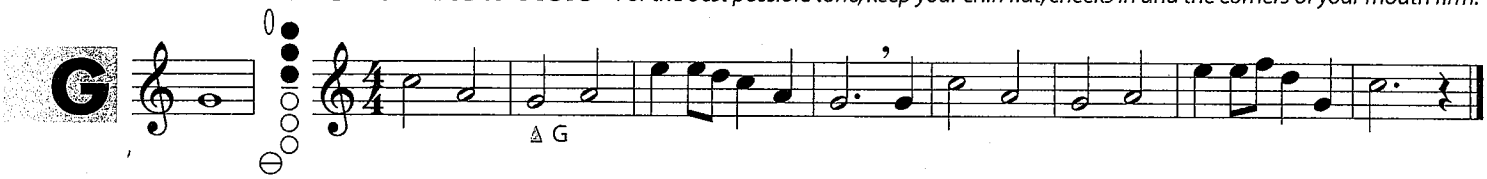
62. CAMPTOWN RACES

Stephen Collins Foster



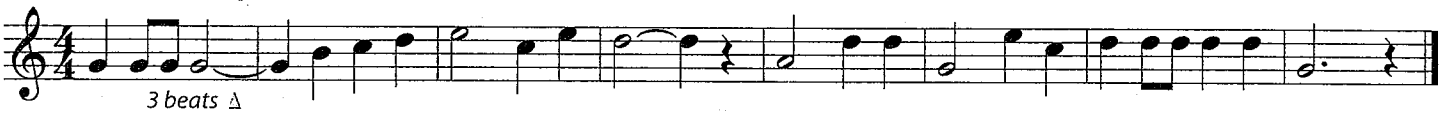
63. NEW DIRECTIONS – New Note

For the best possible tone, keep your chin flat, cheeks in and the corners of your mouth firm.

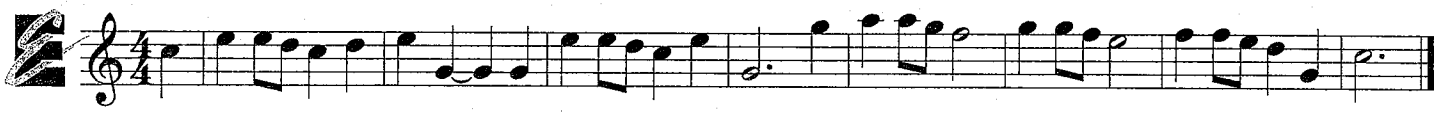


64. THE NOBLES

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



65. ESSENTIAL ELEMENTS QUIZ

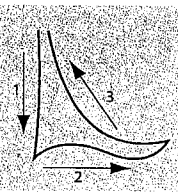


3/4 Time Signature

= **3 beats** per measure
= **Quarter** note gets one beat

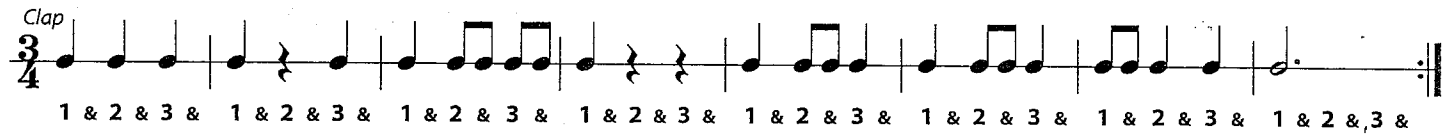
Conducting

Practice conducting this three-beat pattern.

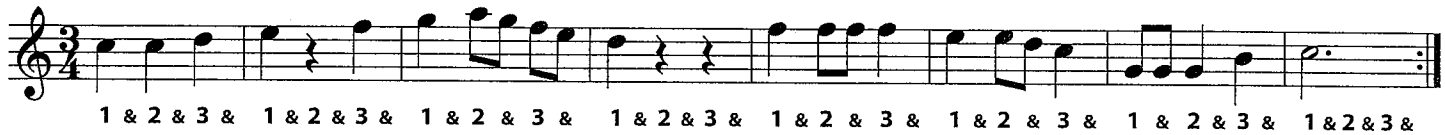


THEORY

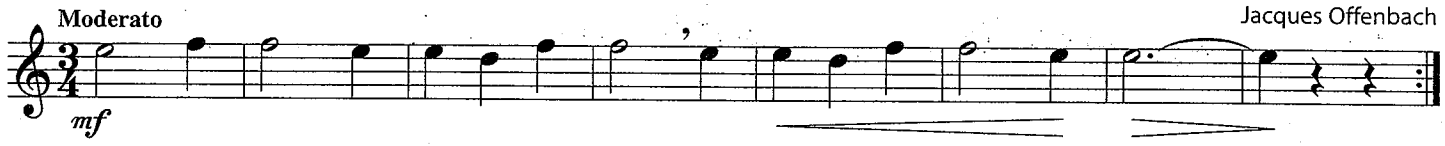
66. RHYTHM RAP



67. THREE BEAT JAM



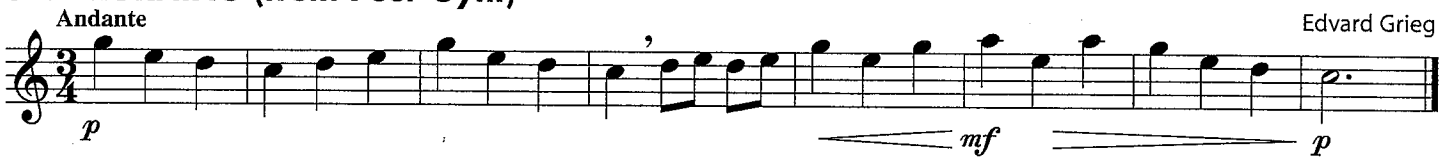
68. BARCAROLLE



HISTORY

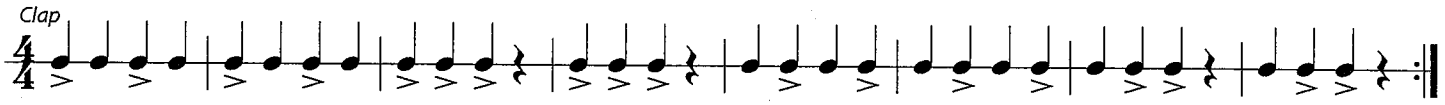
Norwegian composer **Edvard Grieg** (1843–1907) wrote *Peer Gynt Suite* for a play by Henrik Ibsen in 1875, the year before the telephone was invented by Alexander Graham Bell. "Morning" is a melody from *Peer Gynt Suite.* Music used in plays, or in films and television, is called **incidental music**.

69. MORNING (from Peer Gynt)



Accent Emphasize the note.

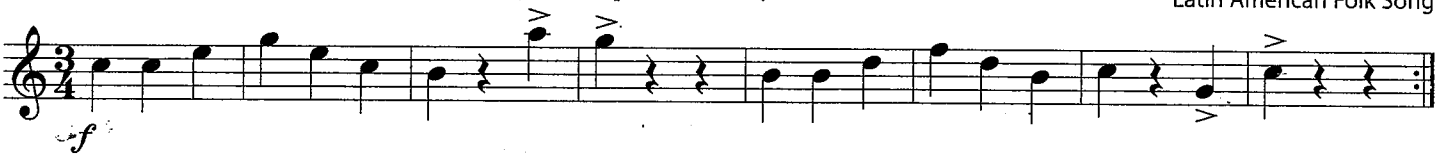
70. ACCENT YOUR TALENT



HISTORY

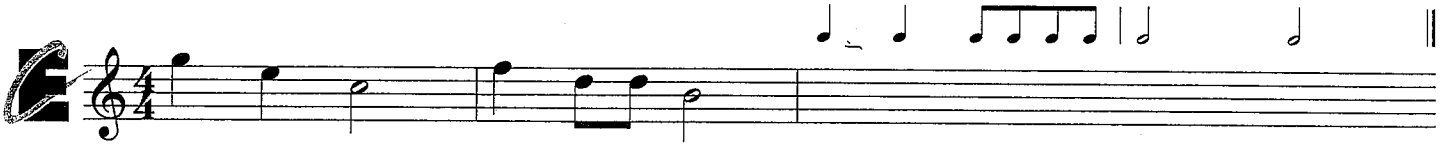
Latin American music has its roots in the African, Native American, Spanish and Portuguese cultures. This diverse music features lively accompaniments by drums and other percussion instruments such as maracas and claves. Music from Latin America continues to influence jazz, classical and popular styles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

71. MEXICAN CLAPPING SONG ("Chiapanecas")



72. ESSENTIAL CREATIVITY

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



THEORY

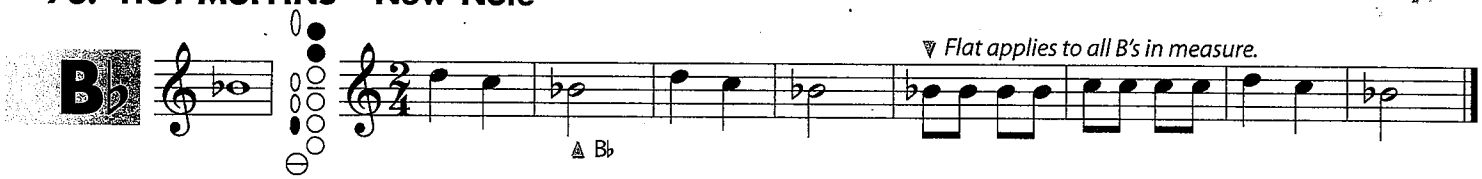
Accidental

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

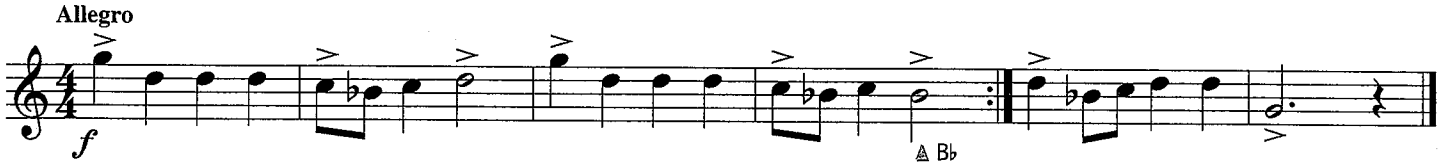
Flat ♭

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.

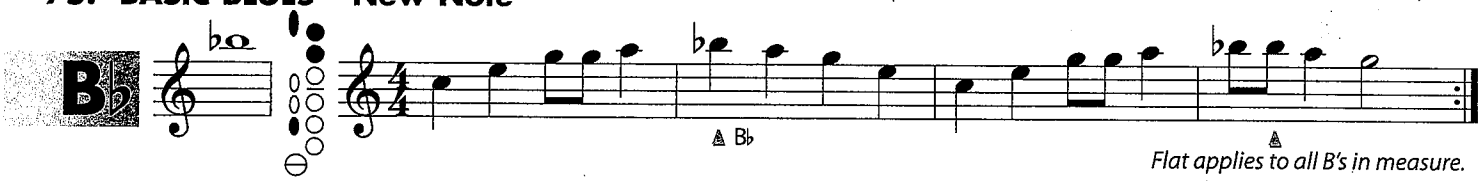
73. HOT MUFFINS – New Note



74. COSSACK DANCE



75. BASIC BLUES – New Note

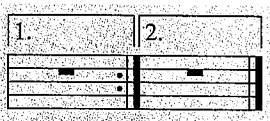


THEORY

New Key Signature

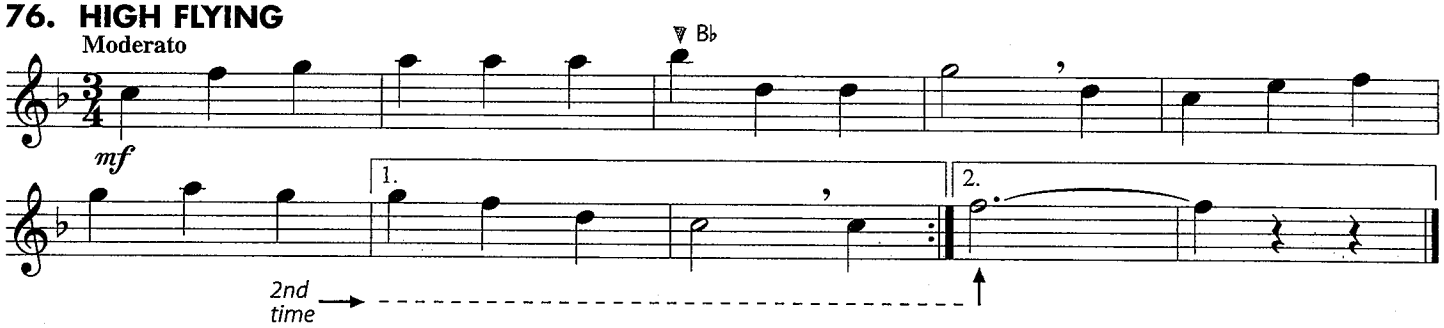
This Key Signature indicates the *Key of F* – play all B's as B-flats.

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

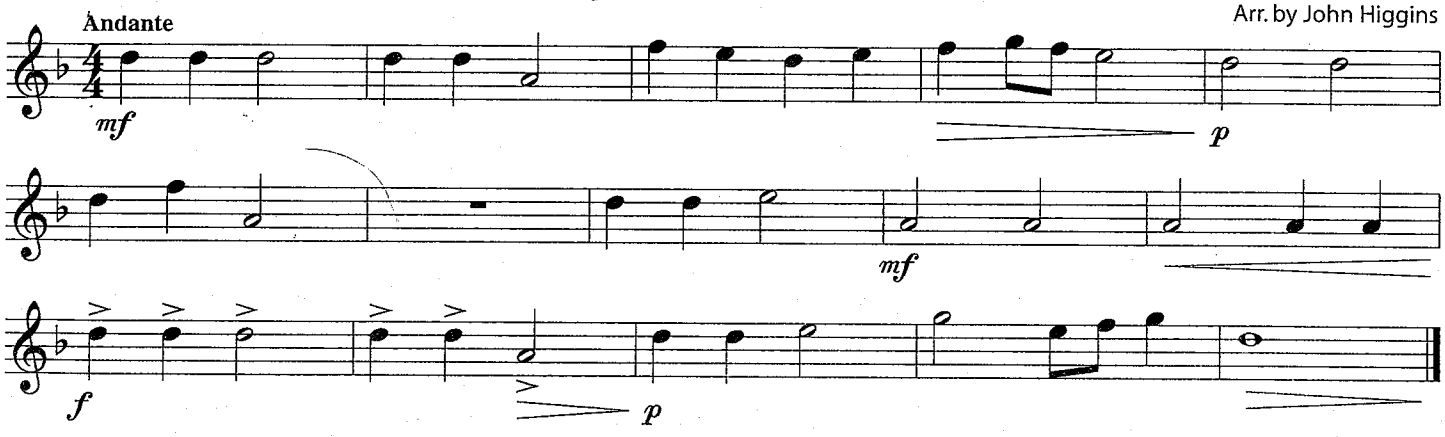


HISTORY

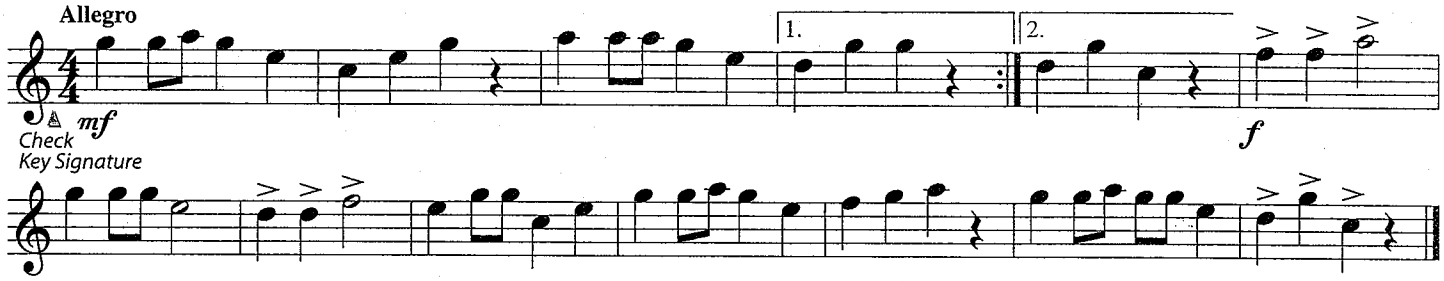
Japanese folk music actually has its origins in ancient China. "Sakura, Sakura" was performed on instruments such as the **koto**, a 13-string instrument that is more than 4000 years old, and the **shakuhachi** or bamboo flute. The unique sound of this ancient Japanese melody results from the pentatonic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

77. SAKURA, SAKURA – Band Arrangement

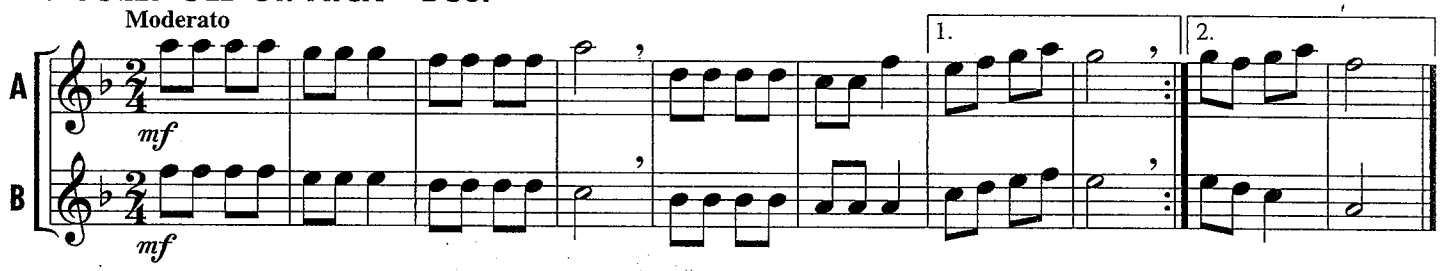
Japanese Folk Song
Arr. by John Higgins



78. UP ON A HOUSETOP

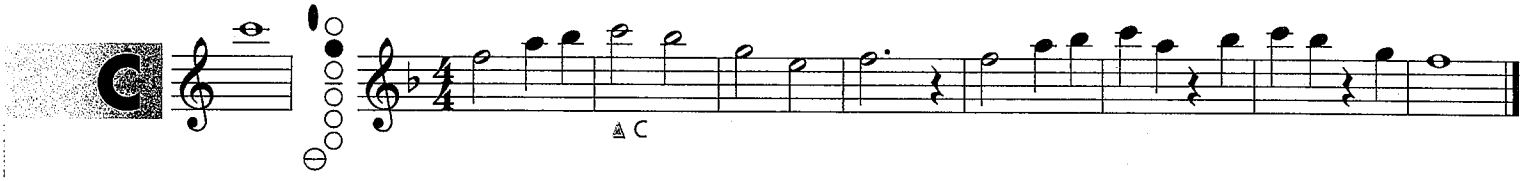


79. JOLLY OLD ST. NICK – Duet

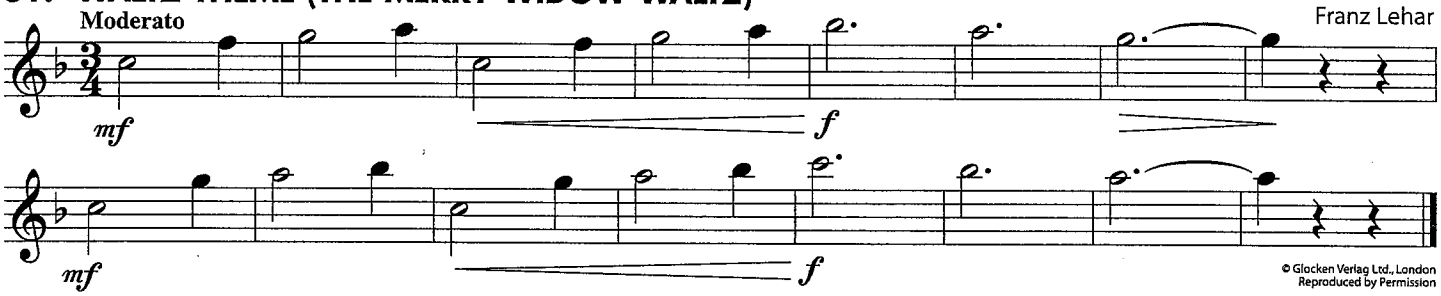


See page 9 for additional holiday music, MY DREYDL and JINGLE BELLS.

80. THE BIG AIRSTREAM – New Note



81. WALTZ THEME (THE MERRY WIDOW WALTZ)



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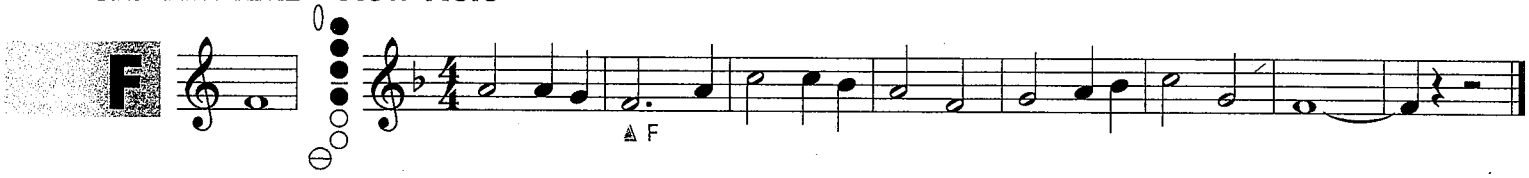
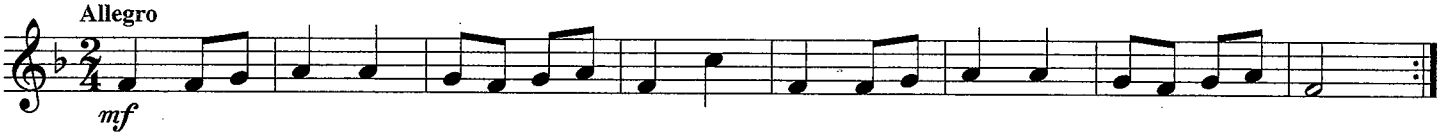
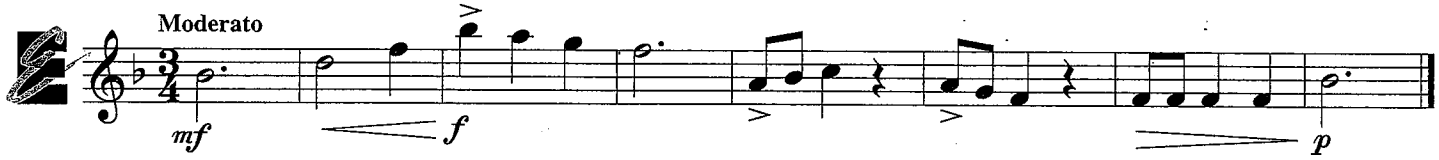
82. AIR TIME – New Note



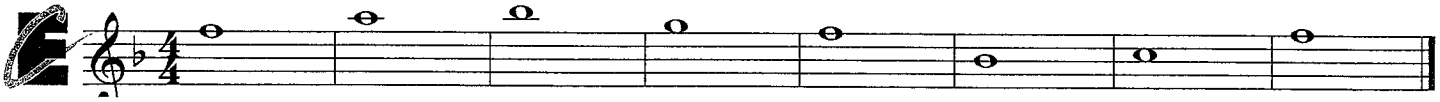
83. DOWN BY THE STATION



84. ESSENTIAL ELEMENTS QUIZ



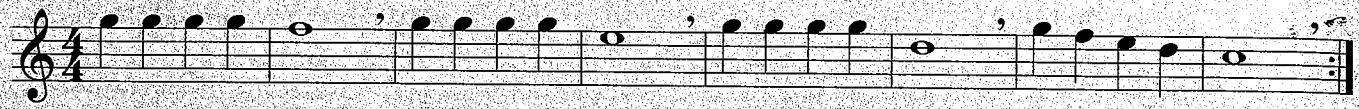
85. ESSENTIAL CREATIVITY *Using these notes, improvise your own rhythms:*



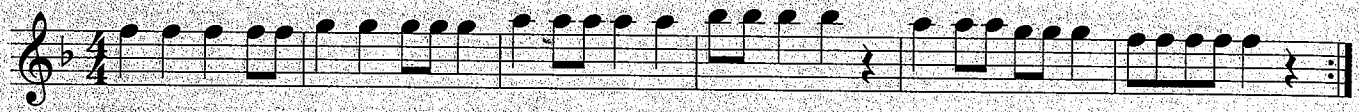
DAILY WARM-UPS

WORK-OUTS FOR TONE & TECHNIQUE

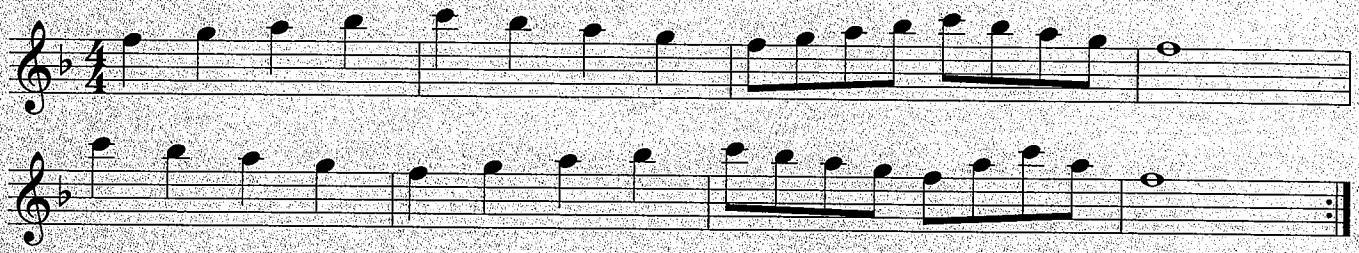
86. TONE BUILDER *Use a steady stream of air.*



87. RHYTHM BUILDER



88. TECHNIQUE TRAX



89. CHORALE *(Adapted from Cantata 147)*

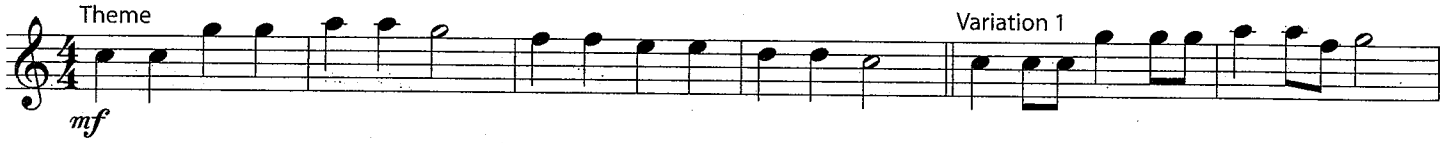
Johann Sebastian Bach

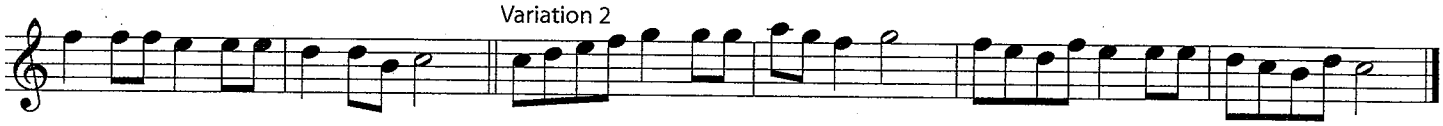
THEORY

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



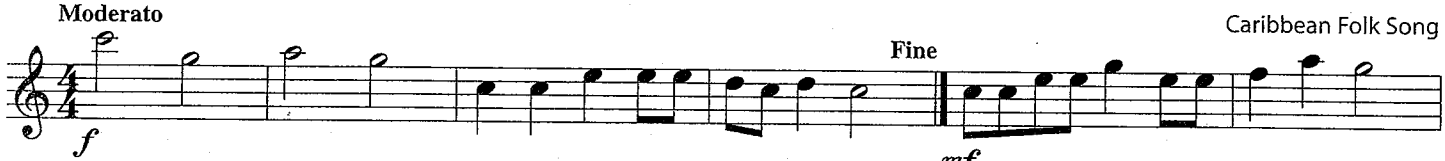


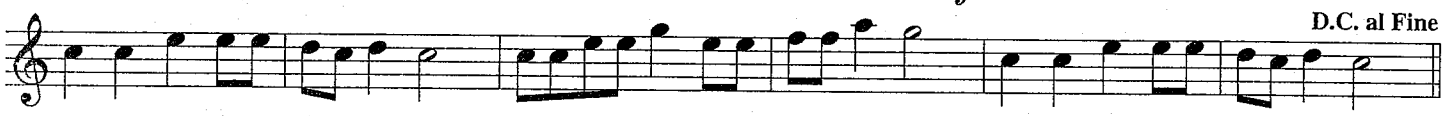
D.C. al Fine

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

Caribbean Folk Song

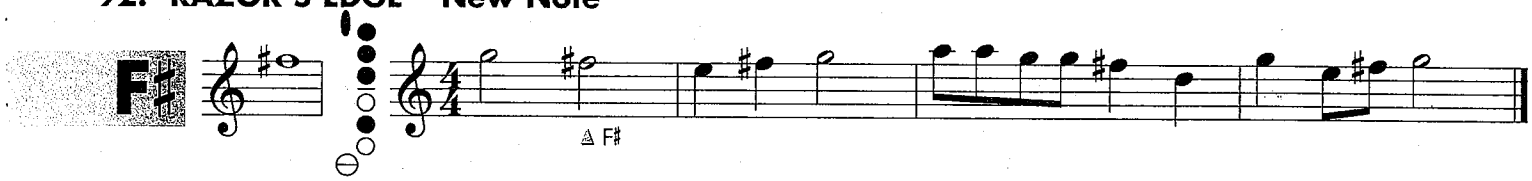




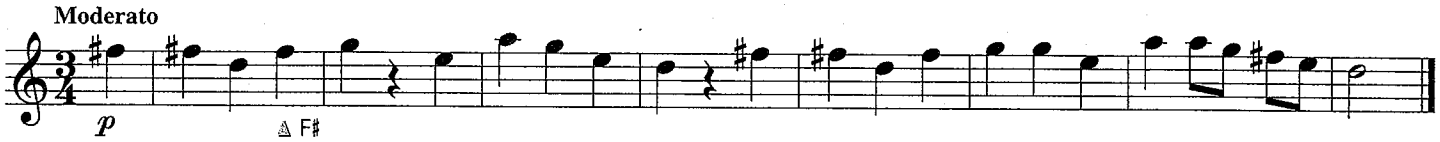
THEORY

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

92. RAZOR'S EDGE – New Note



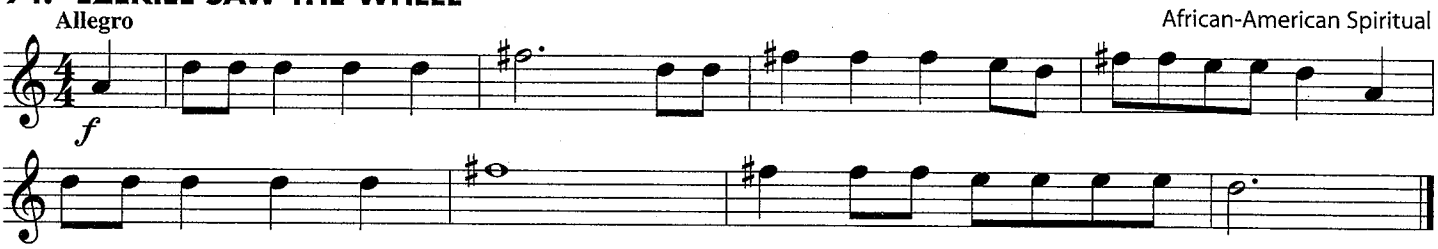
93. THE MUSIC BOX



HISTORY

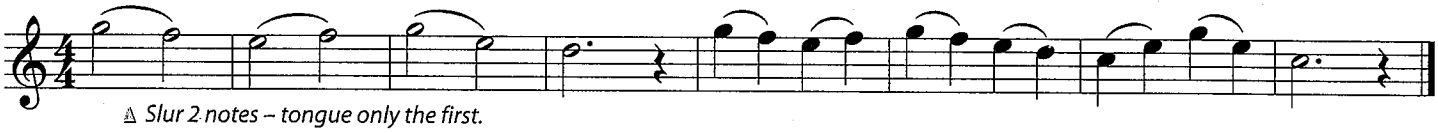
African-American spirituals originated in the 1700's, midway through the period of slavery in the United States. One of the largest categories of true American folk music, these primarily religious songs were sung and passed on for generations without being written down. The first collection of spirituals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

94. EZEKIEL SAW THE WHEEL

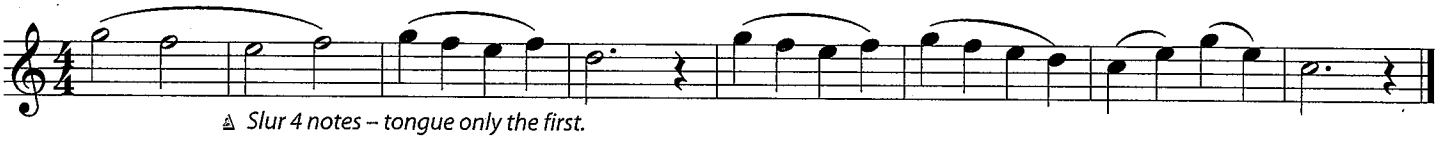


Slur A curved line which connects notes of different pitch. Tongue only the first note in a **slur**.

95. SMOOTH OPERATOR



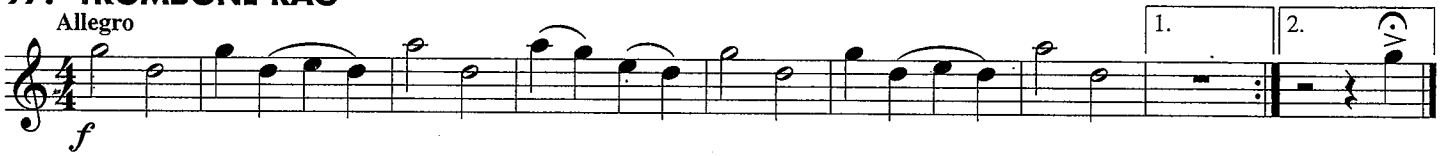
96. GLIDING ALONG



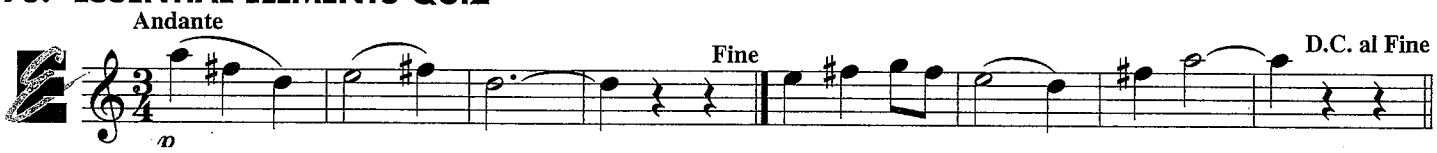
HISTORY

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.

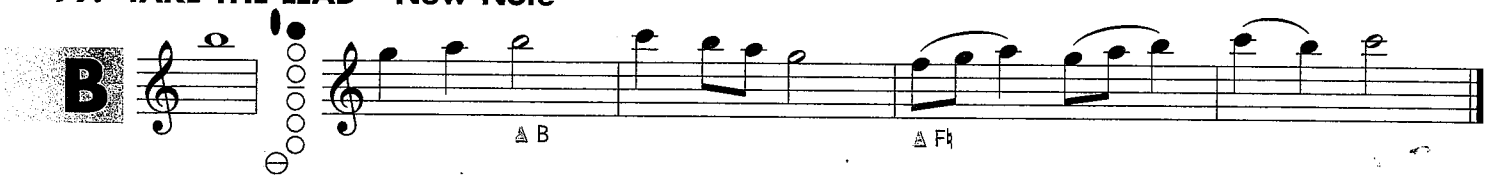
97. TROMBONE RAG



98. ESSENTIAL ELEMENTS QUIZ



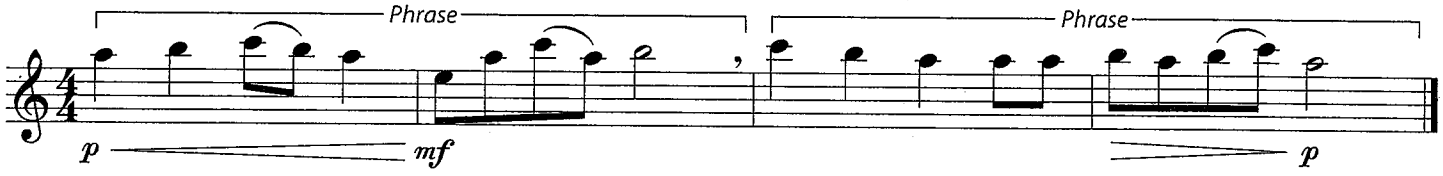
99. TAKE THE LEAD – New Note



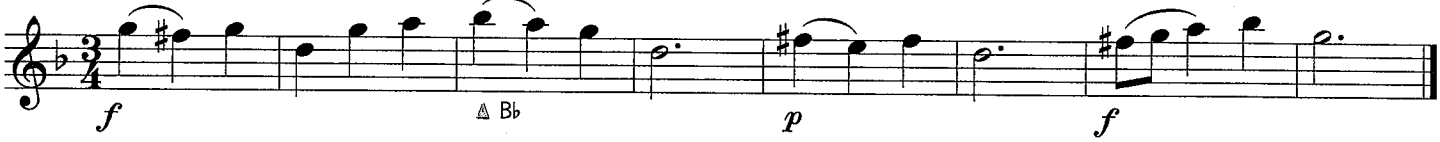
THEORY

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

100. THE COLD WIND



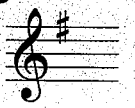
101. PHRASEOLOGY *Write in the breath mark(s) between the phrases.*



THEORY

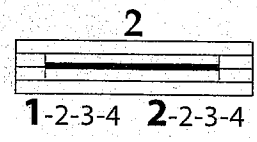
New Key Signature

This **Key Signature** indicates the *Key of G* – play all F's as F-sharps.

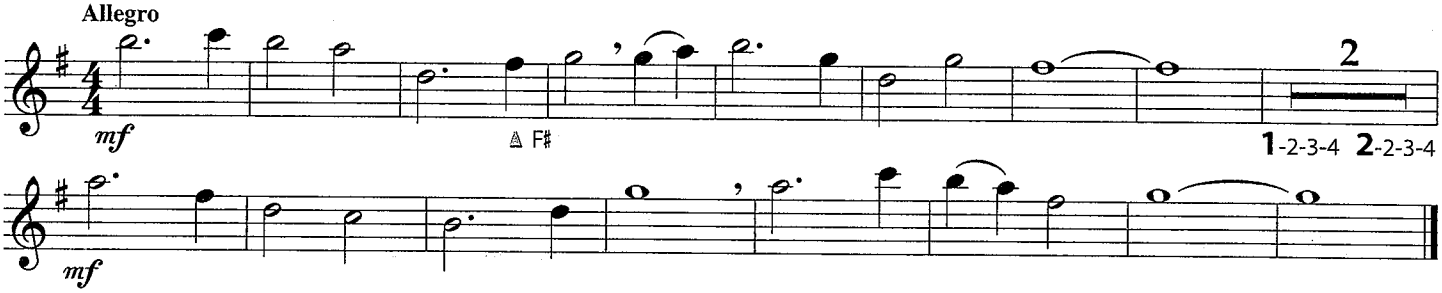


Multiple Measure Rest

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



102. SATIN LATIN

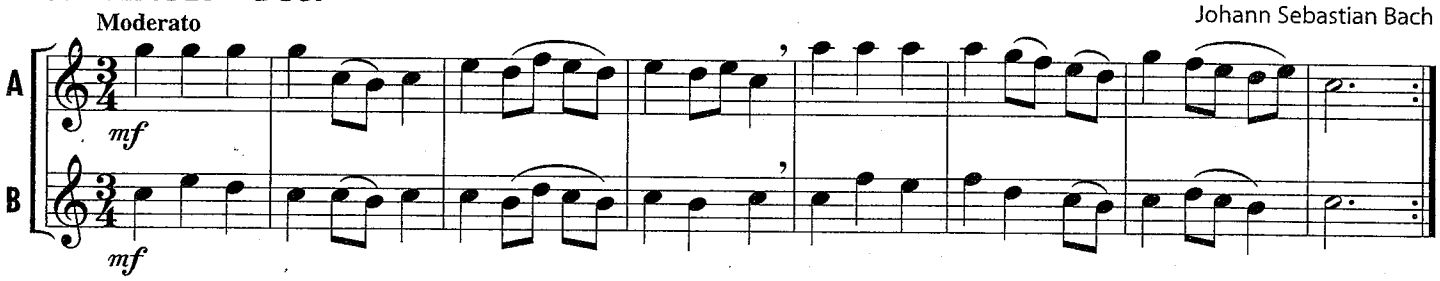


HISTORY

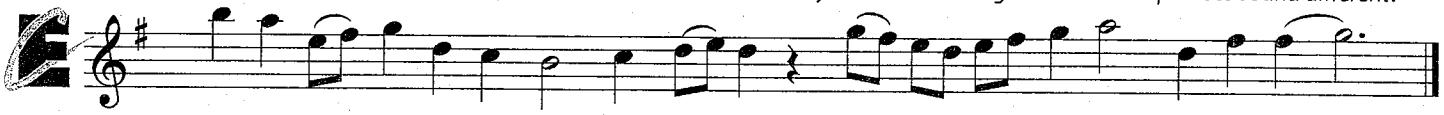
German composer **Johann Sebastian Bach** (1685–1750) was part of a large family of famous musicians and became the most recognized composer of the Baroque era. Beginning as a choir member, Bach soon became an organist, a teacher, and a prolific composer, writing more than 600 masterworks. This *Minuet,* 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



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?*

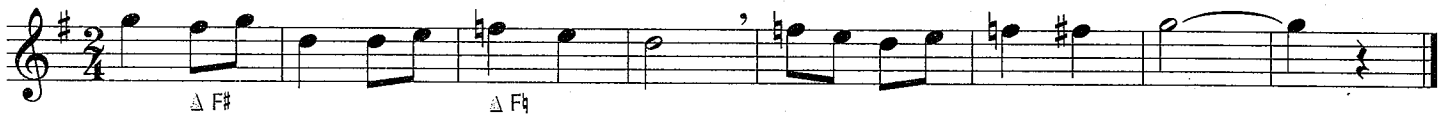


Natural ♮

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

THEORY

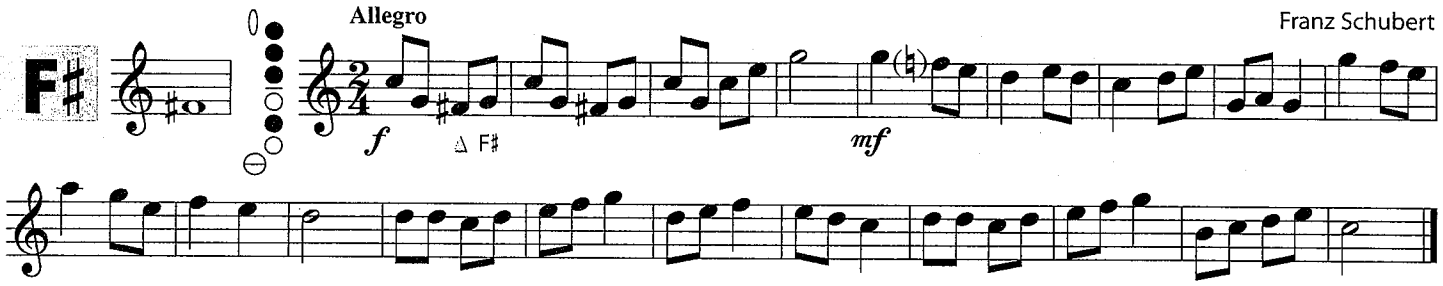
105. NATURALLY



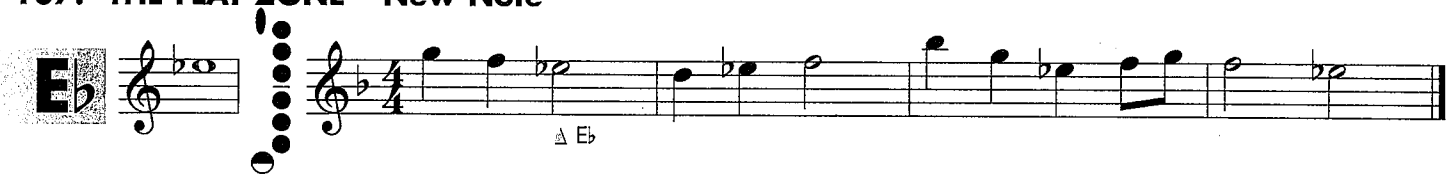
Austrian composer **Franz Peter Schubert** (1797–1828) lived a shorter life than any other great composer, but he created an incredible amount of music: more than 600 art-songs (concert music for voice and accompaniment), ten symphonies, chamber music, operas, choral works and piano pieces. His "March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

HISTORY

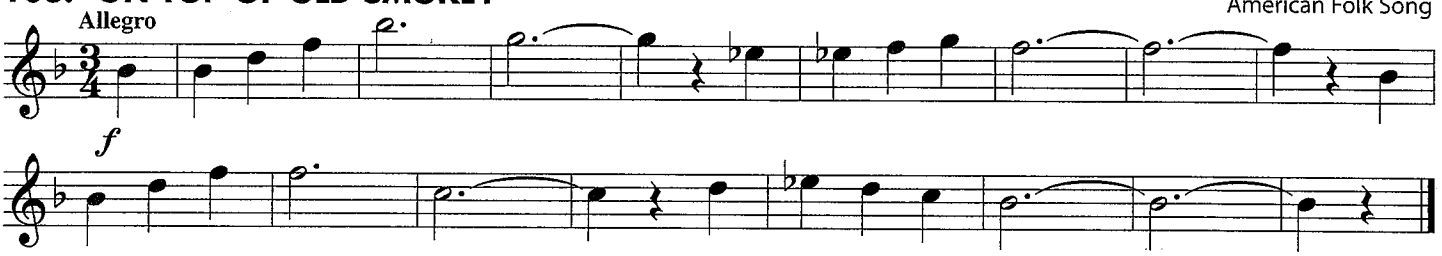
106. MARCH MILITAIRE – New Note



107. THE FLAT ZONE – New Note



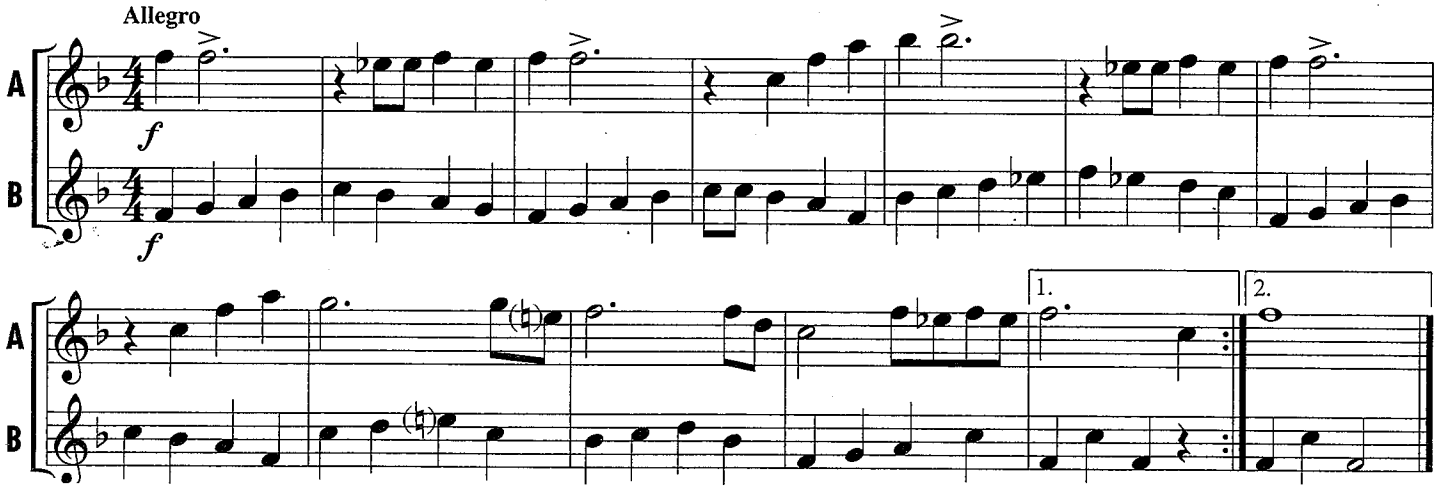
108. ON TOP OF OLD SMOKEY



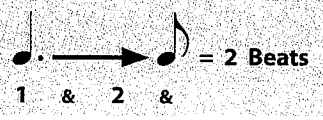
Boogie-woogie is a style of the **blues**, and it was first recorded by pianist Clarence "Pine Top" Smith in 1928, one year after Charles Lindbergh's solo flight across the Atlantic. A form of jazz, blues music features altered notes and is usually written in 12-measure verses, like "Bottom Bass Boogie."

HISTORY

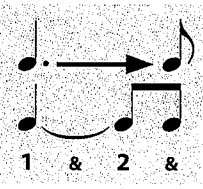
109. BOTTOM BASS BOOGIE – Duet



Dotted Quarter & Eighth Notes

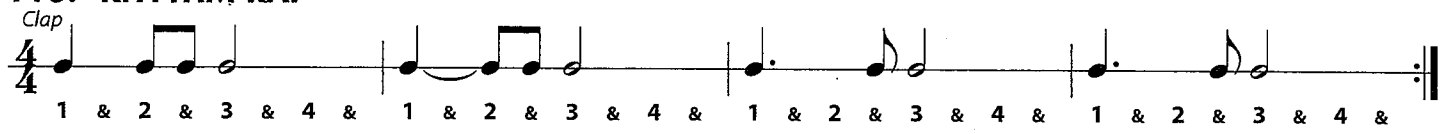


A **dot** adds half the value of the quarter note.

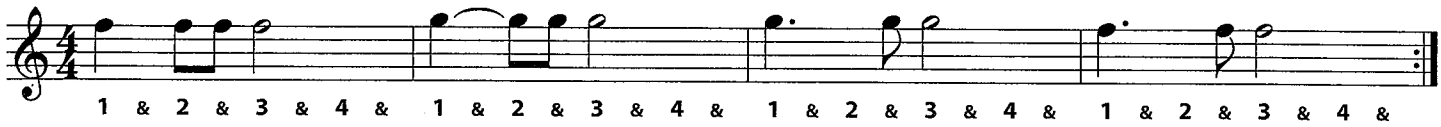


A single **eighth note** has a **flag** on the stem.

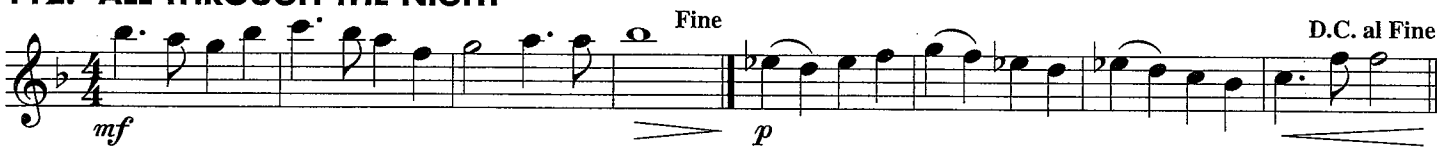
110. RHYTHM RAP



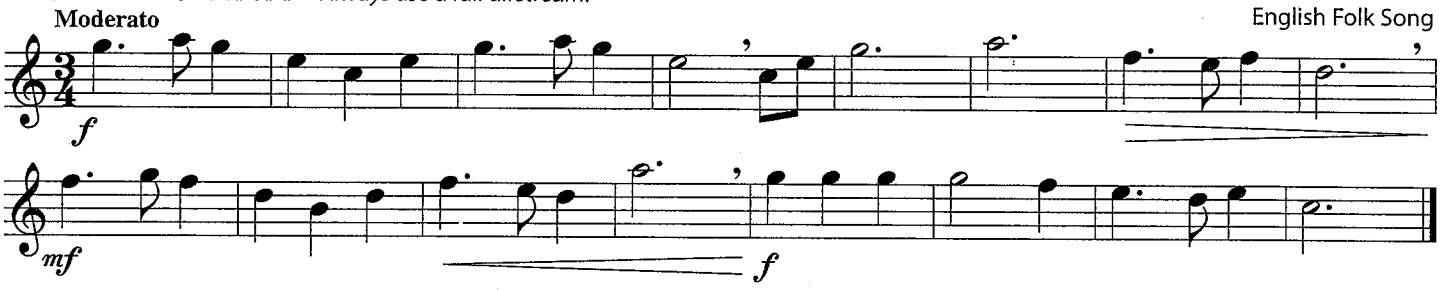
111. THE DOT ALWAYS COUNTS



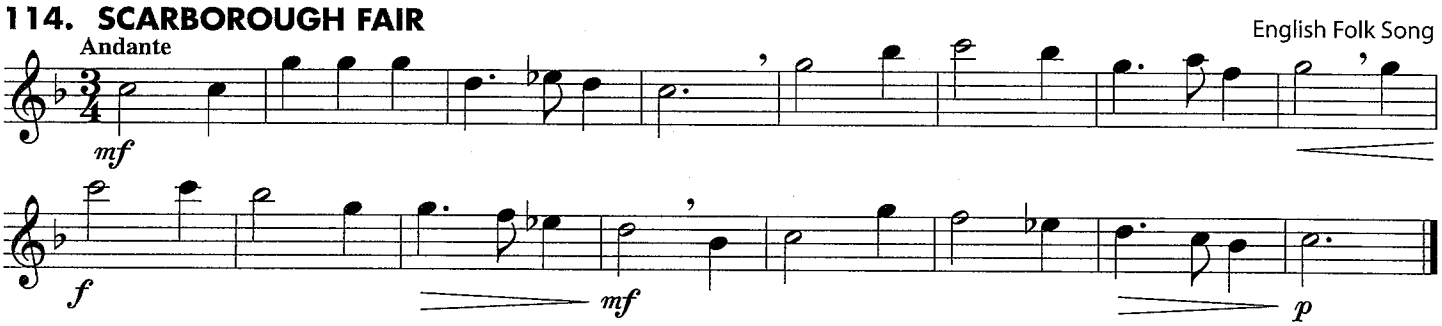
112. ALL THROUGH THE NIGHT



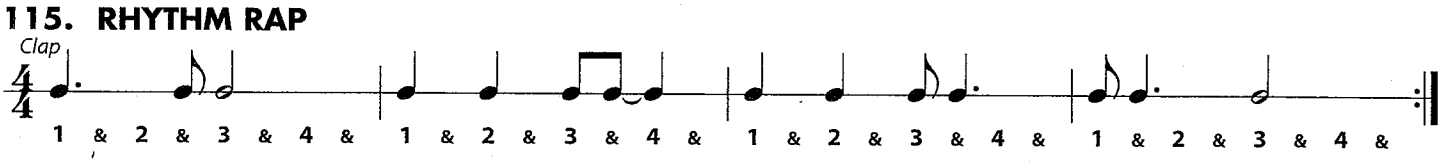
113. SEA CHANTY *Always use a full airstream.*



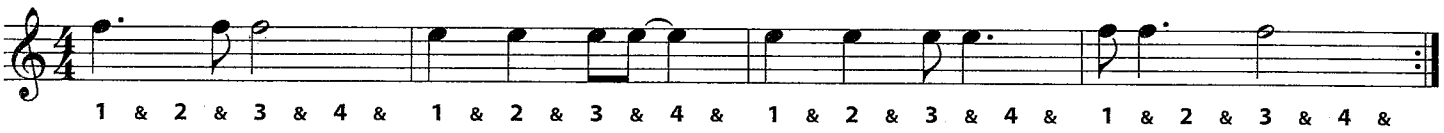
114. SCARBOROUGH FAIR



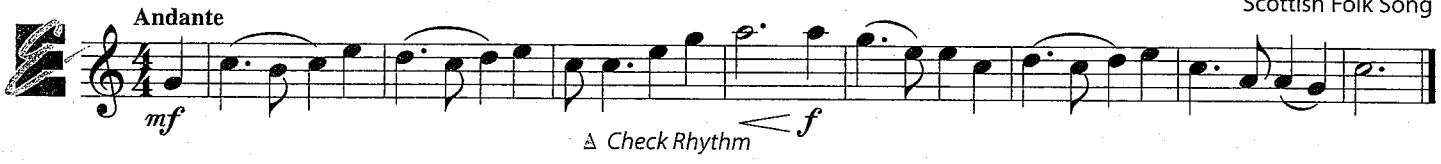
115. RHYTHM RAP



116. THE TURNAROUND



117. ESSENTIAL ELEMENTS QUIZ – AULD LANG SYNE



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"

Antonin Dvorák

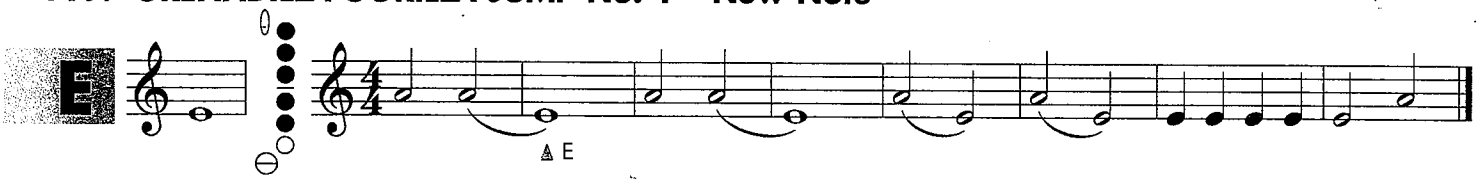
Largo 4 — 5 ◁ Measure number — p — 13 — mf — 21 — p — 29 Slower 2 — p

Piano Accompaniment

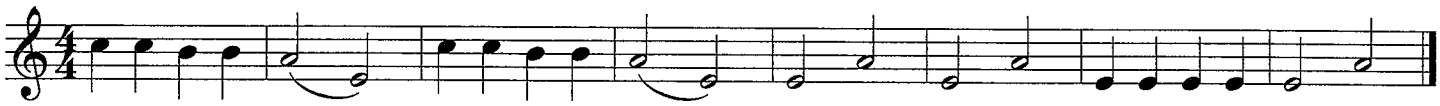
Largo — p — f — 5 — p — 13 — mf — 21 — p — 29 Slower — mf — p

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.

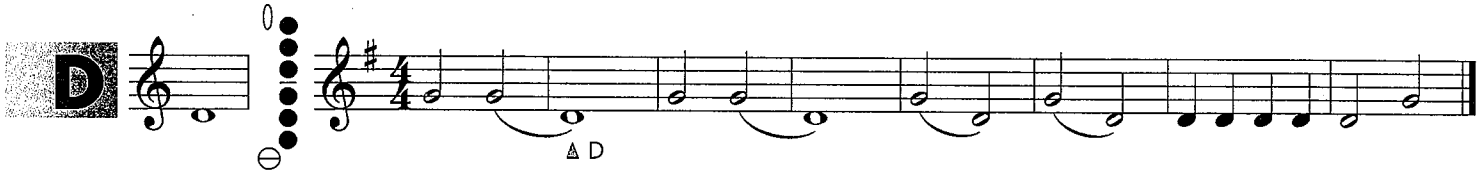
119. GRENADILLA GORILLA JUMP No. 1 – New Note



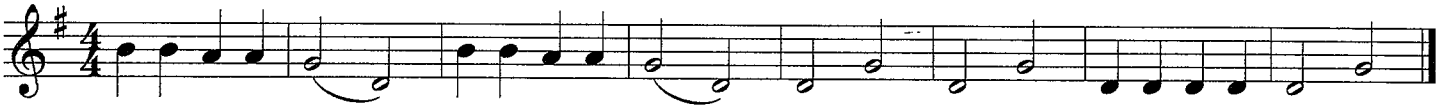
120. JUMPIN' UP AND DOWN



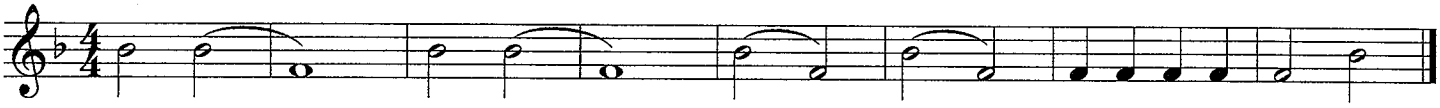
121. GRENADILLA GORILLA JUMP No. 2 – New Note



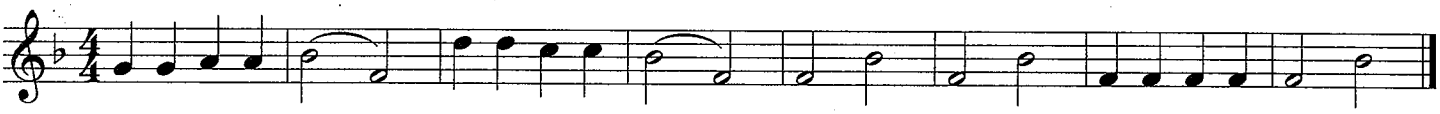
122. JUMPIN' FOR JOY



123. GRENADILLA GORILLA JUMP No. 3



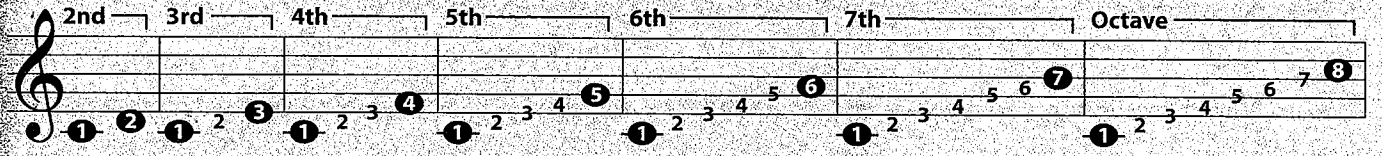
124. JUMPIN' JACKS



THEORY

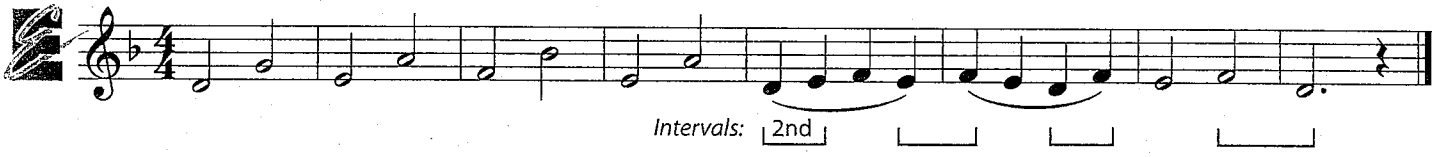
Interval

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.

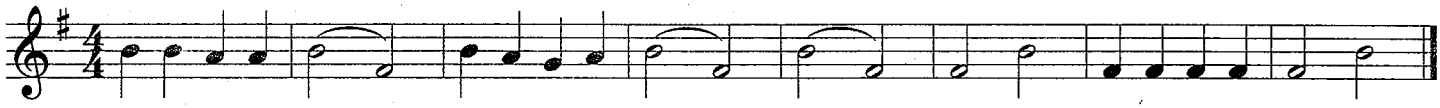


125. ESSENTIAL ELEMENTS QUIZ

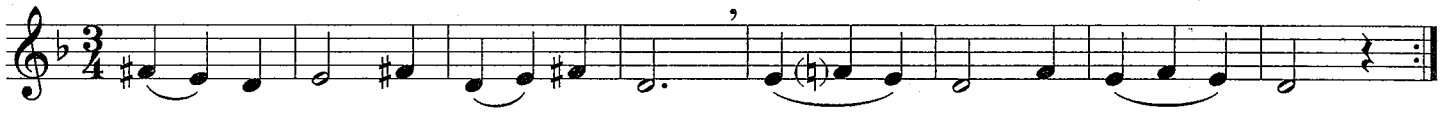
Write in the numbers of the intervals, counting up from the lower notes.



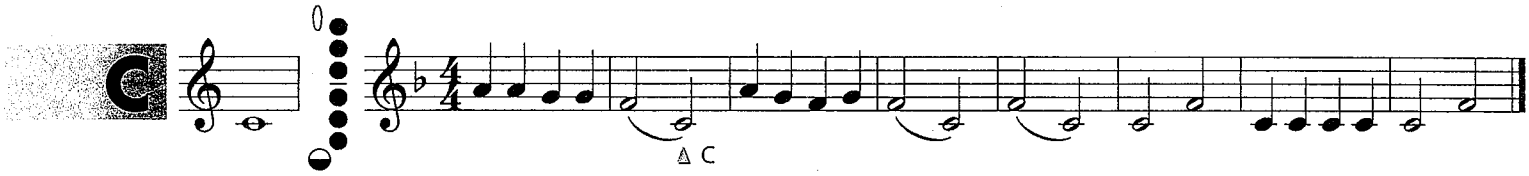
126. GRENADILLA GORILLA JUMP No. 4



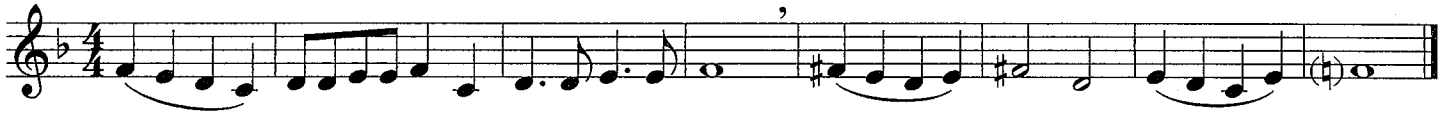
127. THREE IS THE COUNT



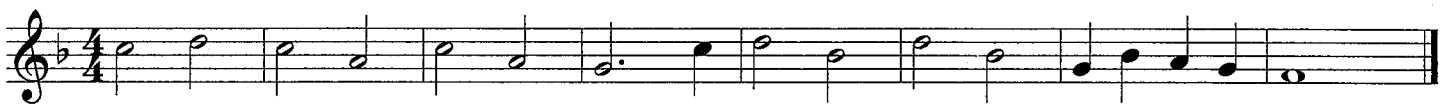
128. GRENADILLA GORILLA JUMP No. 5 – New Note



129. TECHNIQUE TRAX



130. CROSSING OVER

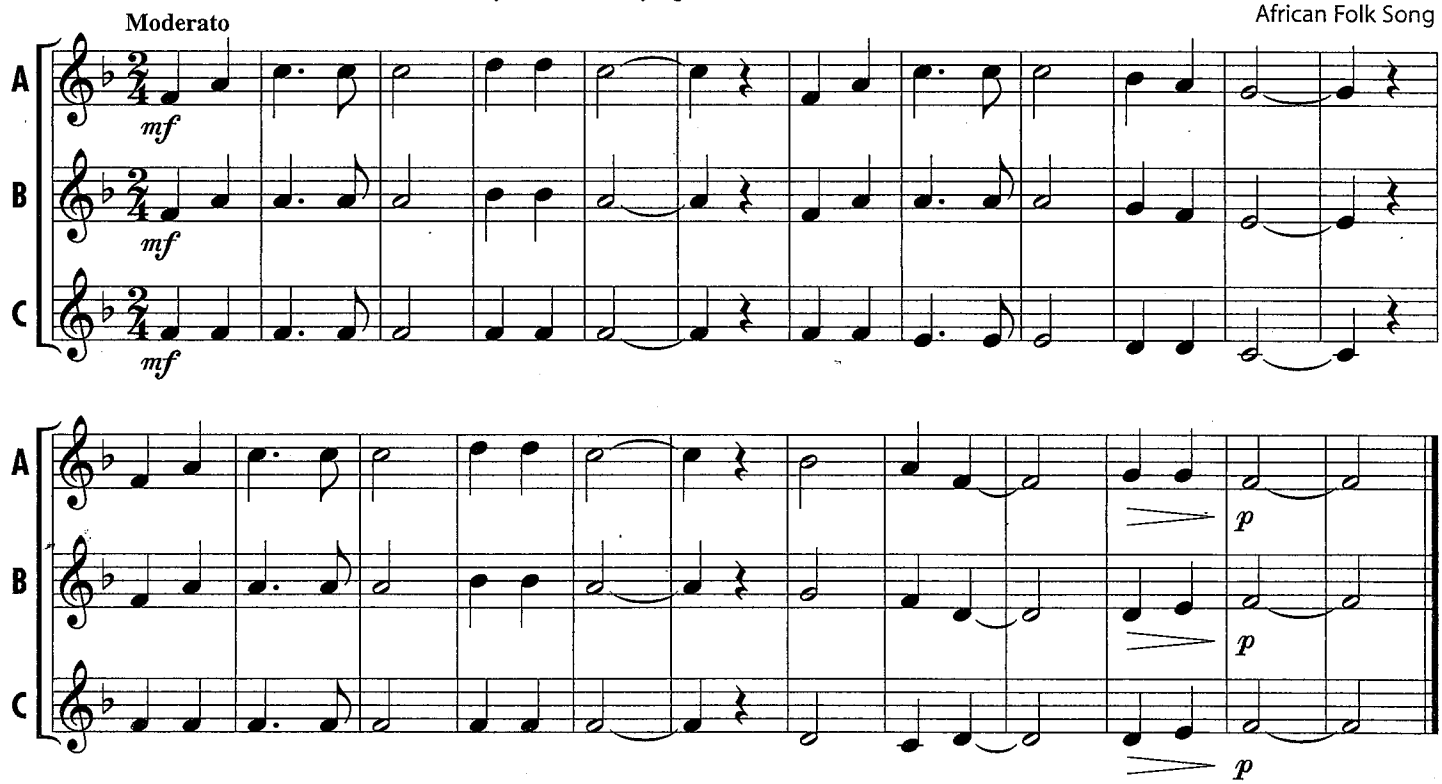


Trio

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

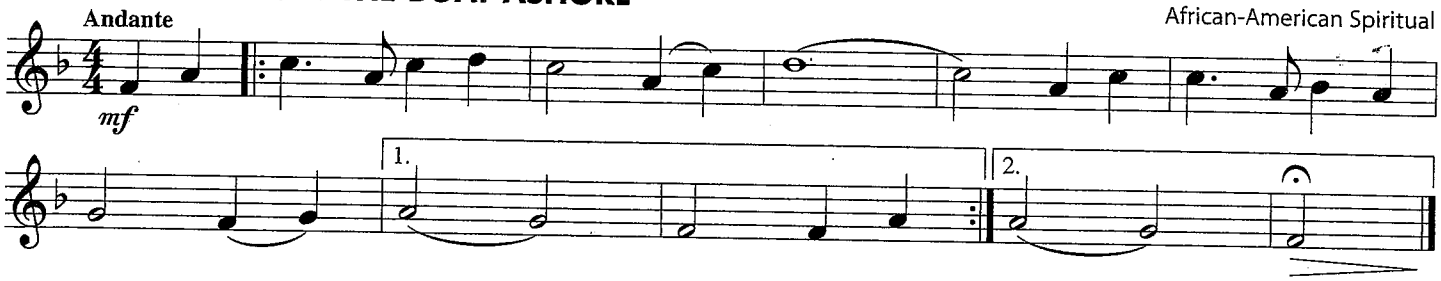


Repeat Signs

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.)

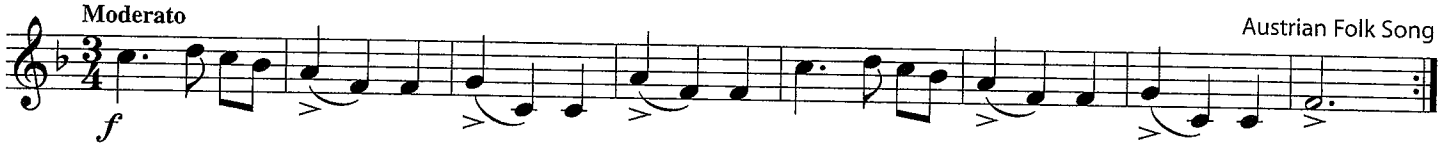
132. MICHAEL ROW THE BOAT ASHORE

African-American Spiritual



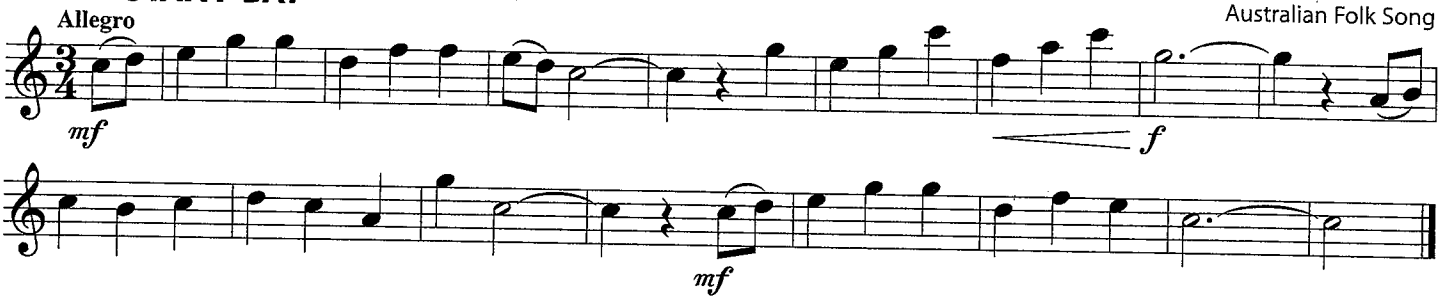
133. AUSTRIAN WALTZ

Austrian Folk Song



134. BOTANY BAY

Australian Folk Song



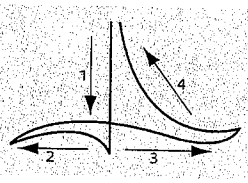
THEORY

C Time Signature

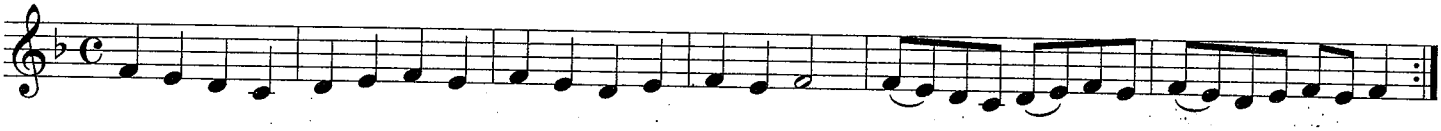
= **Common Time**
(Same as $\frac{4}{4}$)

Conducting

Practice conducting this four-beat pattern.

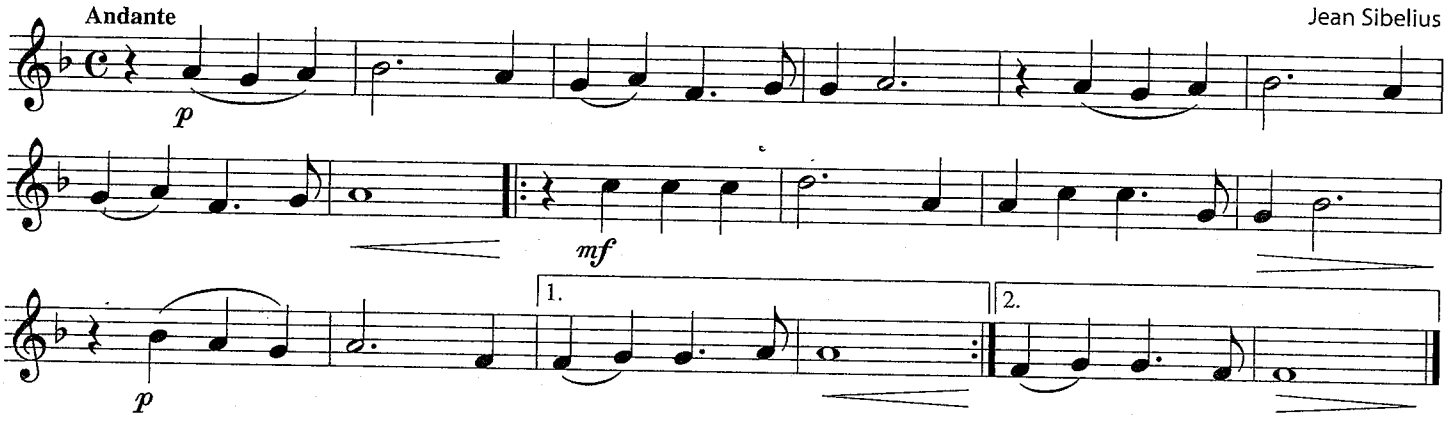


135. TECHNIQUE TRAX *Practice at all dynamic levels.*



136. FINLANDIA

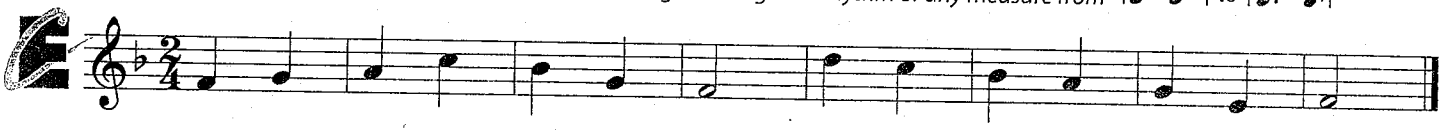
Jean Sibelius



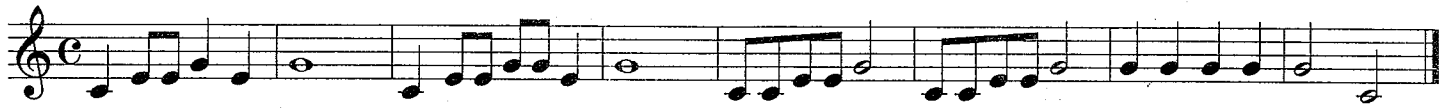
© Breitkopf & Haertel, Wiesbaden - Leipzig

137. ESSENTIAL CREATIVITY

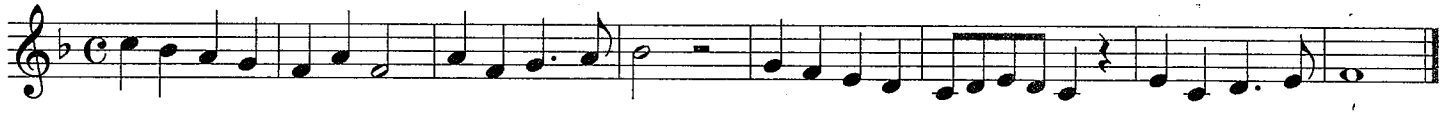
Create your own variations by penciling in a dot and a flag to change the rhythm of any measure from to



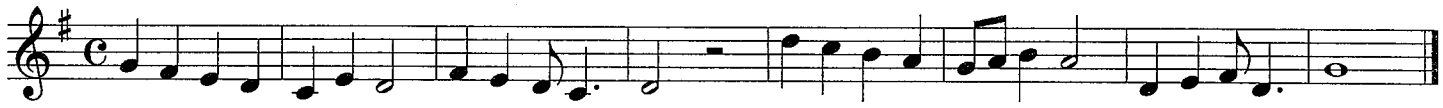
138. EASY GORILLA JUMPS



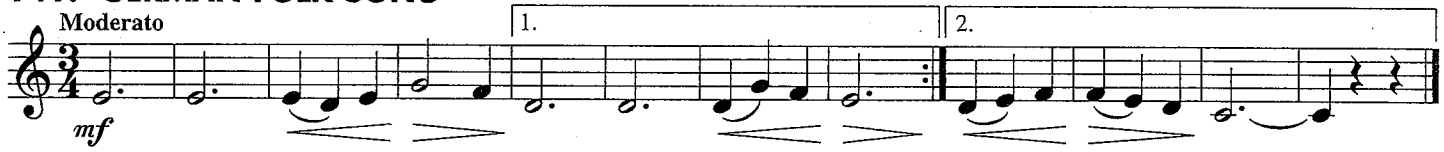
139. TECHNIQUE TRAX *Always check the key signature.*



140. MORE TECHNIQUE TRAX

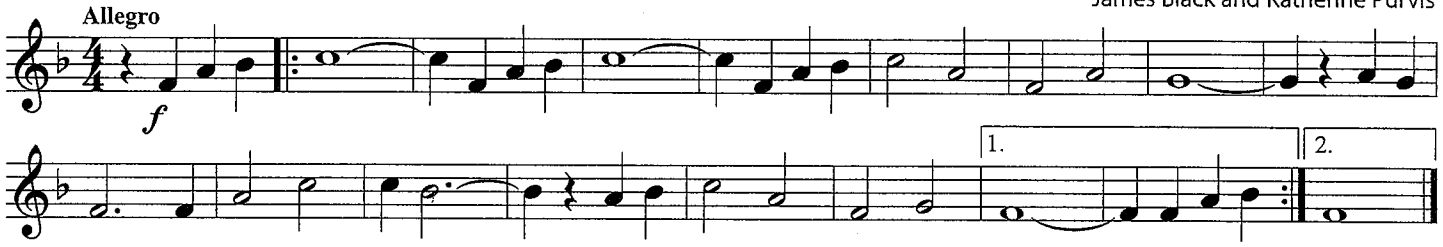


141. GERMAN FOLK SONG

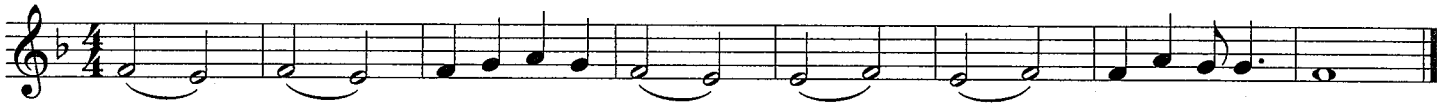


142. THE SAINTS GO MARCHIN' AGAIN

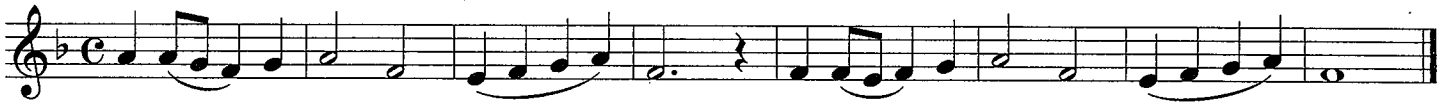
James Black and Katherine Purvis



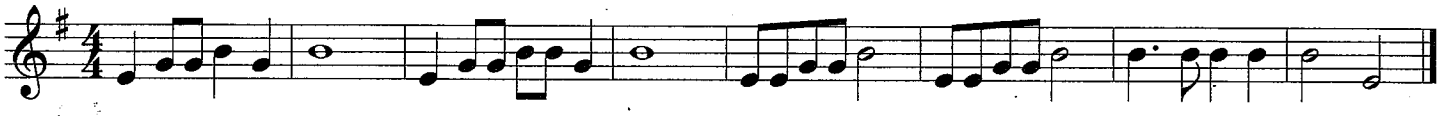
143. LOWLAND GORILLA WALK



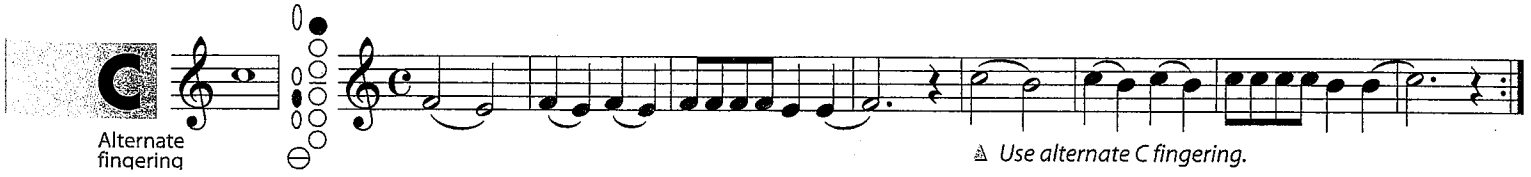
144. SMOOTH SAILING



145. MORE GORILLA JUMPS



146. FULL COVERAGE



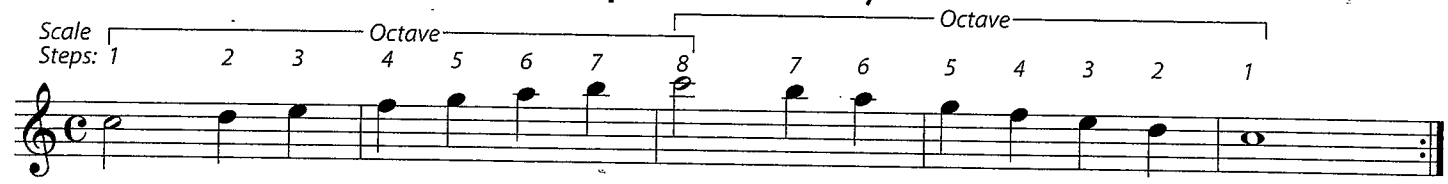
Use alternate C fingering.

THEORY

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 C (no sharps or flats), so the top and bottom notes are both C's. The interval between the C's is an octave.

147. CONCERT B♭ SCALE (Tenor Saxophone – C SCALE)



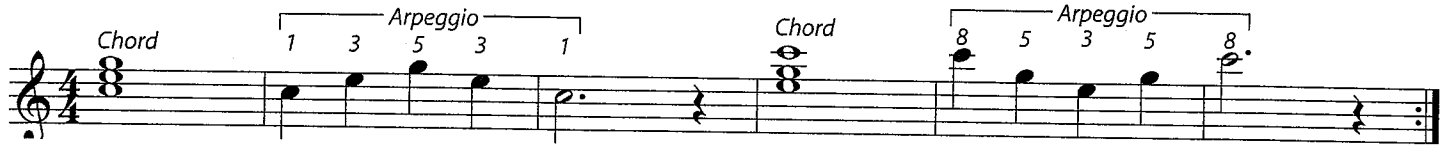
THEORY

Chord & Arpeggio

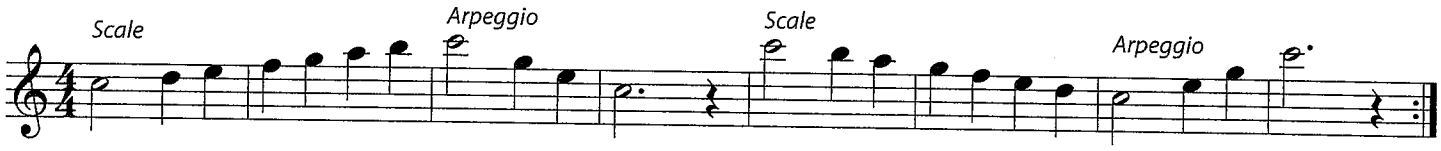
When two or more notes are played together, they form a **chord** or **harmony**. This C chord is built from the 1st, 3rd and 5th steps of the C scale. The 8th step is the same as the 1st, but it is an octave higher. An **arpeggio** is a "broken" chord whose notes are played individually.

148. IN HARMONY

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



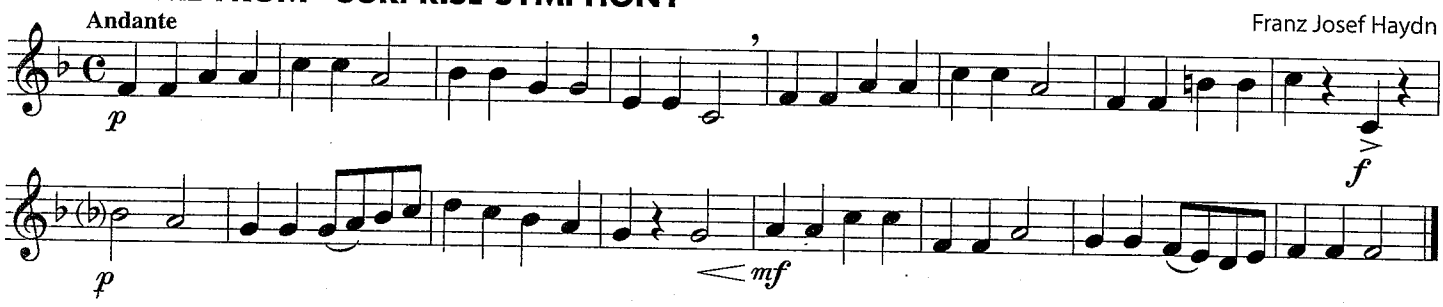
149. SCALE AND ARPEGGIO



HISTORY

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.

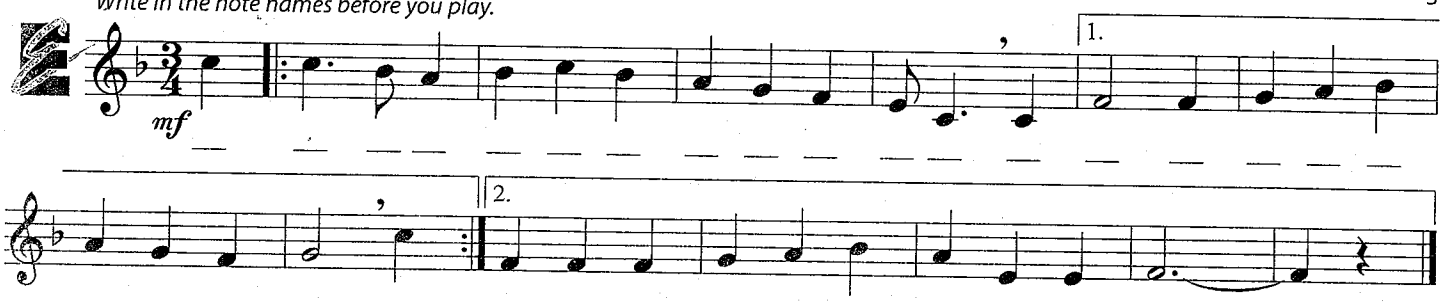
150. THEME FROM "SURPRISE SYMPHONY"



151. ESSENTIAL ELEMENTS QUIZ – THE STREETS OF LAREDO

Write in the note names before you play.

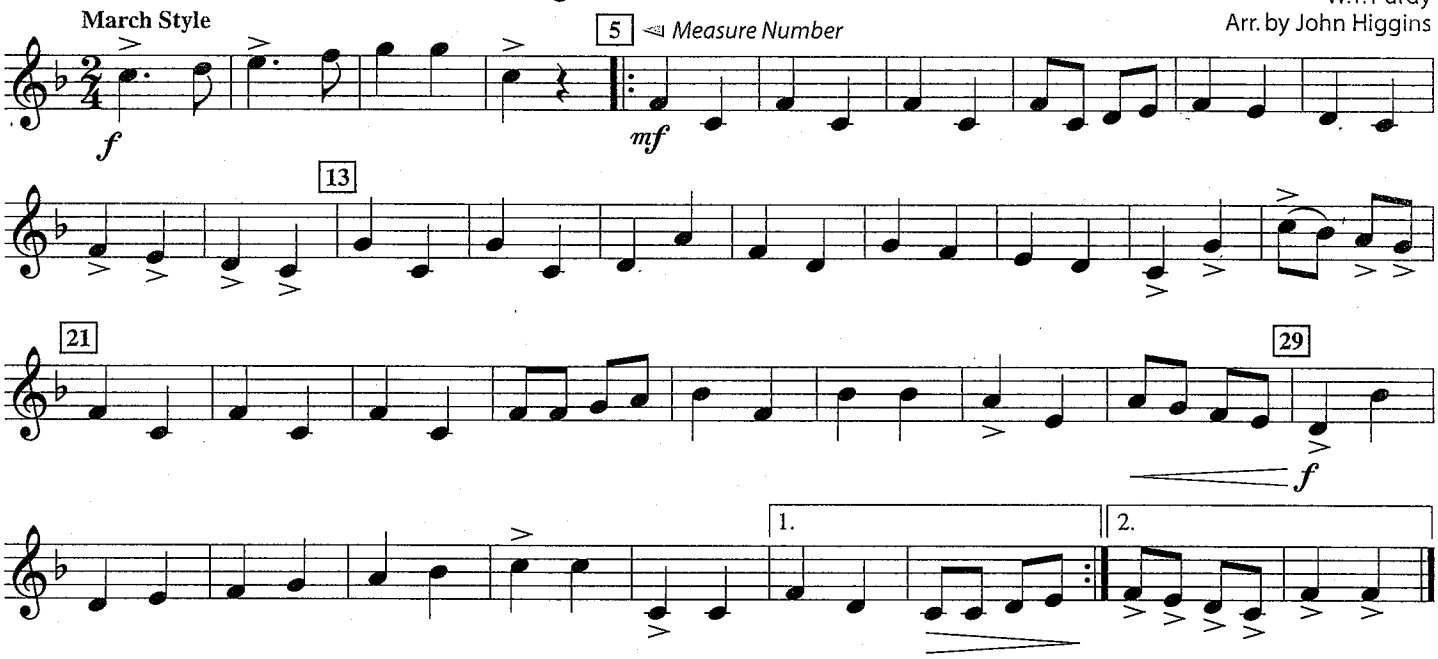
American Folk Song



PERFORMANCE SPOTLIGHT

152. SCHOOL SPIRIT – Band Arrangement

W.T. Purdy
Arr. by John Higgins

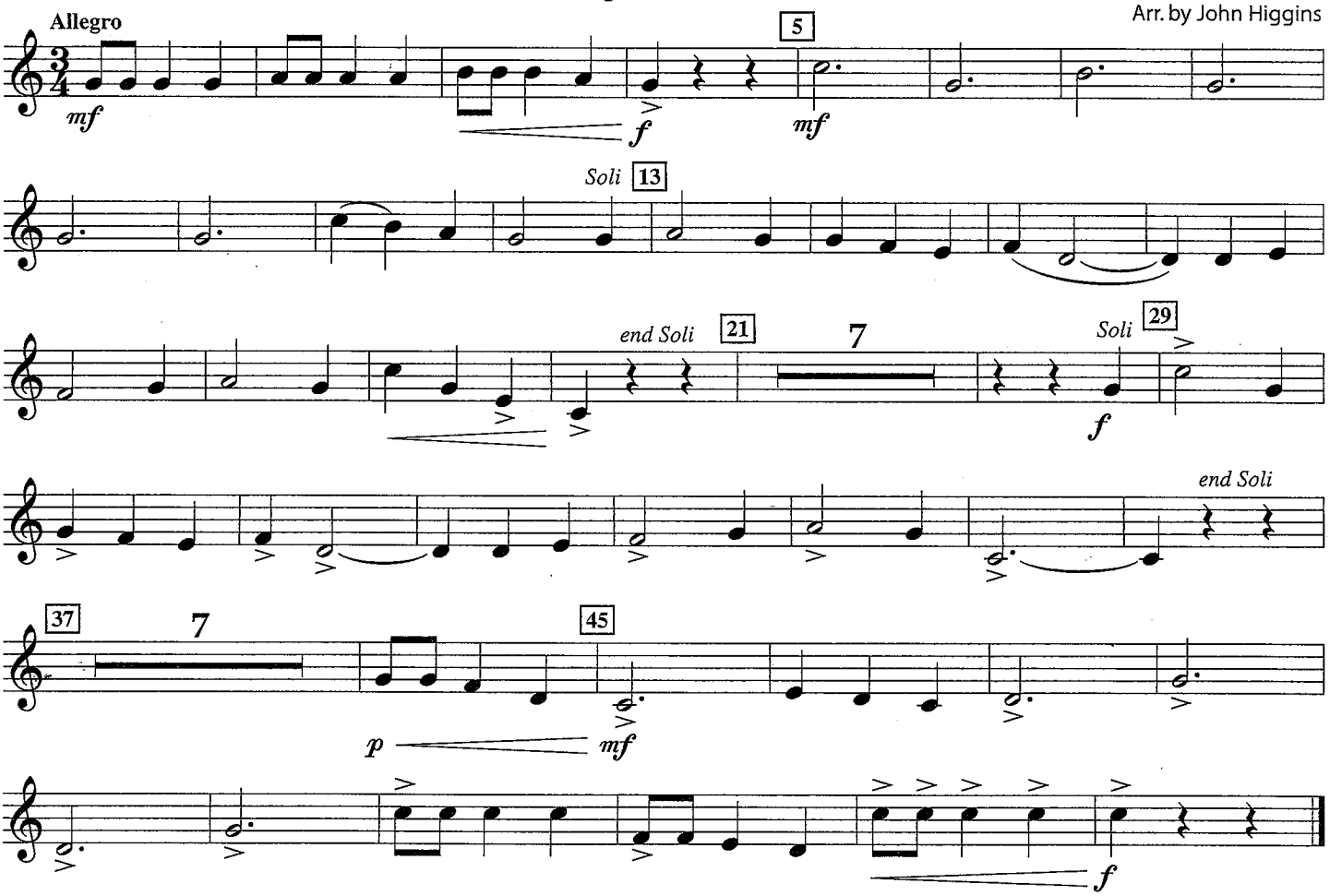


Soli

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

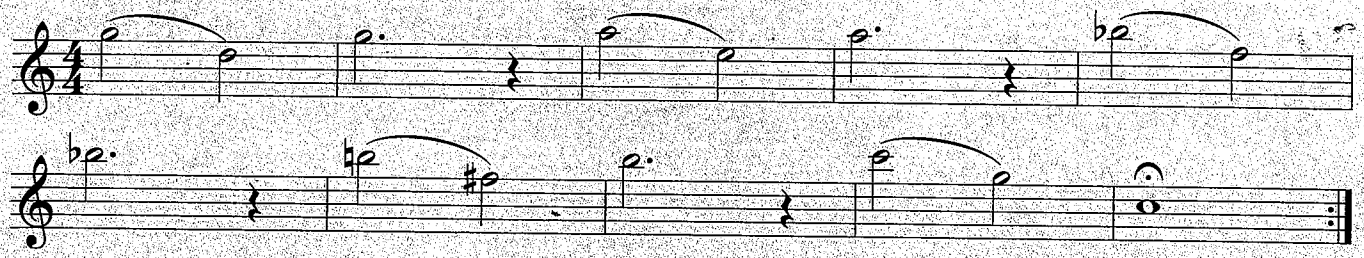
Julius Benedict
Arr. by John Higgins



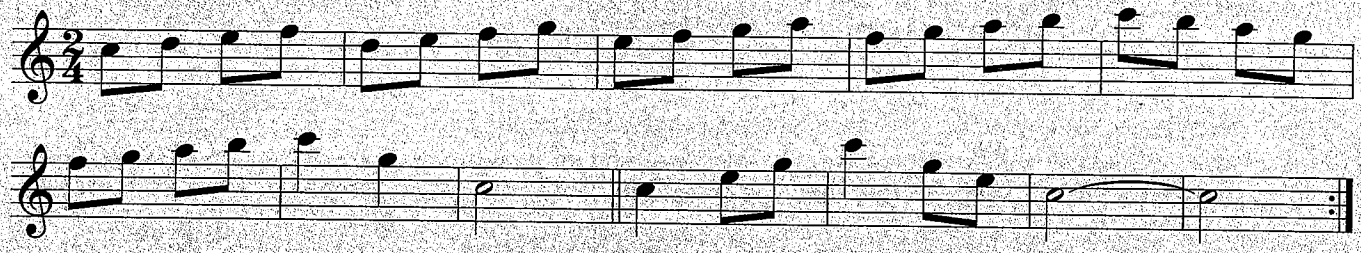
DAILY WARM-UPS

WORK-OUTS FOR TONE & TECHNIQUE

154. RANGE AND FLEXIBILITY BUILDER



155. TECHNIQUE TRAX



156. CHORALE

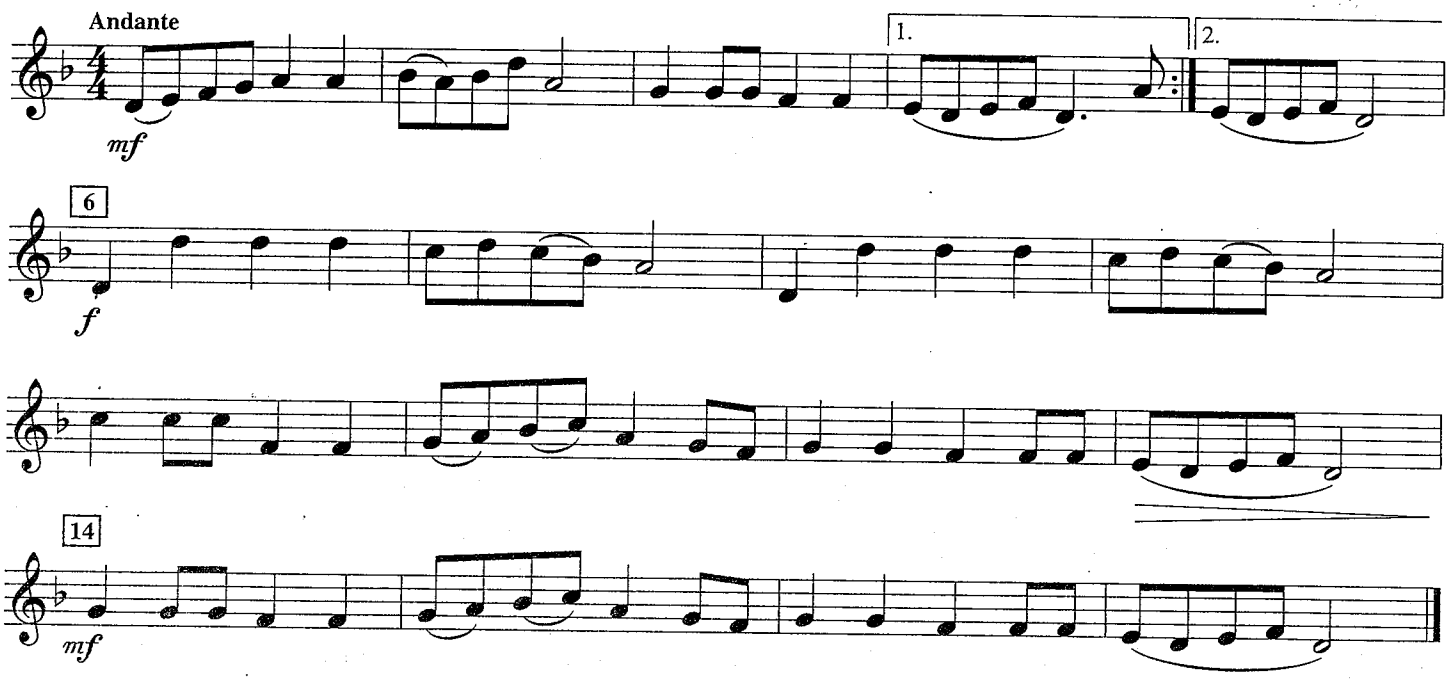
Johann Sebastian Bach

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.

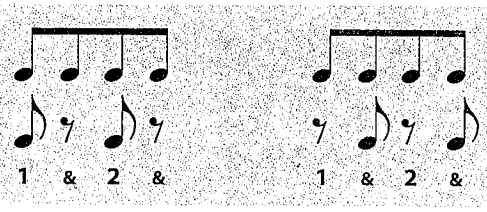
157. HATIKVAH

Israeli National Anthem

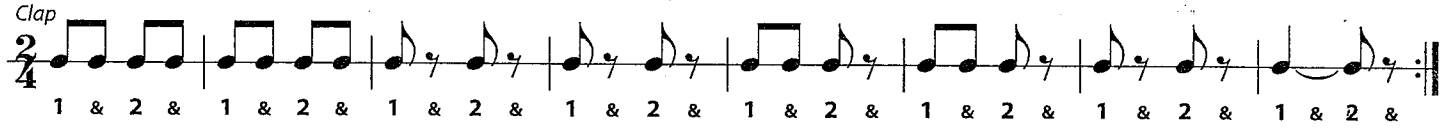


Eighth Note & Eighth Rest

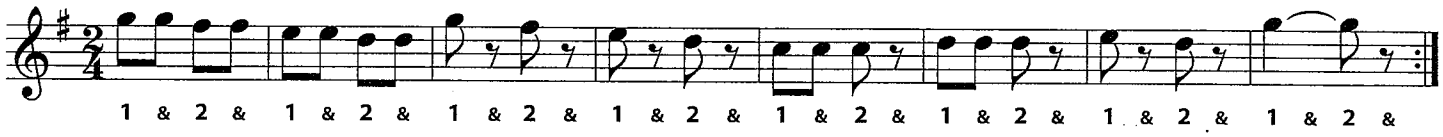
♪ = 1/2 beat of sound
𝄾 = 1/2 beat of silence



158. RHYTHM RAP

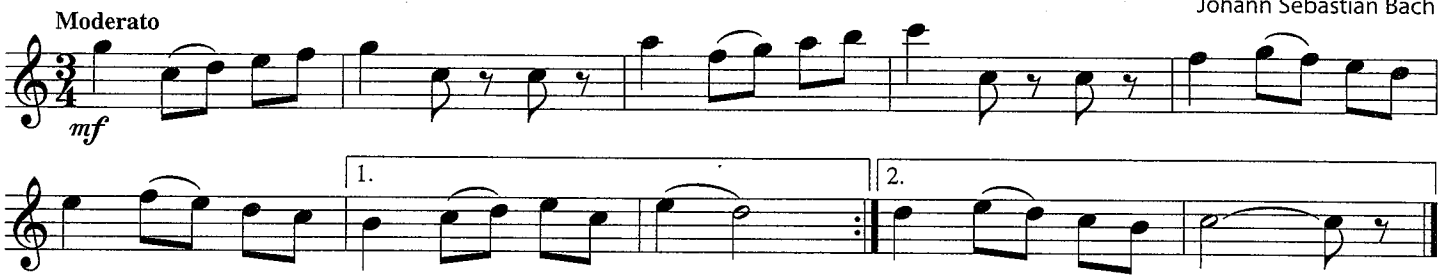


159. EIGHTH NOTE MARCH



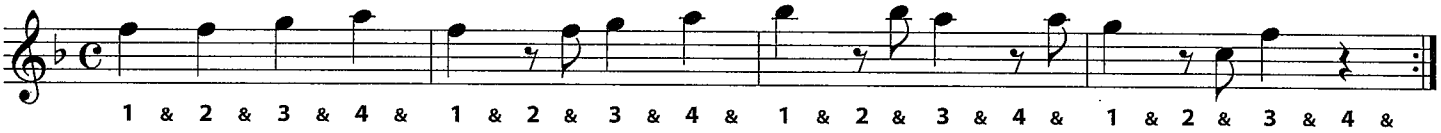
160. MINUET

Johann Sebastian Bach

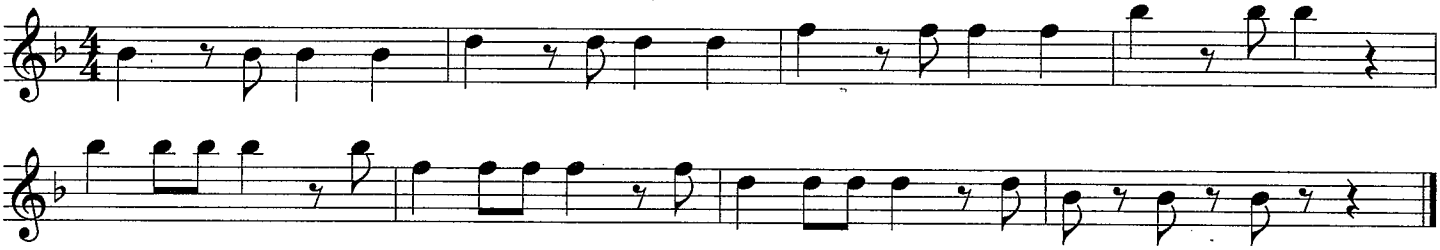


161. RHYTHM RAP

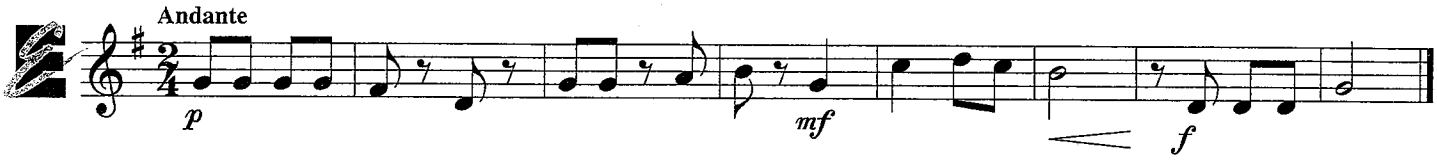
162. EIGHTH NOTES OFF THE BEAT



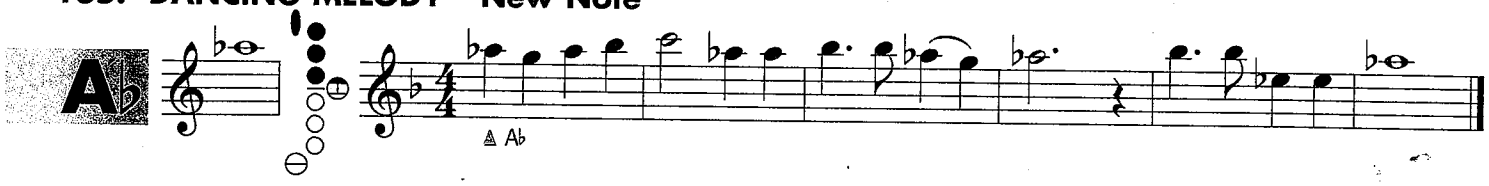
163. EIGHTH NOTE SCRAMBLE



164. ESSENTIAL ELEMENTS QUIZ



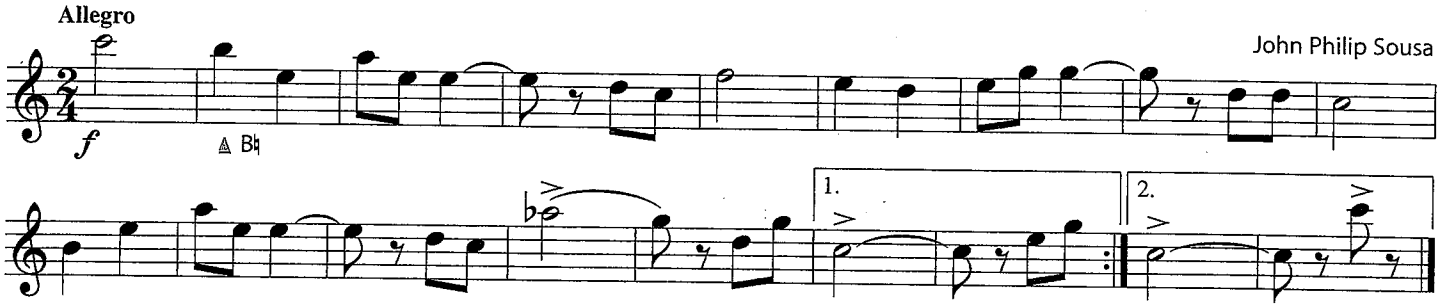
165. DANCING MELODY – New Note



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



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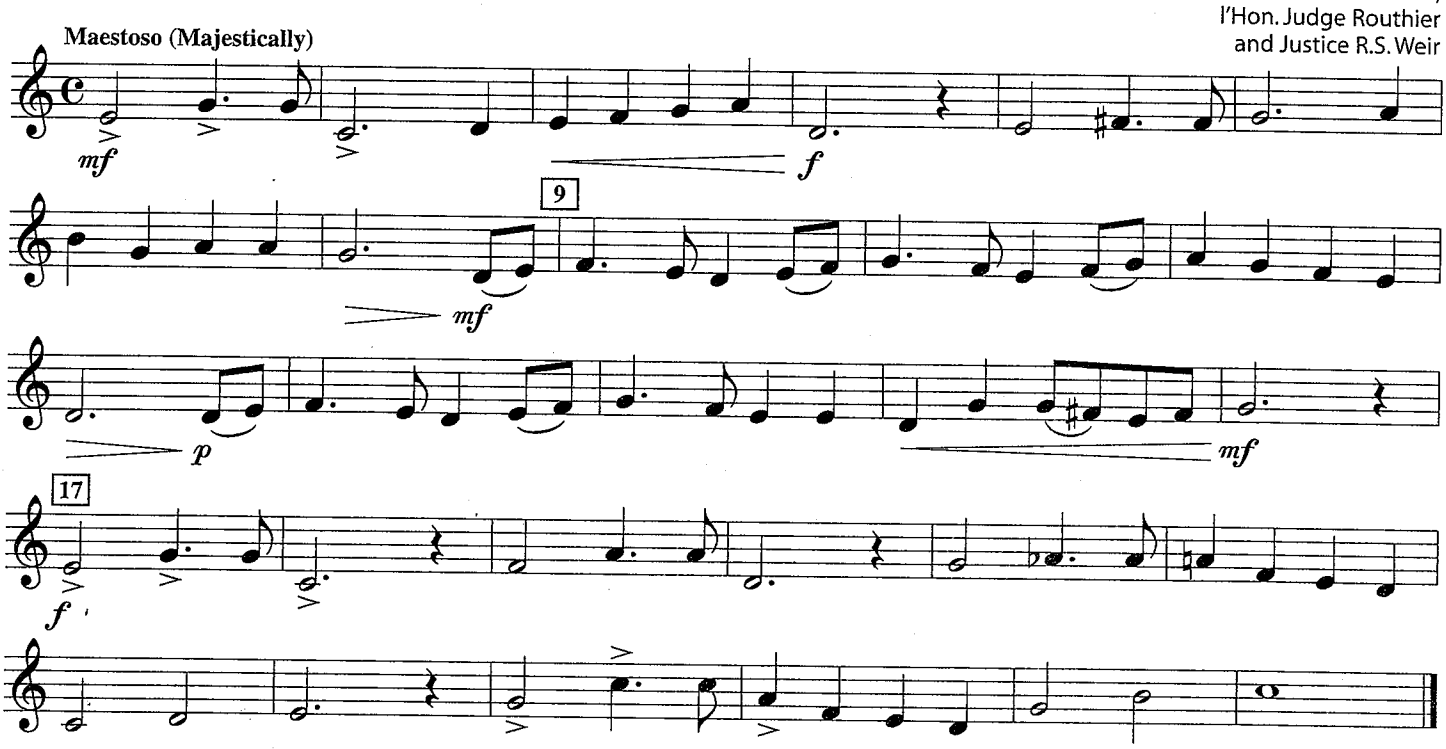
HISTORY

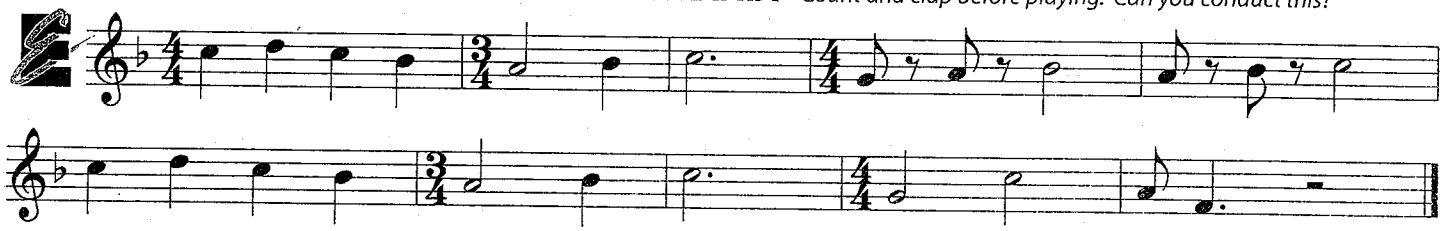
"O Canada," formerly known as the "National Song," was first performed during 1880 in French Canada. Robert Stanley Weir translated the English language version in 1908, but it was not adopted as the national anthem of Canada until 1980, one hundred years after its premiere.

167. O CANADA



168. ESSENTIAL ELEMENTS QUIZ – METER MANIA

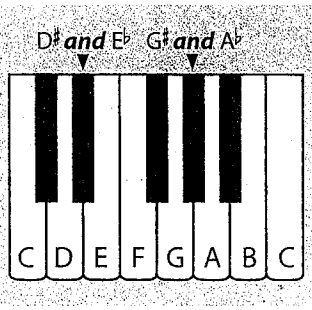
Count and clap before playing. Can you conduct this?



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:

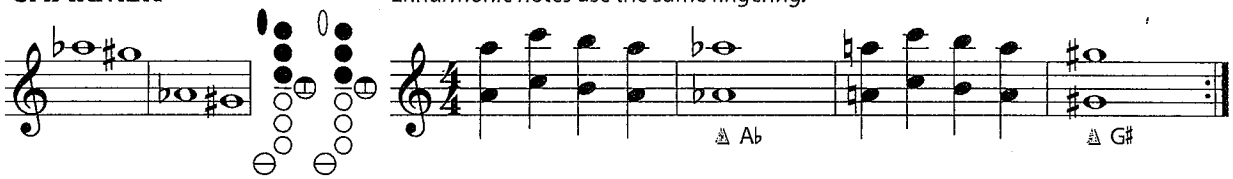


THEORY

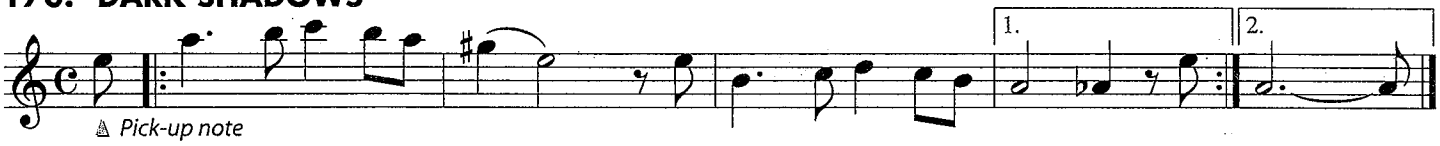
169. SNAKE CHARMER

A♭/G♯

Enharmonic notes use the same fingering.



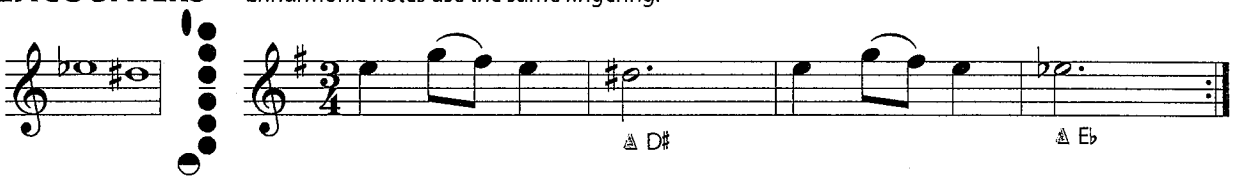
170. DARK SHADOWS



171. CLOSE ENCOUNTERS

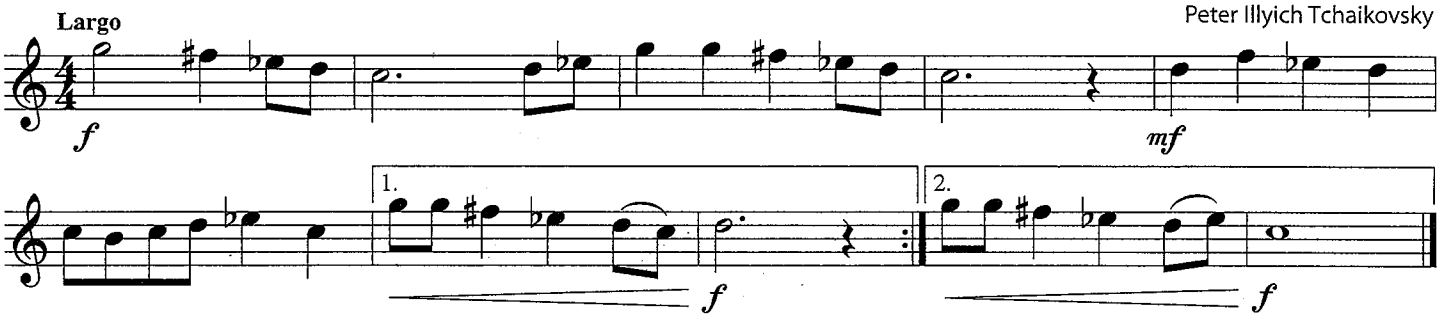
E♭/D♯

Enharmonic notes use the same fingering.

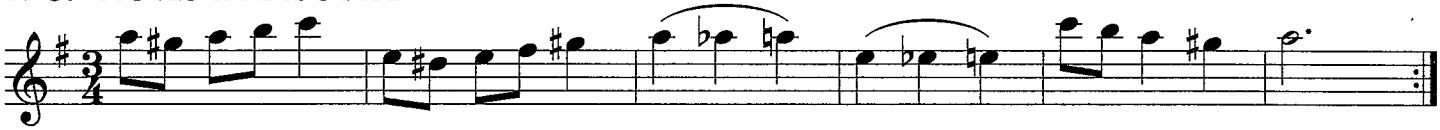


172. MARCH SLAV

Peter Illyich Tchaikovsky



173. NOTES IN DISGUISE



Chromatic Notes

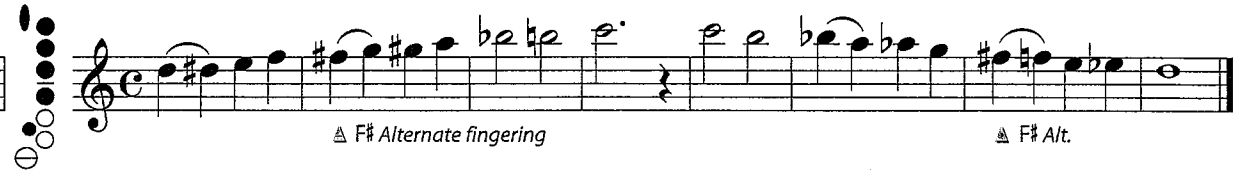
Chromatic notes are altered with sharps, flats and natural signs which are not in the key signature. The smallest distance between two notes is a half-step, and a scale made up of consecutive half-steps is called a **chromatic scale**.

THEORY

174. HALF-STEPPIN'

F♯

Alternate fingering



HISTORY

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.*

Allegro

Camille Saint-Saëns

mf

176. SILVER MOON BOAT

Largo

Chinese Folk Song

mf

Fine

f

p

D.C. al Fine

HISTORY

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

Allegro (moderately fast)

Ludwig van Beethoven

A

B

p

p

△ F♯ *Alt.*

9

mf

mf

△ F♯ *Alt.*

1.

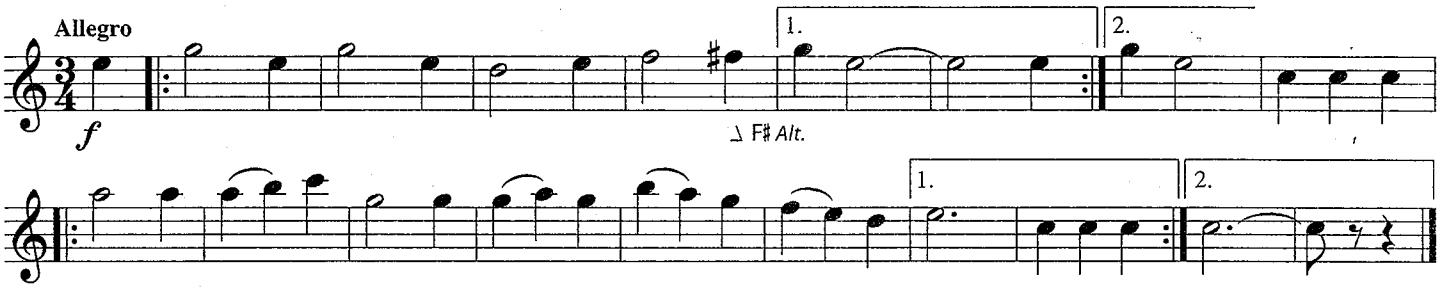
2.

HISTORY

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.

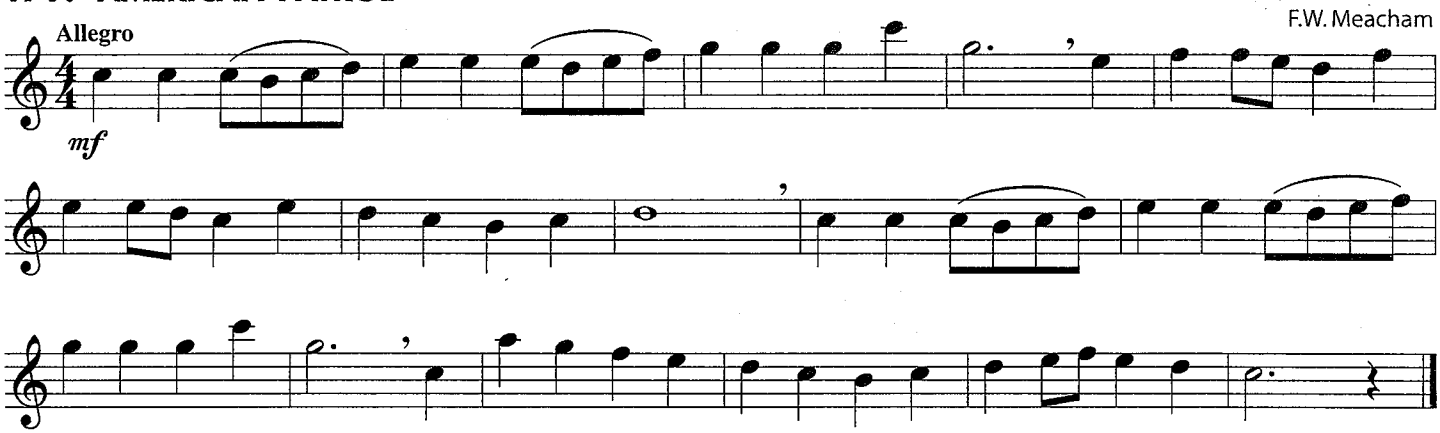
178. CAPRICCIO ITALIEN *Always check the key signature.*

Peter Illyich Tchaikovsky



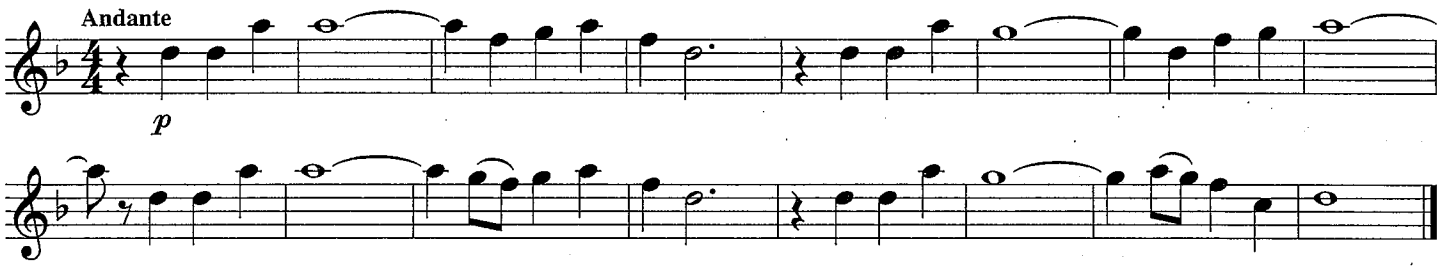
179. AMERICAN PATROL

F.W. Meacham

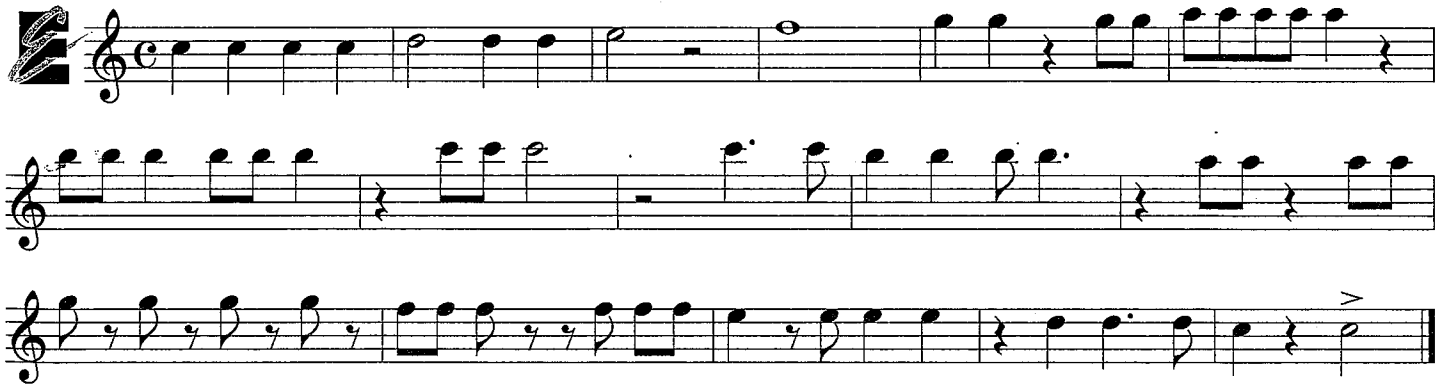


180. WAYFARING STRANGER

African-American Spiritual



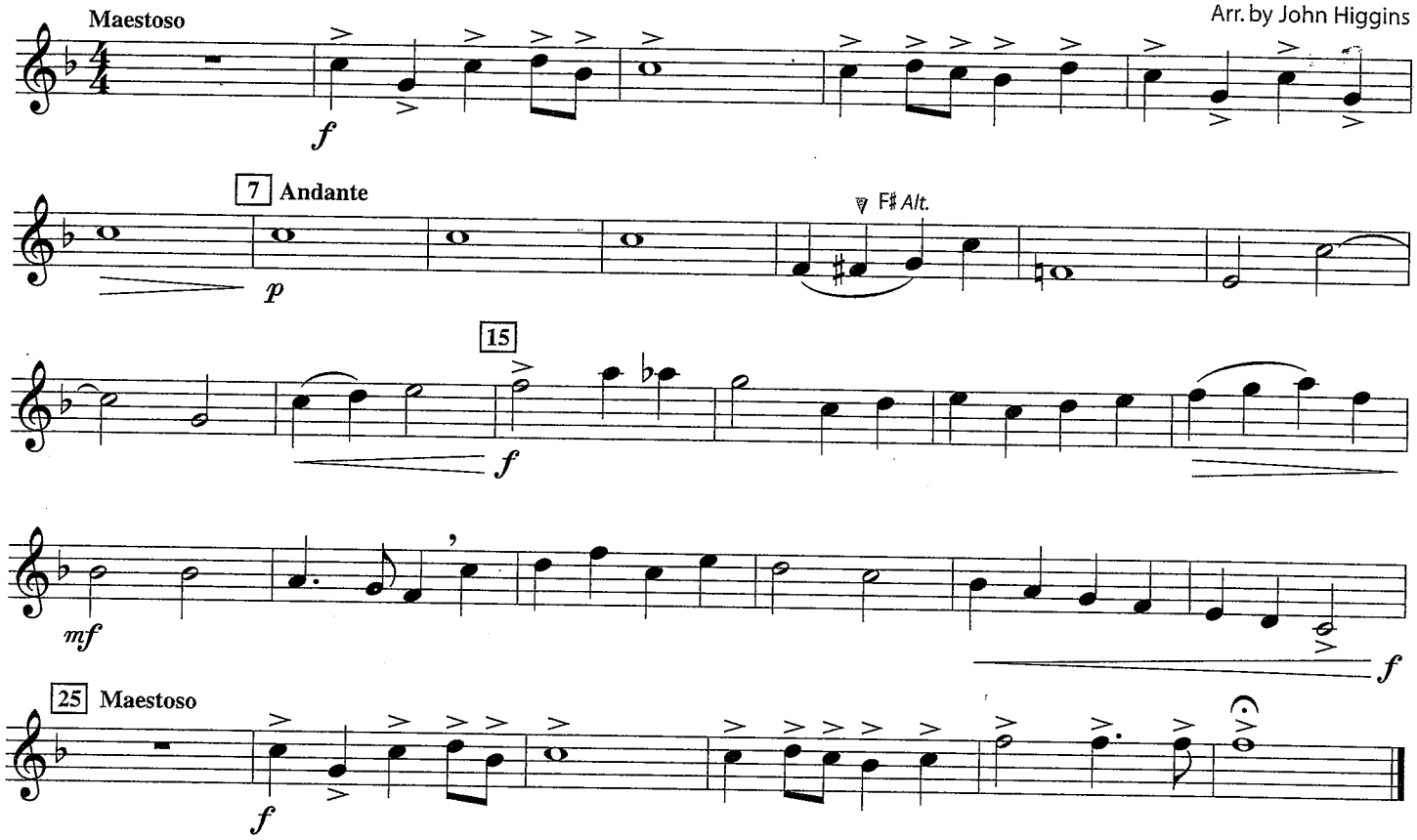
181. ESSENTIAL ELEMENTS QUIZ – SCALE COUNTING CONQUEST



PERFORMANCE SPOTLIGHT

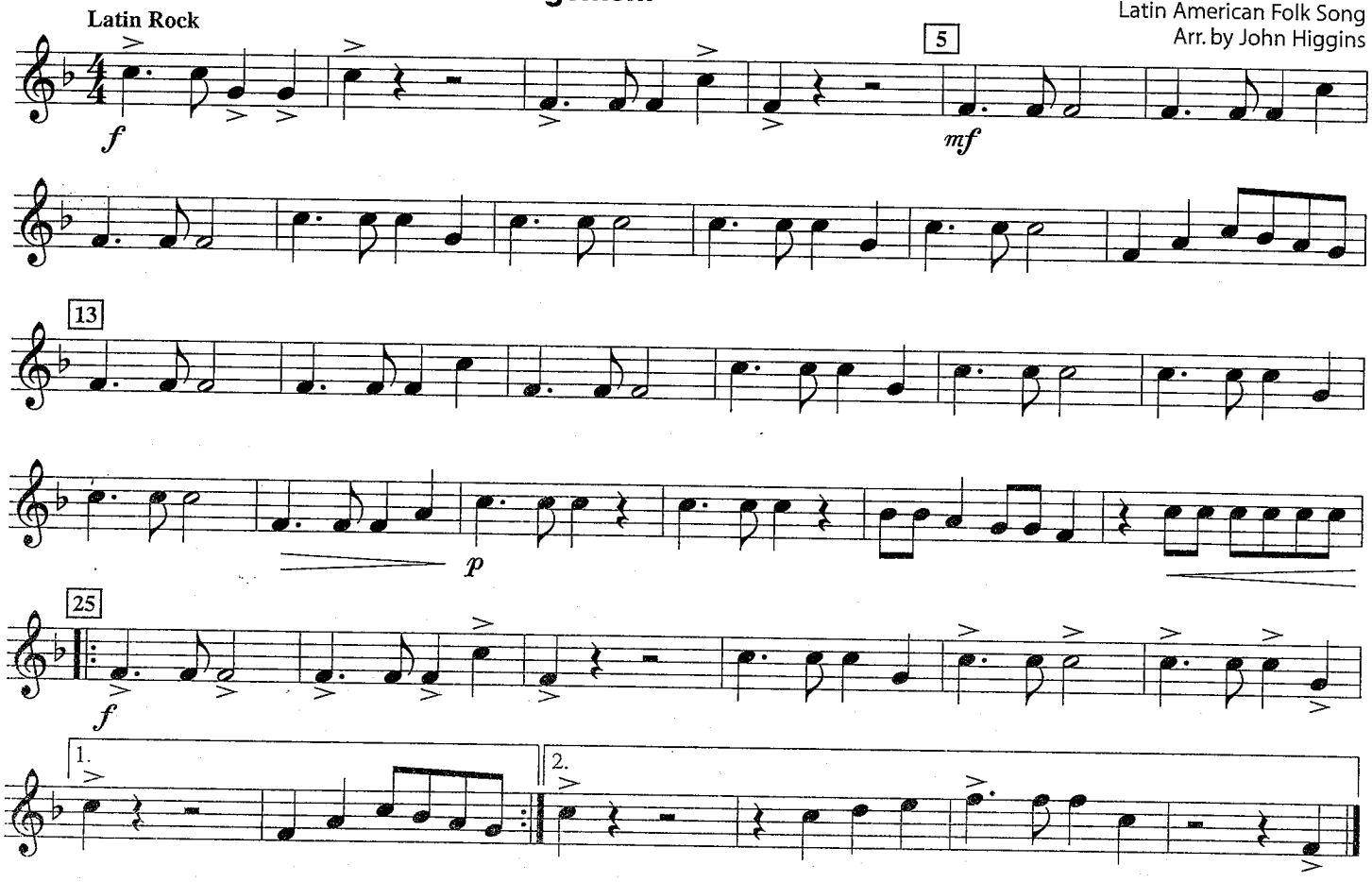
182. AMERICA THE BEAUTIFUL – Band Arrangement

Samuel A. Ward
Arr. by John Higgins



183. LA CUCARACHA – Band Arrangement

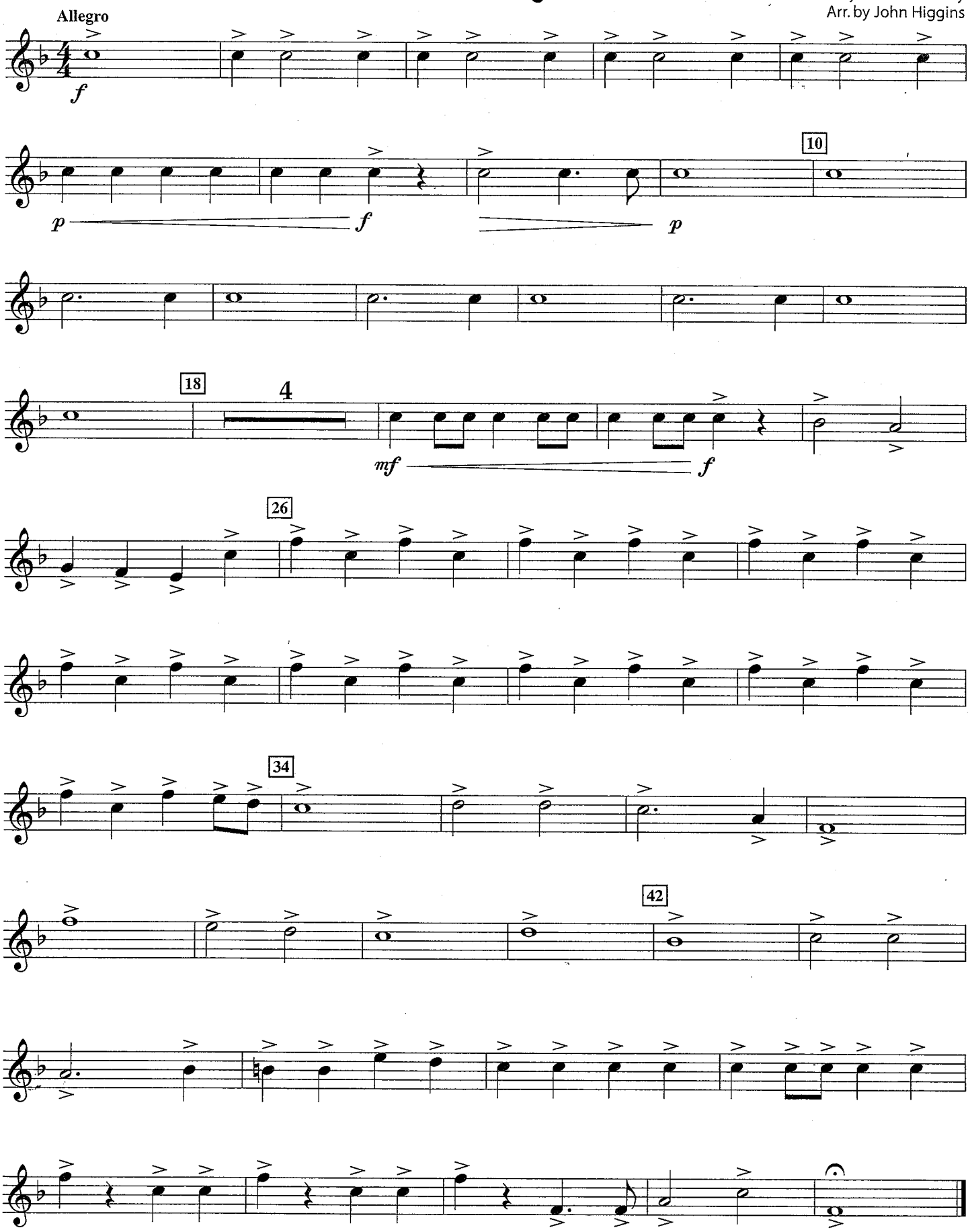
Latin American Folk Song
Arr. by John Higgins



PERFORMANCE SPOTLIGHT

184. THEME FROM 1812 OVERTURE – Band Arrangement

Peter Illyich Tchaikovsky
Arr. by John Higgins



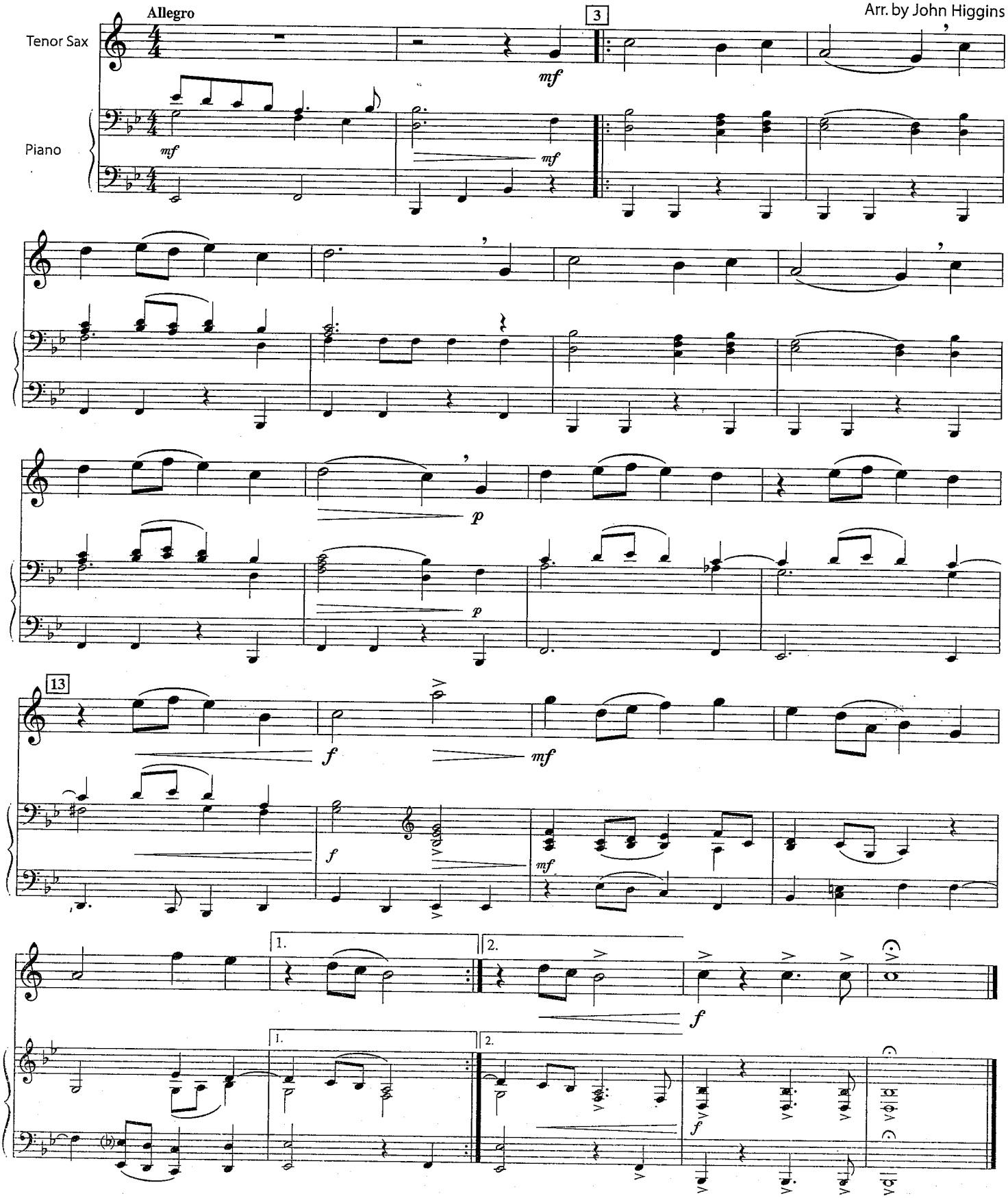
PERFORMANCE SPOTLIGHT

Solo with Piano Accompaniment

Performing for an audience is an exciting part of being involved in music. This solo is based on *Symphony No. 1* by German composer **Johannes Brahms** (1833–1897). He completed his first symphony in 1876, the same year that the telephone was invented by Alexander Graham Bell. You and a piano accompanist can perform this for the band or at other school and community events.

185. THEME FROM SYMPHONY NO. 1 – Solo *(Concert B♭ version)*

Johannes Brahms
Arr. by John Higgins



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

A

B

p

Fine

mf

D.C. al Fine

187. LA BAMBA – Duet

Mexican Folk Song

Allegro

A

B

f

Fine

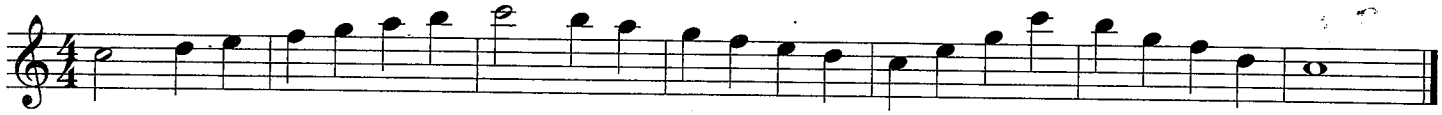
D.C. al Fine

p

RUBANK® SCALE AND ARPEGGIO STUDIES

TENOR SAXOPHONE KEY OF C (CONCERT B♭)

1.



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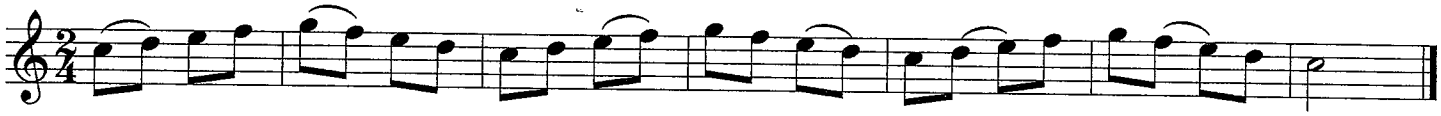

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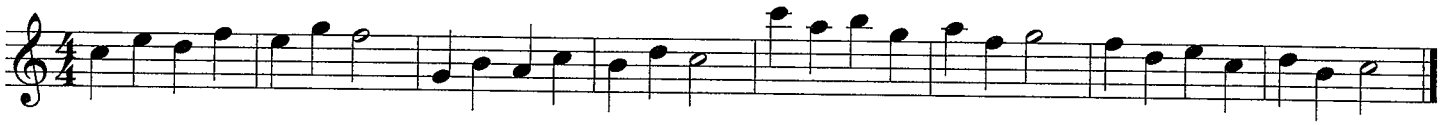
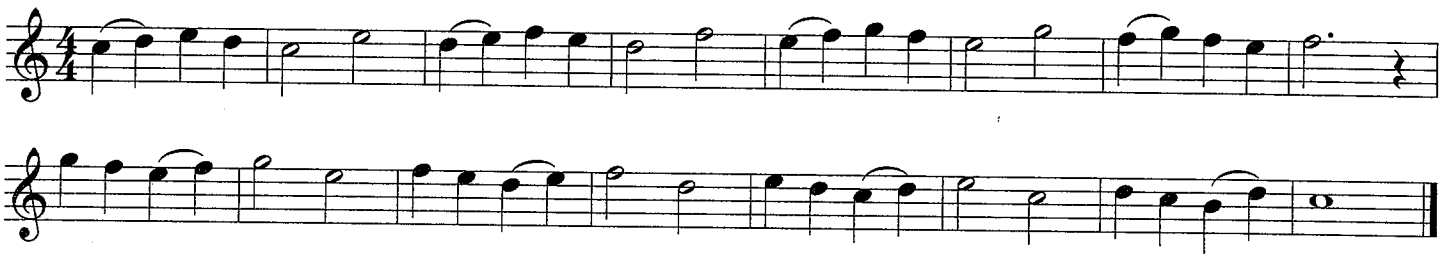


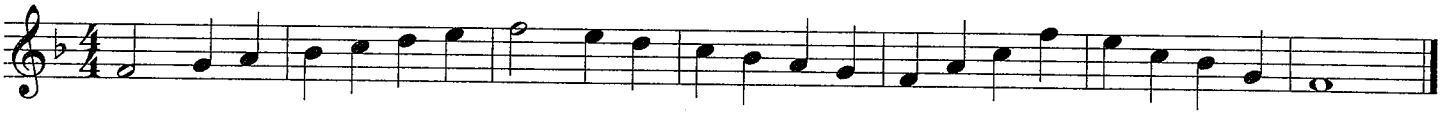
4.



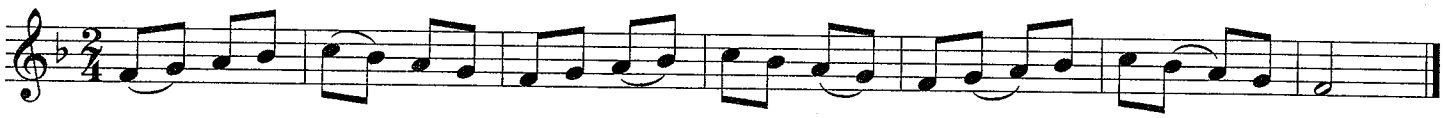
TENOR SAXOPHONE KEY OF F (CONCERT E♭)

In this key signature, play all B♭'s.

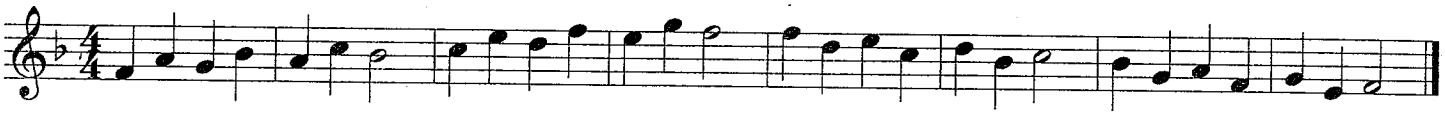
1.



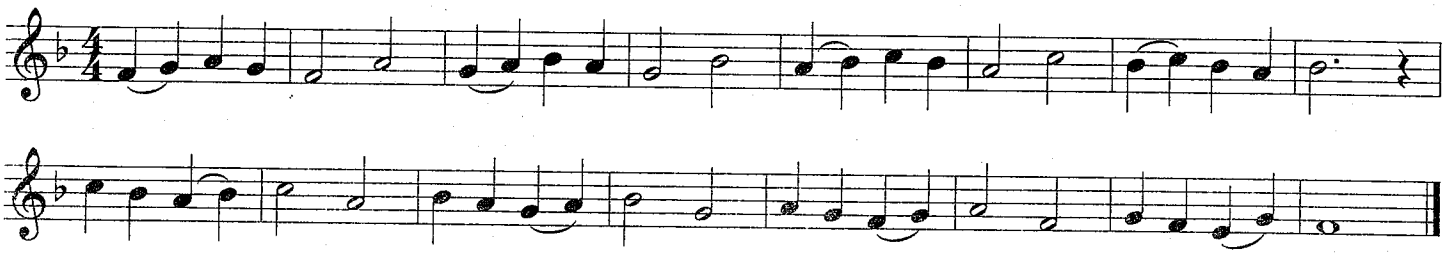
2.



3.



4.

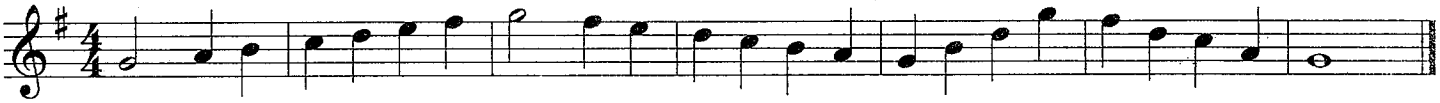


RUBANK® SCALE AND ARPEGGIO STUDIES

TENOR SAXOPHONE KEY OF G (CONCERT F)

In this key signature, play all F♯'s.

1.



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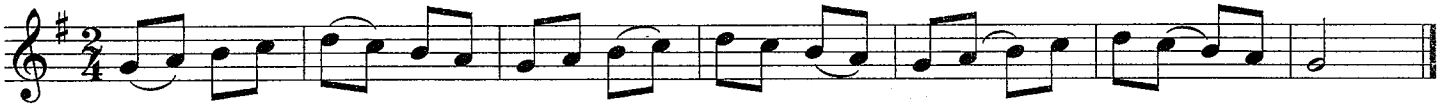

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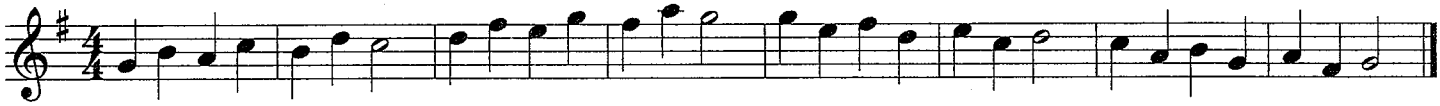

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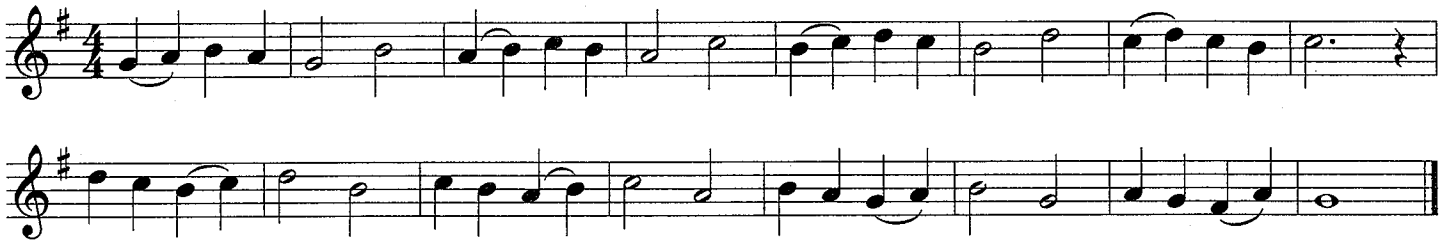
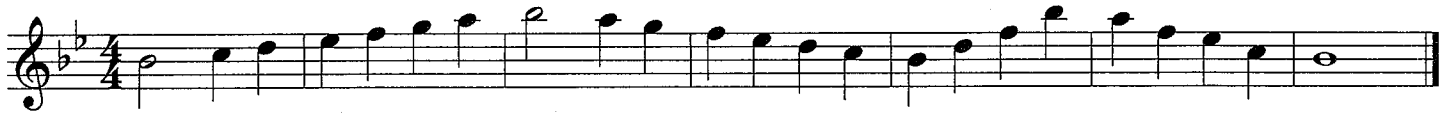


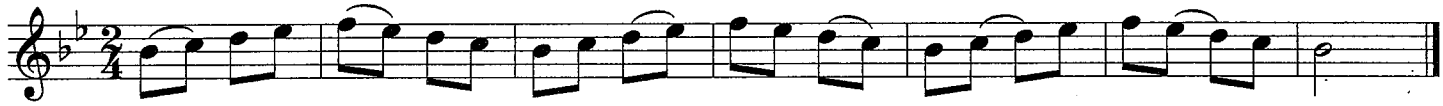
TENOR SAXOPHONE KEY OF B♭ (CONCERT A♭)

In this key signature, play all B♭'s and E♭'s.

1.



2.



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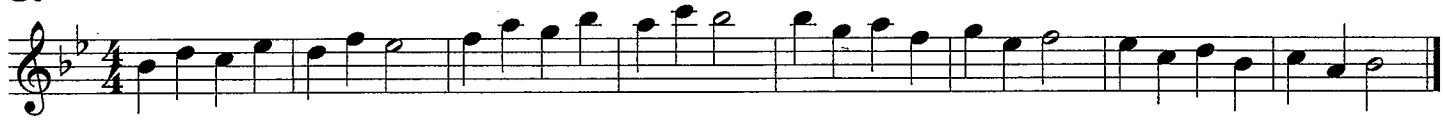
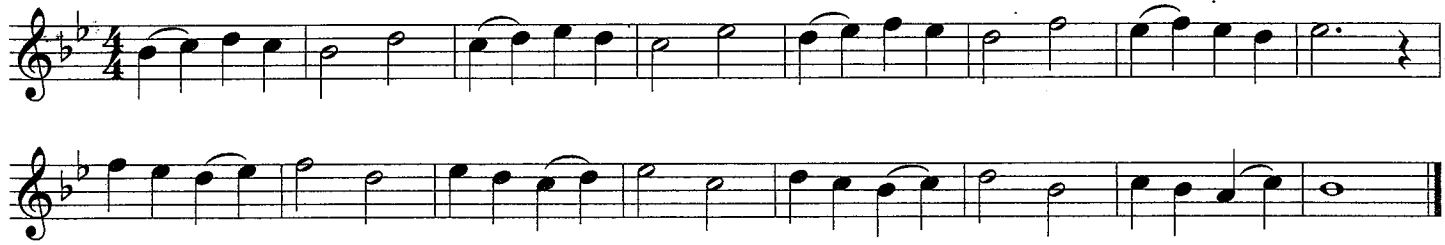
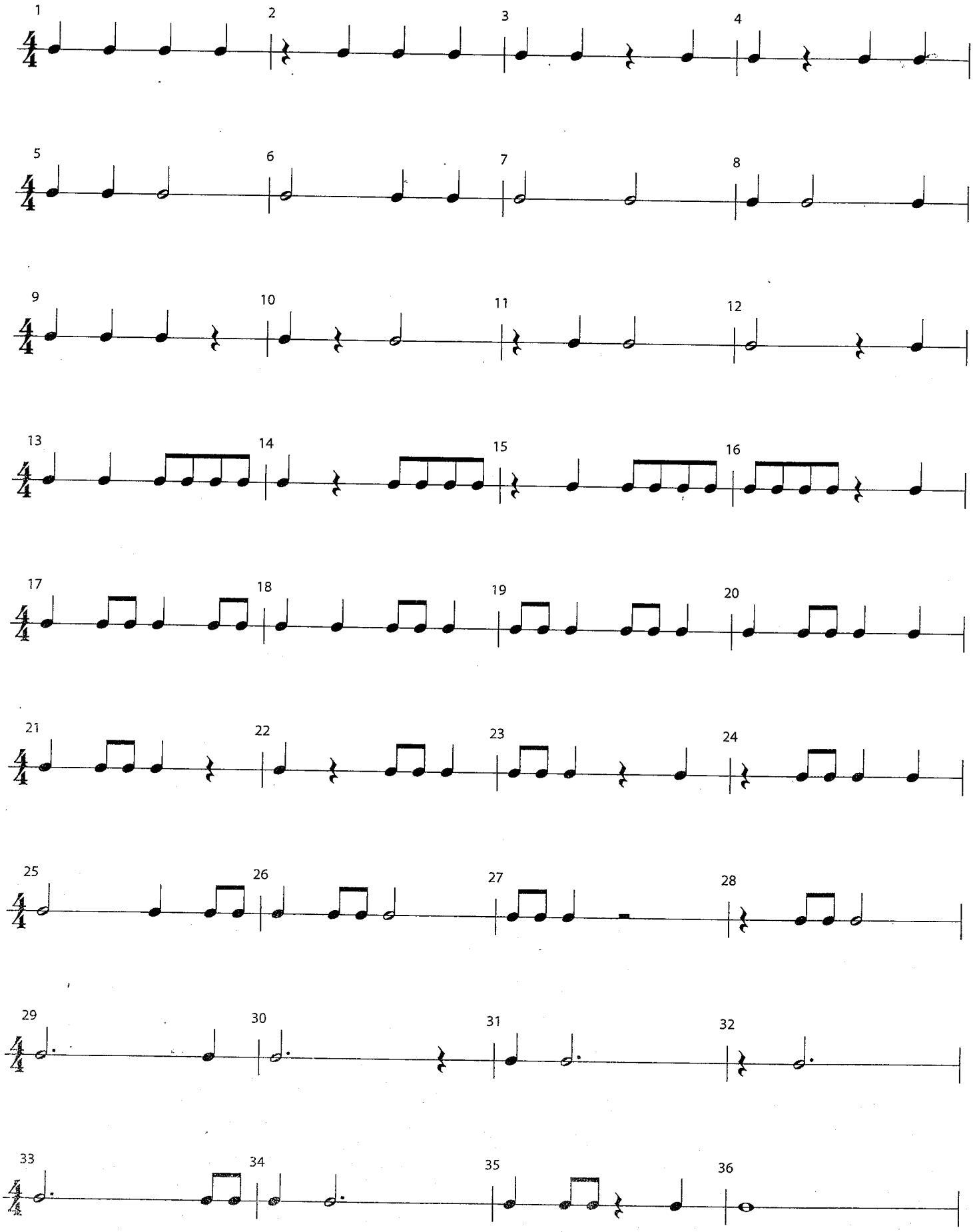


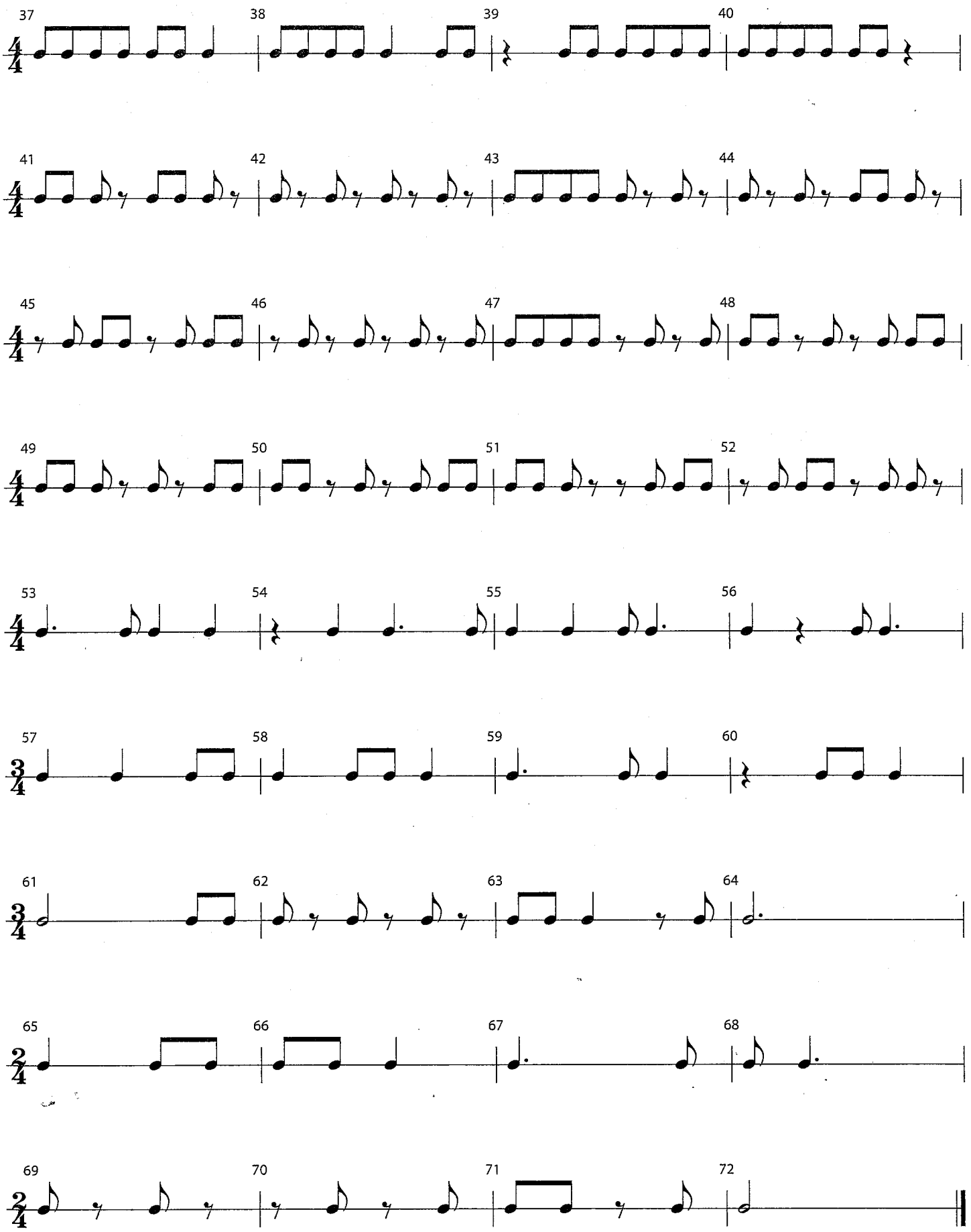
4.



RHYTHM STUDIES



E RHYTHM STUDIES



CREATING MUSIC

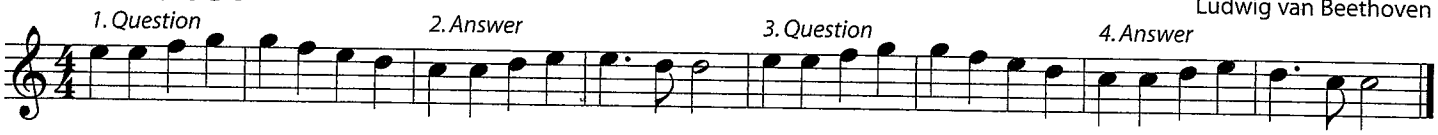
THEORY

Composition

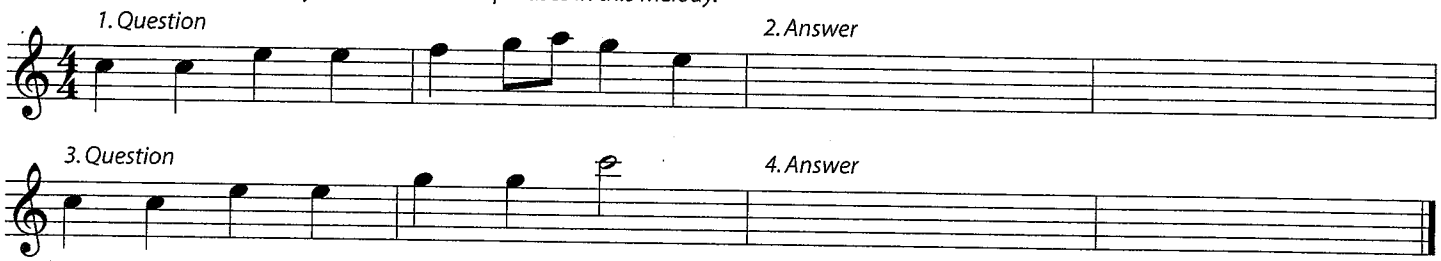
Composition is the art of writing original music. A composer often begins by creating a melody made up of individual **phrases**, like short musical "sentences." Some melodies have phrases that seem to answer or respond to "question" phrases, as in Beethoven's *Ode To Joy.* Play this melody and listen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

1. ODE TO JOY

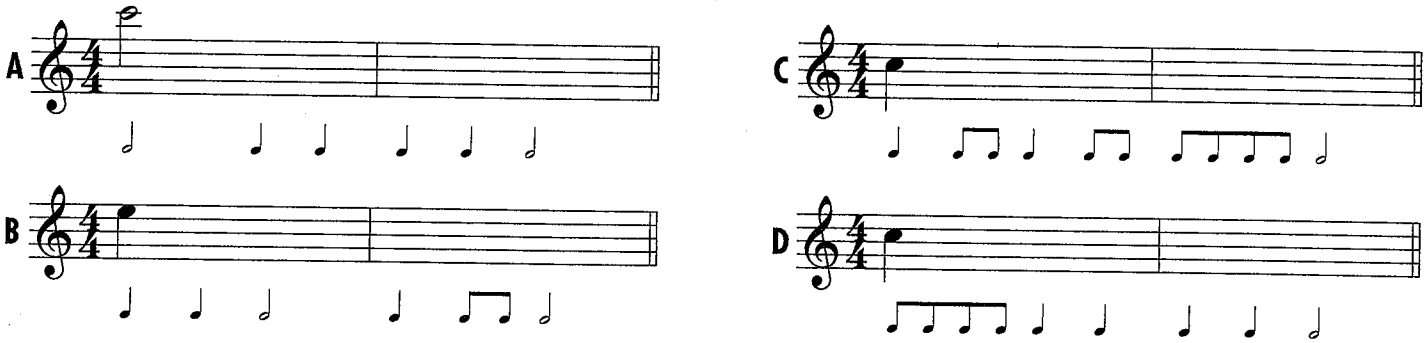
Ludwig van Beethoven



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

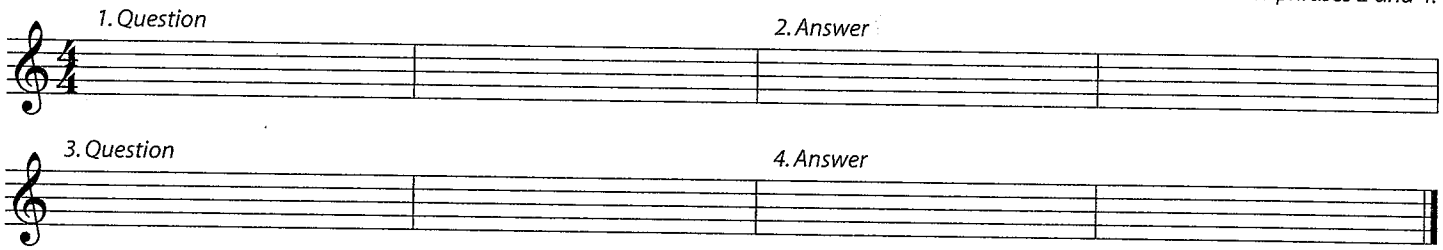


3. PHRASE BUILDERS *Write 4 different phrases using the rhythms below each staff.*



4. YOU NAME IT: _____

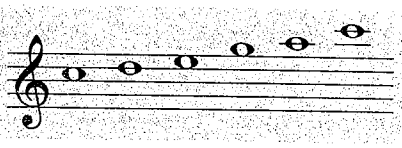
Pick phrase A, B, C, or D from above, and write it as the "Question" for phrases 1 and 3 below. Then write 2 different "Answers" for phrases 2 and 4.



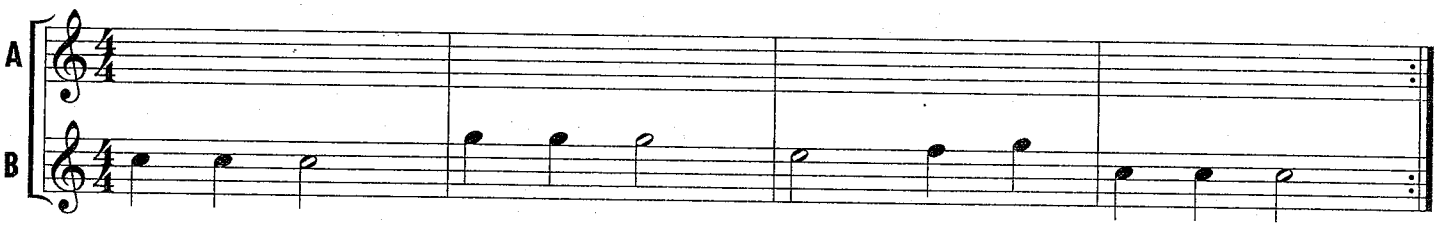
THEORY

Improvisation

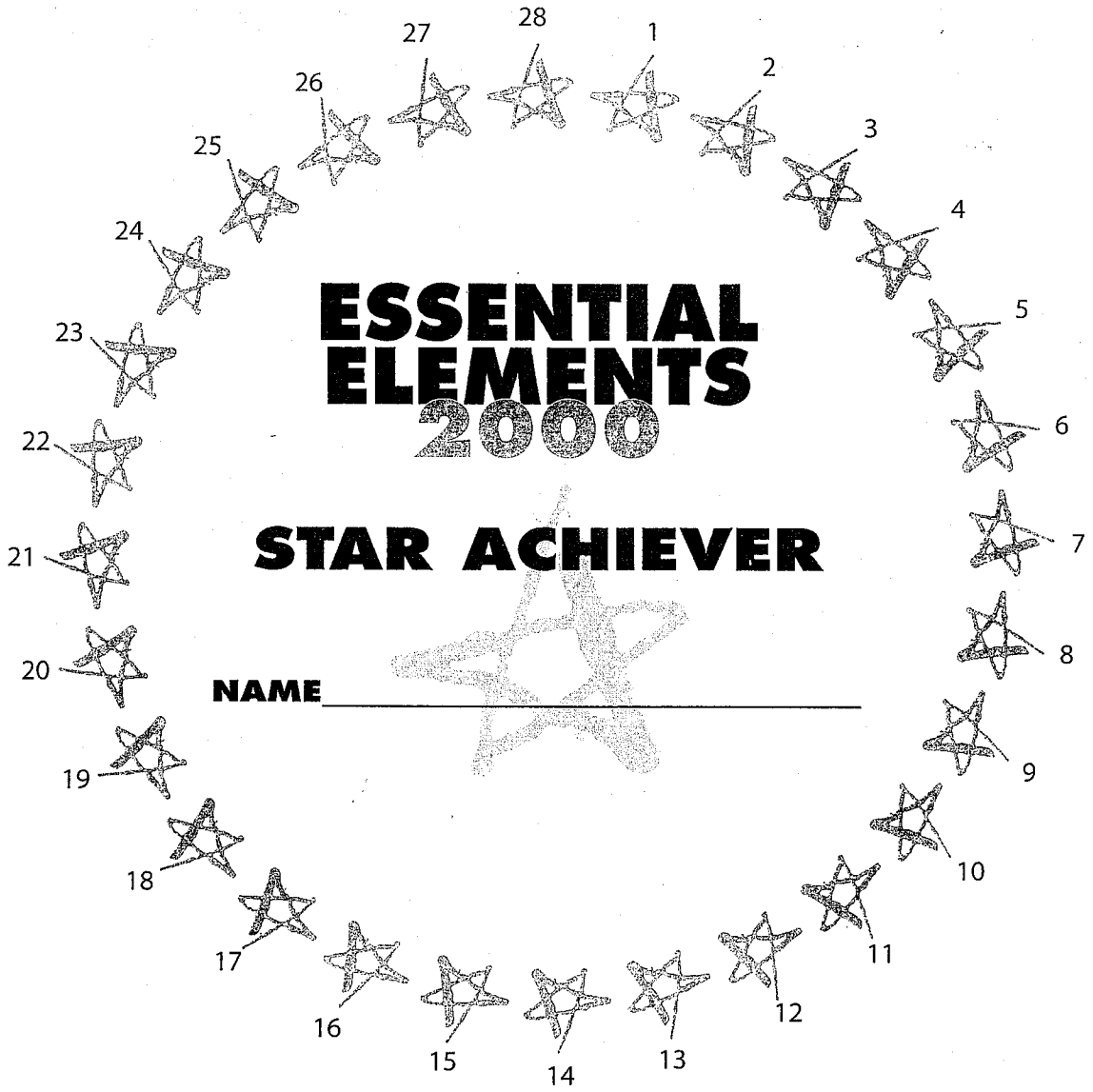
Improvisation is the art of freely creating your own melody *as you play.* Use these notes to play your own melody (Line A), to go with the accompaniment (Line B).



5. INSTANT MELODY



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

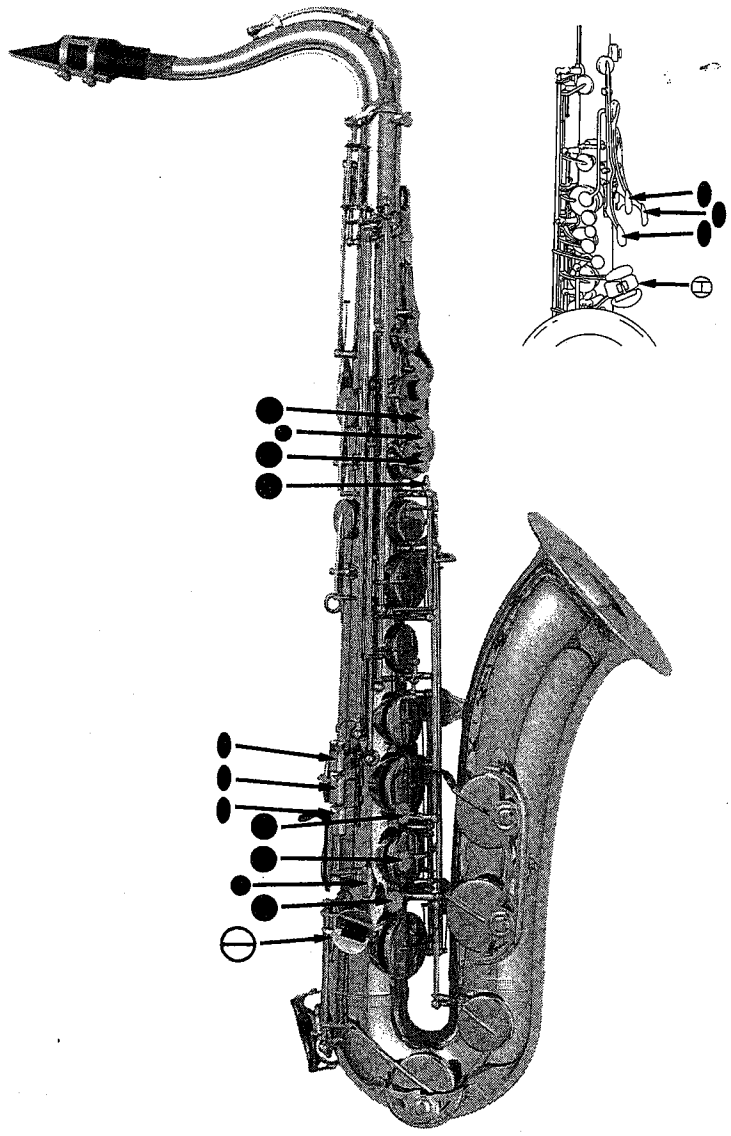
FINGERING CHART

B♭ TENOR SAXOPHONE

Instrument Care Reminders

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

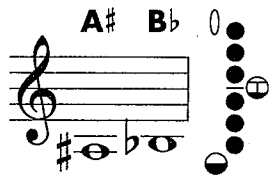
- Remove the reed, wipe off excess moisture and return it to the reed case.
- Remove the mouthpiece and wipe the inside with a clean cloth. Once a week, wash the mouthpiece with warm tap water. Dry thoroughly.
- Loosen the neck screw and remove the neck. Shake out excess moisture and dry the neck with 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.

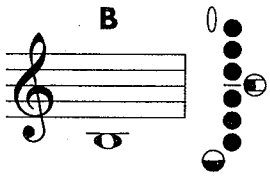


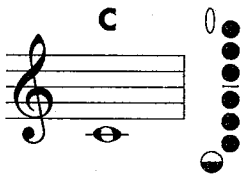
○ = Open
● = Pressed down

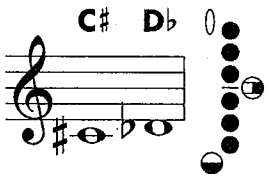
The most common fingering appears first when two fingerings are shown.

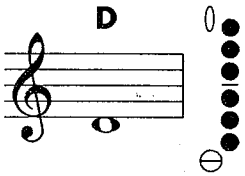
Instrument courtesy of Yamaha Corporation of America, Band and Orchestral Division

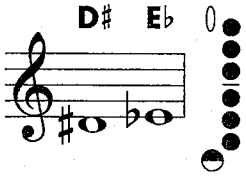


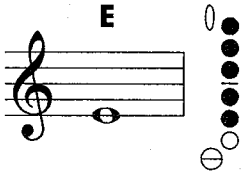


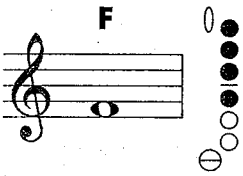


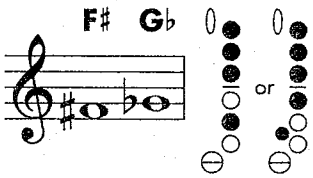


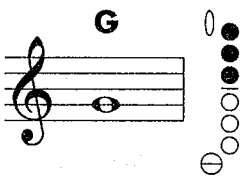


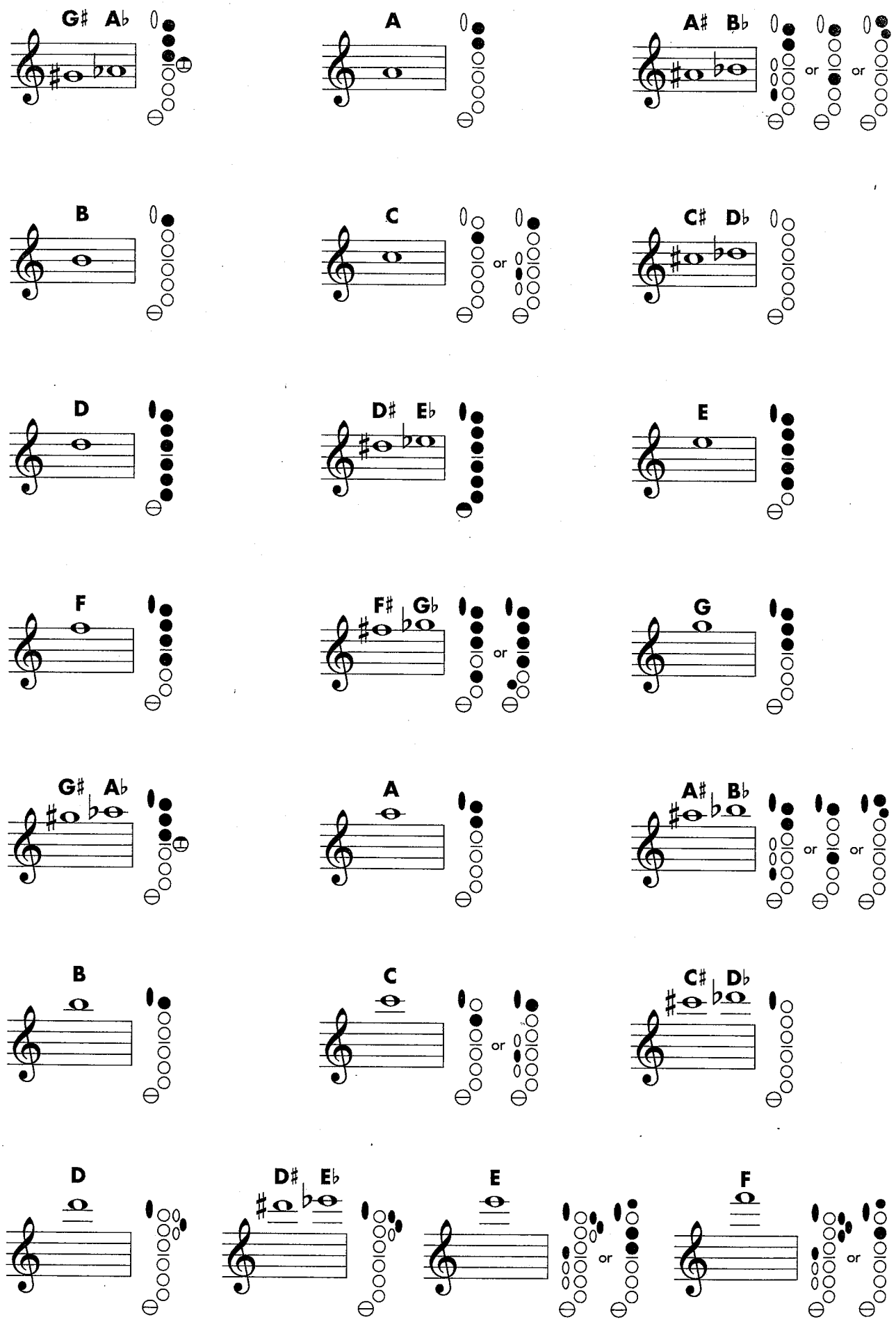










FINGERING CHART

B♭ TENOR SAXOPHONE